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Report on the Progress of Education in the Punjab

for the year

1942-43



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**Proceedings of the Punjab Government No. 13643-G,
dated 9th June 1944**

Read—The report of the Director of Public Instruction, Punjab, for the year ending 31st March 1943.

1. The introductory paragraph of this year's brief report presents a succinct account of the outstanding events in the domain of educational development during the twelve months under review. The most noteworthy feature is the introduction of the time-scale for the S. E. S. which has not only raised the minimum initial salary of this service, but has assured to its members a regular incremental scale over a long period of their service. It is a matter for genuine satisfaction that this salutary, but long deferred, measure has elicited warm appreciation, and it is confidently hoped that greater zeal and increased efficiency will result. It is hoped that other employing agencies and organizations will also raise the scales of salary for their vernacular and anglo-vernacular teachers. No less encouraging is it to find that departmental rules and regulations continue to be relaxed and amended to afford more generous financial assistance to the children of soldiers and those of economically and educationally backward communities and also that facilities for higher education are being extended to hitherto neglected parts of the province.

2. The total number of recognized institutions for boys as well as girls has gone up by 32, while the enrolment therein registers a welcome increase of 14,069. This large increase, with a correspondingly small increase in the number of schools, is the direct outcome of consistent endeavours by the Department at consolidation for some years past. The existence of as many as 6,883 unrecognized institutions for boys and girls out of a total number of 19,347 is an unsatisfactory feature of the educational system. A careful survey might be made of these schools as to the category to which they belong, the areas in which they exist, the necessity of their continued existence together with their financial and instructional condition and a report submitted to Government.

3. From the figures quoted by the Director, it is clear that the foundations of primary education are being steadily reinforced, and that not only is the intake of primary schools and departments on the increase, but the tangible results achieved from better teacher training, improved methods of instruction, vigilant supervision and helpful guidance continue to improve. That leakage is progressively on the decline is clear from the decreasing difference in class to class enrolment and the steadily increasing proportion reaching class IV, which for the year under report is 43·7. This is most heartening as it indicates that almost half of the number of boys enrolled in class I three years ago has ultimately reached class IV. The Punjab Government agree with the Director that the pupils in the pre-primary stage those admitted in the second admission period of the year are wholly responsible for vitiating this percentage, which is ordinarily employed as the mathematical basis for estimating the so-called wastage of numbers and ex-

penditure in primary education. The exclusion of this fairly large number from our calculations would give a much truer picture of the progress of literacy in the province. Other notable factors that have made an appreciable contribution to the success of primary education are the annual divisional refresher courses for vernacular teachers, for the continuance of which the Punjab Government hope to provide funds for a further period of 5 years; the Model schools which have continued to act as centres of new activities and developments and the high percentage (85.6) of trained and certificated teachers working in primary schools.

4. Very gratifying advance has been made during the year in the strength of secondary schools. This is obvious from the fact that whilst the total number of secondary schools for boys and girls has gone down by 5 to 3,685, enrolment has gone up by 12,057 to 698,723. Equally pleasing is the increase in the average attendance which has kept pace with the enhanced enrolment and with an all-round improvement in instruction, tone and discipline. Reference may also be made here to the impetus given by schools to gardening; to wholesome educational hobbies and to the encouragement of scouting, thrift and Red-Cross Societies which are sound training for social service and organization of relief in times of distress. Another striking feature of education in rural areas is the insistent and persistent demand for the introduction of English in rural middle schools, particularly those situated in Military areas. The Punjab Government appreciate departmental help in this matter and would like further encouragement given to areas inhabited by soldiers.

5. The number of arts colleges for men and women has gone up by 1 to 43 and that of professional colleges by 4 to 18; enrolment in the former has increased by 726 to 18,356, but in the latter the number have dropped by 34 to 2,605, there being a fall of 120 in the men's colleges and a rise of 86 in women's colleges. It is interesting to note that the number of examinees in the Oriental and Modern Indian language examinations of the University has gone up during the year by 1,332. The University has also continued to enact several important War and other regulations likely to prove beneficial to the student community. The inauguration of Army Preparatory classes in Government and privately managed degree colleges has, it is hoped, helped students in securing Commissions in His Majesty's forces. The various departments of the University have continued to do good work in the field of literary and scientific research and its war activities and athletic achievements are praiseworthy.

6. The number of primary and secondary schools for girls has advanced by 15 and their enrolment by 4,627. It is discouraging to find that, owing to lack of funds, only 4 primary, 10 middle and 1 high

school for girls could be added during the year. It is hoped that the Punjab Government will be able to release more funds for women's education next year. The inspecting agency, both district and divisional, has remained unaltered in strength, although the Punjab Government are in complete accord with the Director that an increase in this staff is urgently necessary if a high level of efficiency is to be maintained in the rapidly expanding field of women's education. The re-organization of J. V. and S. V. courses for women teachers is sure to make a valuable contribution to the instructional efficiency and general improvement of girls' primary schools. The revised syllabus, which is both sound and comprehensive, will equip newly trained teachers, both academically and professionally, much better than the old scheme of studies did.

7. The percentage of trained as well as certificated teachers in boys schools of all types and grades is 89.7 and in the girls schools 79. These figures compare very favourably indeed with other provinces in India. Aided and unaided schools have, however, still much leeway to make up in the matter of employing trained teachers. The recommendations of the Training College Reorganization Committee will, it is hoped, be fully enforced during the coming year by the institution of a Faculty of Education in the University, the abolition of the present S. A. V. class, and the starting of a Junior Model School. It will, perhaps, be advisable to institute the Post B. T. Diploma Course in School Administration a year after the new B. T. has been organized. It is a matter for great satisfaction to read that the normal schools are turning out a good type of teacher mentally alert, physically fit and professionally well-equipped for his responsible work in rural schools.

8. Government have read with interest the account of the very creditable war effort of the Department in men, money and material. The facts quoted by the Director need no comment as they speak for themselves, and indicate that the Department is second to none in making a spontaneous, cheerful, and generous response to the national call. The Punjab Government would ask the Director to convey their warm thanks and appreciation to all concerned.

9. During the year under review the direction of the Department has been in the charge of Mr. W. H. F. Armstrong. He has continued to administer the Department with singular success during this year of stress and strain. The approved expansion and development, the spread of education and the planning of new activities in our schools are the result of his breadth of vision and insight into the needs of Educational system. Much good work is being done by the Department in the matter of war effort for which credit is due primarily to the Director.

Government again wish to record their thanks and appreciation of the good work done by officers of the Department during the year under report, particularly officers at headquarters and the inspectorate, who have borne an ever increasing burden of work uncomplainingly and with very considerable success. With no increase in staff, the Department has laboured unceasingly for the expansion and advancement of education and the War effort, and has had the full co-operation and help of staffs in local body and private employ.

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

By order of the Governor of the Punjab

W. H. F. ARMSTRONG

Secretary to Government, Punjab
Education Department

General survey of educational progress in the Punjab during 1942-43

THE Punjab Government have decided that the annual report on the progress of education shall, for the present, be curtailed. This report is consequently in the form of a short general summary of the main developments and activities in education during the year, but an attempt has nevertheless been made to make this summary as comprehensive and informative as is possible within the prescribed limits.

(A) ACHIEVEMENTS DURING THE YEAR

Before making any observations on the main statistics the prominent lines of development during the year under review are set out below:—

(i) Junior Vernacular and Senior Vernacular courses for women teachers have been reorganised. The minimum qualifications for these courses and the length of the period of training have been modified. The syllabuses have also been overhauled completely, and these are now, more or less, in line with those prescribed for men teachers.

(ii) An Arts and Crafts Teachers' Training course extending over two years has been started at the Central Training College. The minimum qualification prescribed is a 1st or 2nd class Matric or an S. V. Matric, preference being given to those who have undergone a Science course in a college. The enrolment in the class stands at 18.

(iii) The introduction with effect from 1st October 1942 of a time-scale for the Subordinate Educational Service—both Vernacular and Anglo-Vernacular Sections. This long deferred salutary measure has been acclaimed all over the province. One Inspector writes as follows:—

“ The prospects of teachers in Government service have considerably brightened since the announcement of the revised time-scale and this beneficent measure of the present Government deserves to be written in letters of gold in the history of the educational development of the province. This time-scale is also expected to have a favourable reaction on the pay and prospects of teachers in local body and privately-managed schools and it is hoped that both these employing agencies will come forward with equal generosity and take early steps to improve the monetary position of their teachers, who are facing a serious financial crisis at the present moment due to an enormous rise in the cost of living ”.

Another writes in a similar strain:—

“ In the case of Government schools, the proposed introduction of the time-scales for the Subordinate Educational Services is a veritable boon for the teachers which is bound to bring contentment among Government employees and it is hoped that this generosity on the part of Government will result in increased enthusiasm and efficiency on the part of teachers. The case of local body teachers as well as of those in privately-

managed institutions is equally deserving and it is hoped that as soon as the financial stringency due to war ceases, the case of these teachers will also receive sympathetic consideration from their employers as well as the Government."

(iv) One hundred additional scholarships of the value of Rs. 10 per mensem each for 9 months each year were created for award to the sons of soldiers and others with close family relations in the Indian Army joining the K. G. R. I.M. Schools at Jhelum, Ajmer and Jullundur under the "Expansion Scheme" of the Government of India.

(v) Government Intermediate College, Campbellpur, has been raised to the degree standard.

(vi) A degree college for men has been opened at Montgomery.

(vii) D. B. High School, Hassanabdal, has been provincialised with effect from 1st March 1943.

(viii) Certificates are being granted to the students of Post-Matric Clerical and Commercial Classes who, having joined Military service, could not appear for the departmental examination.

(ix) Fee concessions to the children of soldiers have been extended to all serving soldiers whether on active service or not. They were previously confined only to soldiers on active service overseas.

(x) Fee concessions for brothers and sisters: Previously brothers and sisters reading in the same school or its branches in the same town were eligible for these concessions. Now the concessions can be enjoyed in two different schools in the same town, provided they are under the same management.

(xi) Fee concessions for the children of Criminal Tribes: So far children of Criminal Tribes between the ages of 6 and 12 were exempt from the payment of school fees, but now such children are free up to the 8th class and pay $\frac{1}{2}$ rate in the high classes.

(xii) Fee concessions to the children of agriculturists: The concessions have been extended to "retired soldiers".

(xiii) The monthly value of college scholarships referred to in Article 152, Punjab Education Code, has been increased to include Science fees.

(B) MAIN STATISTICS

Tables given on pages 1—5 of the statistics appended to this chapter present concisely the educational progress in the province and are set out in this form to enable the reader to gain a general idea of the work and progress of the Department during the year.

(a) *Institutions*—The total number of educational institutions^s has declined by 345 to 19,347; in the previous year there was a drop of 604 to 19,692. The number of recognised institutions has increased by 32;

the unrecognised schools have decreased by 377. Thus the entire fall is attributable to the drop in the number of unrecognised institutions which fact gives no cause for concern or anxiety as such schools are generally of very doubtful efficiency and utility—even the existence of some of them is evanescent and ephemeral. The good and efficient ones do attain, on the contrary, the status of recognised schools after a period of waiting and probation. What is slightly disconcerting is the existence of such a large number of them in the Province—6,883 (4,034 for boys and 2,849 for girls) out of a total of 19,347 institutions, or almost 35 per cent. of the aggregate. Their continued existence calls for consideration of remedial action as they are a heavy drag on the progress of education.

In the case of recognised boys' schools there is a fall in the number of middle schools (—31) and special schools (—19), while there is a rise among high schools (+15) and primary schools (+48). The girls schools show an all-round upward trend except for a negligible fall of 1 in the number of special schools. There is one recognised boys' school for 10 square miles and one recognised girls' school for 38·1 square miles. In 1931-32 there was one girls' school for 53·6 square miles and 5 years later for 46·3 square miles.

(b) *Scholars*—It is gratifying to note that despite a fall of 377 in the number of unrecognised institutions which have brought in their wake a drop of 7,319 in the number of scholars studying therein, the total enrolment in schools of all types has gone up by 6,743 to 1,436,371, there being a welcome increase of 9,045 boys and of 5,024 girls in recognised institutions. It is thus most encouraging to find that, with an increase of only 32 recognised institutions, both boys' as well as girls' the enrolment has increased by 14,069 and, further, that the peak enrolment of 1930-31, viz., 1,385,841 has now been outstripped by a little over half a lac of pupils.

(c) *Percentage of population under instruction*—The percentage of pupils under instruction in all types of schools to the total population (new census) shows a decline of 1·01 from 6·06 to 5·05, the population of the province having gone up by 4,837,967 from 23,580,852 to 28,418,819. It is interesting to observe that every tenth year on the advent of a new census the gradual and slow rise in the percentage of pupils under instruction during a decade to the total population meets with a sudden check. Comparative figures are thus somewhat vitiated by the abrupt change in the basis of calculation caused by a new census.

(d) *Expenditure*—The main figures of expenditure on public instruction (*vide* page 222) of the appendix (iii) of the show that the total cost of education has advanced by Rs. 22,98,121 to Rs. 3,77,59,340, there being an increase of Rs. 3,80,078 in indirect expenditure, of Rs. 15,02,301 on institutions for boys and of Rs. 4,15,742 on those for girls. The percentage of expenditure from Government funds on boys' and girls' schools has gone down by 2·47 (from 48·09 to 45·62) and by 2·03 (from

50·27 to 48·24), respectively. The cost *per capita* in boys' schools has increased by Rs. 1-3-6 from Rs. 22-1-45 to Rs. 24-1-11, and in that of girls' schools by Rs. 1-6-8 from Rs. 20-12-1 to Rs. 22-2-9. Of the total expenditure on education 46·30 per cent was contributed by Government; 14·29 per cent by local bodies; 28·96 per cent was met from fees, and 10·45 per cent from other sources. In the previous year the corresponding figures were: Government 47·86 per cent., local bodies 13·35 per cent, fees 28·45 per cent, and other sources 10·34 per cent.

(C) PRIMARY EDUCATION

The number of primary schools for boys has gone up by 48 to 6,211 and the enrolment therein by 1,099 to 411,715. In the case of girls there is an increase of 4 to 2,216 schools and of 1,341 to 139,354 in the number of pupils. Taking into calculation the number of boys reading in the primary departments of middle and high schools the enrolment for boys in the primary classes comes to 766,308 and for girls to 190,620. The average enrolment for a boys' primary school works out at 66 and for a girls' school at 63.

(a) *Branch Schools*—The number of branch schools has further dwindled by 37, or about 8 per cent from 480 to 443. It is apparent now that earnest and successful efforts are being directed towards eliminating these ineffective and inefficient institutions that have practically outlived their utility. It is anticipated that before the close of the present quinquennium there will be a further reduction in the number. The existence of these schools has contributed little to an increase in the number of primary schools, has failed to attract pupils and done little, consequently, to promote literacy.

(b) *One-teacher schools*—The number of single teacher schools is 2,160 (+43) with an enrolment of 79,202 (+1,798) or an average of about 37 per school. It is significant that the decrease (—37) in the number of branch schools is more or less counteracted by the increase (+43) in the number of single-teacher schools. This shows that the branch schools are not unoften raised to the primary standard without making suitable provision for additional staff. Another point of interest is that the increase in the number of single-teacher schools has also kept pace with the rise in the total number of primary schools—the former has gone up by 43 and the latter by 48. The percentage of single teacher schools to the total number of primary schools is 35. From the facts and figures discussed later on in this report, it will be clear that these single-teacher schools, handicapped though they certainly are in many respects, have contributed no mean share to the advancement of literacy and to the expansion of education in the province. Their existence, if not their increase, should not be distressing. Owing to certain unavoidable circumstances, such as the necessity for the educational progress of backward tracts and areas with small and scattered population, resulting in paucity of pupils, and the restricted funds at the disposal of local bodies, their

existence and even their encouragement are inevitable. Their total eradication is thus not only undesirable but cannot be envisaged until ample funds become available. Efforts should, however, be continued towards amalgamating the inefficient ones into multi-teacher schools or converting them into mixed schools, where possible.

(c) *Compulsion*—There are 67 urban (+1) and 2,913 rural (—4) areas under compulsion. The number of villages under compulsion in rural areas is 10,654. The enrolment in compulsory areas is: urban 87,641 (—11,746) and rural 287,823 (+20, 555). In three divisions, viz., Ambala, Jullundur and Lahore the percentage of enrolment has gone up by 0·2 (56·9 to 57·1), 4·2 (82·0 to 86·2) and 3·0 (72·2 to 75·2) respectively, while in the remaining two it has gone down by 0·9 and 3·4. It is hoped that in due course the enforcement of the new Primary Education Bill will prove more effective than the 1919 Act by removing some of its inherent defects and in making better provision for the compulsory attendance of children right up to the termination of their primary stage. From the various causes that have contributed to the lack of success of compulsion, one is led to the irresistible conclusion that the main desiderata for the success of compulsion are—enthusiasm on the part of Government and local bodies to introduce free and compulsory education and the provision of reasonably ample funds to carry it out. The resulting efficient schools would not only attract boys but also retain them for the full course.

(d) *Progress of literacy*—The only reliable criteria by which to test genuine progress in the primary system of education appear to be the extent to which wastage through leakage and stagnation is being reduced; whether the flow of promotion from class to class is regular and uniform; whether attendance in schools is high and whether there is a gradual increase in the number of pupils reaching class IV. Facts and figures quoted below show how far the Department stands the test.

The sub-joined table supplies comparative figures of enrolment in the four classes of primary departments:—

	I	II	III	IV	Total
1941-42 ..	290,730	179,461	154,571	126,882	751,144
1942-43 ..	286,212	183,359	151,938	127,886	749,395

The figures show that there is an increase in the enrolment of classes II (+3,898) and IV (+1,504) although there is a small decrease in class III.

The five-year percentage of class-wise enrolment to the total strength of the primary department stands thus:—

	I	II	III	IV
1938-39 ..	41·3	23·9	19·2	15·6
1939-40 ..	39·9	24·7	19·6	15·8
1940-41 ..	38·5	24·8	20·4	16·3
1941-42 ..	38·7	23·9	20·6	16·8
1942-43 ..	38·2	24·5	20·3	17·0

There is a decrease of 3·1 per cent in class I and an increase of 0·6, 1·1 and 1·4 in classes II, III and IV respectively. In the Ambala district the percentage of boys in class IV to the total enrolment has gone up to 20·4 (+4·5). There is thus a much more balanced distribution of enrolment than before. Besides this, the real clue to the position is given by enrolment in class IV which has increased steadily by 30,948 since 1932-33. Unless the enrolment of this class goes up steadily from year to year no satisfaction can be felt in an increasing number of schools and pupils.

The percentage of pupils reaching class IV after 3 years is 43·7; last year it was 42·2 and in 1936-37, 28·1. If 20 per cent of the enrolment in class I is excluded from our calculation as that of the pre-primary stage the percentage jumps up to 54·6, which is not too far from the ideal figure possible, viz., 67 per cent.

To judge the regularity in the flow of promotion from class to class the following table shows the extent of diminution between the various classes :—

		<i>In I & II</i>	<i>II & III</i>	<i>III & IV</i>
1941-42	..	111,269	24,890	28,189
1942-43	..	102,853	31,421	24,052

The difference between the enrolment of classes I and II and III and IV is gradually getting less and less, which shows that the amount of wastage is tending to decrease. Average attendance is 86 per cent in boys' and 85·9 per cent in girls' schools. This for a year when malaria appeared in epidemic form in certain areas, is encouraging.

The attractive methods of teaching, better control and effective supervision have been instrumental in achieving a higher standard year by year.

The experiment of restricting admission to class I in some areas during the first term of the year is also proving successful for the simple reason that the creation and multiplication of sections in this class are avoided and the teachers' effort is concentrated on the whole class throughout the year.

(e) *Teachers*—There are 12,419 teachers (+66) working in boys' primary schools. Of these 9,993 (—25) are trained (80·4 per cent) and 2,426 (+91) untrained. Including 638 teachers who possess special departmental certificates among the qualified teachers the percentage of trained and certificated teachers rises to 85·6. In the unaided boys' schools only 95 out of 184 or 52 per cent teachers are trained and certificated; aided schools have 996 out of 1,706 and the local body 9,462 out of 10,436 qualified teachers.

The total number of teachers employed in girls' primary schools is 4,351 (+30); 3,100 trained, 1,251 untrained, while 87 out of the latter possess special departmental certificates. In the local body schools 2,470 teachers out of 3,142 are trained and certificated; in aided schools 612 out of 1,023, and in unaided 64 out of 144.

The reorganisation of Junior vernacular courses for men teachers has helped in producing a better type of teacher for the rural areas, better equipped to offer helpful guidance, initiative and leadership to the country-side and better trained professionally. I am constrained to remark here in passing that the wage that the village teacher gets is deplorably inadequate. Yet he continues to be saddled with such high responsibilities as village uplift work and rural reconstruction, war propaganda, recruitment, assistance to other beneficent departments, teaching adults, etc. etc. Capable and contented men can only be attracted if the remuneration is adequate—remuneration that will enable him to keep his self-respect and free him from his present financial worries.

(f) *Refresher courses*—To improve further the efficiency of village teachers Divisional Refresher Courses and the Model Schools have been instituted.

Divisional Refresher Courses of a month's duration have for the fourth year, in a 5-year programme, been held during the year in all the five divisions to help in improving the instructional efficiency of teachers and widening their mental outlook. About 500 teachers were refreshed and the courses were held on almost identical lines as in the previous years. Besides these, refresher courses were organised for physical training, domestic science (for women teachers) and rural science, in various districts, by District Inspectors of Schools, and Assistant District Inspectors of Schools. As to the value and the consequent effect of these courses on the teachers' work all Inspectors are unanimously agreed in expressing the view that the teachers go back from these courses better equipped and filled with greater zeal for their work. It is hoped that Government will provide sufficient funds for the continuance of these courses for another 5 years at least as the experiment has been an unqualified success and the number of teachers left unrefreshed is yet large, only about 10 to 12 per cent of them having been refreshed.

(g) *Model schools*—The number of model schools now is 112 or four per district. These schools receive grants from the Special Development Scheme and are specially equipped in the matter of physical science apparatus, agricultural implements, charts, models, library books, journals, radio sets, milk bars, farms, bands, etc., and thus act as "models" for the neighbouring schools as well as centres of light for the rural masses. The teachers of the surrounding area look up to these schools for professional guidance and inspiration. Apart from exercising the much desired healthy and wholesome influence on their own pupils and on the neighbouring schools and their teachers, the model schools have proved a very helpful factor through the radio, library, the industrial workshop and the farm, in bringing the rural public in contact with themselves. The information supplied by divisional officers leads to the pleasant conclusion that the object of starting these schools is being largely realized.

(h) *Instruction*—Teaching in the schools shows continued improvement. The old and stereotyped methods of teaching in the primary classes are being speedily replaced by more modern and scientific methods which add greatly to the attractiveness of schools. Interesting teaching devices are being employed. The “play way” and the “project” methods are being successfully used in teaching and learning to read is taught through the “story-cum-look and say” methods. Every effort is being made to develop the child’s power of thinking and observation and to bring his work into relation with his everyday experience. Physical training in the primary classes is confined to games and motion stories; medical inspection and treatment are in force in several areas; cleanliness campaigns form an integral part of the daily routine; and school premises are beautified with flower gardens and classrooms with maps, charts, and pictures. Premature withdrawal from schools has been checked and wastage of effort prevented in a large measure by improved methods of primary teaching. It is not too much, therefore, to hope that with the improved training of teachers, helpful guidance from the inspecting officers, efficient instruction, and, attractive school houses, a firm educational structure will rise on the solid foundations of primary schools and education will not only automatically expand faster, but will also produce mentally alert and physically active boys and girls.

There are 1890 (+284) cub-packs with an enrolment of 32,678 (+4,695) cubs.

(D) SECONDARY EDUCATION

The number of high schools for boys is 399 (+15) and that of middle schools 2,980 (—31); girls’ high schools number 59 (+1) and middle schools 247 (+10). The enrolment in the secondary schools for boys is 622,149 (+8,771) and in that for girls 76,574 (+3,286).

(a) *Activities*—Extra academic activities have continued to occupy a prominent place in the general education imparted by schools. They have contributed appreciably towards making the life of an average boy brighter, affording him wholesome occupation and pastime for leisure hours, widening his outlook and equipping him with the necessary practical training to make him a good citizen and a useful member of society. Modern methods of teaching have rendered the process of learning more attractive. Handicrafts, hobbies, gardening, floriculture, and music, vocal as well as instrumental, all receive their share of attention in our schools.

(b) *Manual training*—There are 38 (—1) manual training centres with an enrolment of 11,048 (+827) and an average attendance of 10,706. The total expenditure incurred on these centres during the year comes to Rs. 48,237 (+995).

(c) *Post-Matric Clerical and Commercial classes*—There are 10 Post Matric Clerical and Commercial centres, with an enrolment of 157. The total expenditure in these centres is Rs. 32,753.

(d) *Physical training*—Secondary schools have continued to concentrate greater attention on the physical well-being of their pupils. The inspection and after treatment of scholars in rural schools are done through rural dispensaries, but a number of urban schools have organized medical inspection and treatment in their own schools. They have their own whole-time or part-time doctors and compounders in a clinic of their own. During the year under review 251,632 (+4,942) boys were examined of whom 70,444 (−2,074) were declared sick. The total number of cures was 50,742 (+2,894) or 72 per cent (+6 per cent). Nutritional problems have also claimed attention and in a number of schools milk is supplied free to poor and underfed children. Physical exercise continues to receive adequate attention. Mass drill, marching, scouting and daily evening games have become an integral part of school education. A. D. I.'s for P. T. organise district tournaments, village competitions, rural games clubs and P. T. rallies. Thus more zest and warmth have been added to the life of the villager. The number of village games clubs is 4,206 (+62) and their membership 50,883 (+1,159). Scouting continues to forge ahead throughout the province and the social service aspect of the movement is being strongly emphasised with the result that the true scouting spirit is encouraged and fostered. The number of scout troops has advanced by 126 to 1,903 and the number of scouts by 3,472 to 46,301.

(d) *Rural education*—Rural uplift work is being done by boys of secondary schools with greater keenness and in some cases whole villages have been selected for intensive work and here sanitation and adult literacy have been taken up. Ventilators are fixed in living rooms; manure pits are dug; bore-hole latrines are installed; vaccination and inoculation are popularised; wells are purified; lectures on bad social customs, and on the need of using modern implements and improved seeds and manure are delivered by boys, teachers and inspecting officers.

All possible facilities are afforded for the expansion of education in rural areas and rural interests and requirements are carefully borne in mind. The content of instruction is also being further coordinated and adjusted to the needs and environments of rural classes so that the education given to them may open their eyes to village and agricultural problems and suggest the means of dealing with them.

The number of village libraries is 2,292 (+13). These libraries are ordinarily opened for the benefit of the villagers in vernacular schools. Owing to economic stringency much financial assistance has not been possible for the purchase of fresh literature for many years past. It is but natural, therefore, to find the popularity of these libraries waning. It is earnestly hoped that in the near future some money will be made available for this activity. Six hundred circulating libraries, or 20 per district have been provided for the newly made literates of the Adult Literacy Campaign. Good use is reported to have been made of these books.

(f) *Agricultural training*—Agriculture instruction in secondary schools continues to be popular and agriculturists appreciate this activity. The farms and plots serve as open air laboratories for the teaching of agriculture. Farm finances have improved. The farms are employed for instructional as well as demonstrational purpose. Floriculture in schools is leading to the popularity of flower gardens in rural homes. "Home plots" have been started by a number of pupils on their parents' farms. Arbor days, flower shows Agriculture Museums, old boys agricultural associations and Young Farmers' Clubs have been organised. Several subsidiary agricultural industries such as rope twisting, basket making, tat weaving, fruit growing, soap making and silkworm rearing have been started in villages through agricultural associations. Poultry farming, vegetable growing and lac culture are gaining popularity. In the Western Circle 39 high school farms and plots have yielded a profit of Rs. 3,734 (+1,169) and 231 middle schools Rs. 15,847 (+6,367). "Grow More Food" has also been inaugurated with considerable success.

(g) *Co-operative, Red Cross and Thrift Societies*—There are 173 (—7) Co-operative Societies with an enrolment of 15,923 (+120) and a total annual subscription of Rs. 73,189 (—27,953). The number, membership and subscription of Thrift Societies have gone down by 31,558 and Rs. 12,095, respectively. The number of Red Cross Societies has increased by 97 to 5,476, their membership by 32,060 to 320,384 and their subscription by Rs. 25,131 to Rs. 1,71,631.

(E) UNIVERSITY (COLLEGES)

The number of colleges for men and women has gone up by 5 from 56 to 61. The enrolment in women's colleges has gone up by 405 and in men's colleges by only 287, there being a rise of 407 in arts and a fall of 120 in professional institutions.

The expenditure on collegiate education for men and women has gone up during the year by Rs. 3,27,947 to Rs. 50,38,764.

The total number of candidates appearing in the various University Examinations rose during the year by 531 to 56,927. The pass percentage in the Matriculation was 71.9 (—4.9) and in the Intermediate and B. A. 67.09 (+4.69) and 52.1 (—1), respectively. The number of women candidates for the various examinations has been on the increase. There is a rise of 48 in the Matric, 260 in the Intermediate, 103 in the B.A., 4 in the B. Sc., and 2 in the M. A. The University Music and Art Departments continue to flourish and the classes for the Diploma in Journalism are full. Several applicants had to be refused admission to these departments. The number of candidates appearing for the Oriental Titles, and Modern Indian Language examinations has also gone up appreciably. There has been an increase of 752 candidates in the Hindi Examinations, 353 in Urdu Examinations and 227 in the Punjabi Examinations. Six Army Preparatory Classes for training students for Emergency Commissions were organised in the University colleges. Fifty-eight students as

compared with 19 last year were granted B.A. and B.Sc. degrees under the Special War Regulations. The institution of the course for a degree in Pharmacy and the extension of the benefits of P. T. to all the women's colleges under a system of subsidies had to be held in abeyance owing to lack of funds. The Punjab University was one of the four Universities selected by the Government of India for starting the Indian Air Training Scheme. The response from the students was very encouraging. Several new regulations were enacted, the more important of these being, permitting Burma evacuee candidates to take Burmese as an optional vernacular in place of Urdu, Hindi, Punjabi in the Intermediate and B.A., studying privately; allowing drill masters and P. T. I.'s of recognised schools or affiliated colleges to appear as private candidates in the University Examinations; introducing the compartment system for the Honours Examination in Arabic, Persian and Sanskrit and providing for the holding of an additional final examination for the M.B., B.S., for the duration of the war.

(F) TRAINING OF TEACHERS

Out of 35,191 teachers employed in all types of boys' schools, 29,981 are trained and 5,210 untrained of whom 1,607 possess special departmental certificates. In girls' schools of all grades 7,255 teachers are employed, 5,546 trained and 1,709 untrained, but 187 possess special certificates.

(a) *Central Training College*—The Central Training College provides two courses, B.T. and S. A. V. for the Anglo-vernacular training of men graduates for the teaching profession. The number admitted to the two classes was 102 in the B. T., and 78 in the S. A. V.; 18 students left during the year. Eight students were deputed for training at the Central Training College by the Punjab States and other administrations. The Punjab Government have decided, on the recommendations of the Reorganisation Committee, to abolish the S. A. V. class, adopt the proposed syllabus for the new B.T., institute a Post B.T. Higher Diploma in School Administration and to start a Junior Model School attached to the Central Model School. It is hoped that these changes will be brought about next year. A two years' training course for teachers of Arts and Crafts in the primary and secondary departments was started in the Central Training College during the year. Eighteen students are on roll.

(b) *Normal schools*—The number of normal schools remains the same as last year—4 Government and 4 privately managed. The Vernacular teachers' Training Class at Lyallpur admits S. V. teachers for a year's training in agriculture and farm work. The number of teachers under training was 741: Hindus 235, Muslims 384, Sikhs 71, Christians 41, Others 10. Ample time and attention are devoted in normal schools to the practice of teaching which is also done by pupil teachers in the village schools during vacation. Adult literacy and rural uplift work are regularly undertaken by the pupils under training. All pupils are trained in Scouting, Cubbing,

First-Aid, St. John Ambulance Work, A. R. P. and Civil Defence. To make the pupil teachers more useful, resourceful and reliant, handicrafts form an integral part of their training. War effort and war publicity, educational excursions, and co-operative societies are other useful activities. Every normal school has its own educational journal, which publishes a portion for adult literates, and also a large farm where agricultural training is given. All pupil teachers live in hostels where life is made happy and bright for them. Concerts, clubs, dramatic performances, and radio sets help to keep them alert and cheerful.

(G) SPECIAL CLASSES

Backward areas and communities have continued to be awarded generous financial assistance and special concessions. The number of Muslim boys in recognised and unrecognised institutions for general education is 555,779 ; in recognised primary classes 378,017 ; in recognised secondary classes 99,809 ; 4,460 at the college stage and 73,493 in unrecognised institutions.

Girl pupils in recognised and unrecognised institutions number 130,254 ; in the recognised primary schools 69,802 ; in recognised secondary 5,848 ; 500 at the college stage and 54,104 in unrecognised schools.

The number of depressed class boys and girls in all types of recognised schools for general education is 30,669.

(H) GIRLS' EDUCATION

On account of lack of funds the year 1942-43 has shown little expansion.

(a) *Statistics*—The number of affiliated colleges (Arts and Professional) has gone up by 5 with a corresponding increase of 405 in the number of students. Some of the additional colleges have been in existence for several years, but were affiliated in 1942-43. One high school for girls was recognised during the year but the increase of 703 in the number of pupils must be accounted for mainly by an increase in the number on the rolls in the existing schools. Unfortunately this increase is usually in schools already overfull, while in more remote places the number on rolls in the secondary classes is sometimes so low as to render the schools relatively expensive to run. No new Government vernacular middle schools were opened during the year, though a few more middle schools were recognised. An increase of 2,583 pupils in middle schools cannot be considered other than very disappointing, in view of both the need and the demand for more such schools, not only in smaller towns such as tahsil head-quarters and mandi towns, where no middle schools exist, and parents are agitating for further education for their daughters, but also in large towns, where the existing schools are lamentably inadequate to meet the need. This year Government provided no funds for opening new District Board primary schools for girls financed entirely by Government. This is reflected in the fact that only four new primary schools have been opened during the year,

and there has been a very inconsiderable increase of 1,341 pupils. This almost negligible increase in the number of schools supports the view expressed in earlier reports, that unless Government provides the funds District Boards will open few, if any, new District Board primary girls schools, in spite of the fact that the need is so pressing. A decrease of 174 in the number of unrecognised institutions is probably accounted for by the fact that the funds, which kept some of these schools in existence, are not forthcoming in these difficult times. Were there a corresponding increase in recognised institutions this decrease would in the main be a matter for congratulation. In the absence of such an increase, however, it can only mean that fewer girls are being taught than would have been the case had these schools remained open.

(b) *Expenditure*—There has been an increase of Rs. 4,15,742 in the expenditure on girls' education. As there has been so little expansion, it is obvious that this increase is almost entirely accounted for by the higher cost of maintaining institutions and is not a sign of expansion and improvement in girls' education.

(c) *Examinations*—There has been some increase in the number of candidates taking most examinations. In some cases, however, especially in the Middle School examination, the increase has been less than has normally been occurring for several years. The reason is probably financial.

(d) *Co-education*—An increase of 125 in the number of girls reading in men's colleges shows that a certain number are still willing to do this. If they are not able to take the course they require in women's colleges. In schools of all grades, however, there has been a decrease in the number of girls reading in boys' institutions.

(e) *Inspecting staff*—There has been no increase in the number of Circle, District or Assistant District Inspectresses of Schools. Four Circle Inspectresses have continued to be responsible for all girls' schools in the province. There have been separate District Inspectresses for all districts except that the District Inspectress, Gurgaon, was also responsible for Karnal and the District Inspectress, Ambala, for Simla district. Karnal district needs a District Inspectress of its own if girls' schools are to get the attention they need. Several more districts now have a sufficiently large number of schools to necessitate the appointment of an Assistant District Inspectress of Schools.

(f) *Training of teachers*—During the year a Committee appointed by Government made recommendations, which were accepted, for the re-organisation of vernacular training courses for women. The minimum qualification recommended for admission to the Junior vernacular training course was a pass in the Middle School examination, and the length of course recommended was two years. It was also recommended that normal schools for Junior Vernacular training should be fewer in number and consist of larger units, so that they might be better staffed and equipped. It was felt that the time had come, when it should be possible to persuade women to go beyond their own

districts] for Junior Vernacular training. It was further recommended that all candidates for admission to the Senior Vernacular training course should have a Junior Vernacular teachers' certificate and three years' approved experience. In consequence the length of course recommended was one year. Except where subjects for women necessarily differ from those for men, the Committee recommended that syllabuses should be practically the same as those already in use in men's normal schools.

Junior Anglo-Vernacular training has continued to be given in one Government college and four other training classes recognised by the Department. B.T. training is now given in one Government College and six other affiliated colleges.

(I) EDUCATION OF EUROPEANS

The number of schools is the same as at the end of the previous year, namely 26. One middle school was raised to the high standard during 1942-43. The increase in the number of pupils is 388.

The total direct expenditure from all sources in 1942-43 has increased by Rs. 4,213 to Rs. 6,72,017. The indirect expenditure, excluding expenditure on scholarships, has decreased by Rs. 33,651. Out of an allotment of Rs. 30,000 as building grant only Rs. 11,384 are spent, as building material was not available and most schools have no funds to spend on building.

The number of scholarships, excluding professional scholarships, has gone up by 52 to 129 and the expenditure by Rs. 3,338 to Rs. 13,279.

Professional scholarships were given for (i) medical, (ii) veterinary (iii) teachers' training, (iv) science degrees, (v) honours degrees, and (vi) commercial courses.

The percentage of trained teachers has gone up by 2 to 80 during the year.

The Middle School examination ceased to be conducted from this year. All high schools and all middle schools except one, sent in pupil for the Junior Cambridge examination, and all high schools sent in pupil for the School Certificate examination. There was an increase of 42 in the number appearing for the Junior Cambridge examination and a decrease of 7 in the number appearing for the School Certificate examination.

The Kindergarten Training class attached to St. Denys' High School, Murree, was closed with effect from 1st January 1943. Number in the Chelmsford Training College, Ghora Gali and St. Bede's College Simla, especially in the former, have decreased, as students, who in normal times would have been admitted, have joined service with the military nursing or Women's Auxiliary Corps.

A meeting of the Provincial Board was held in October, 1942.

(J) PUNJAB ADVISORY BOARD FOR BOOKS

The total balance at the credit of the Board at the commencement of the year stood at Rs. 46,441-1-10. With receipts amounting to Rs. 21,676-15-3 during the year and disbursements totalling Rs. 19,376-8-9, the balance at the close of the year was Rs. 48,741-8-4. During the year the General Board met once and 10 sub-committees were held. One hundred and nine books were considered by the Board for the use of libraries and 79 were approved. One hundred and fifty-seven cinema shows were arranged by the Cinema Demonstrator and 765 films were exhibited to a total audience of 83,573 persons. Films were as usual loaned to institutions possessing their own projectors. A sum of Rs. 1,000 was paid to the Education Department for expenditure in connection with the adult literacy campaign. The library of the Board lent out 2,376 books to readers.

(K) ADULT LITERACY

The amount available for expenditure on the anti-illiteracy campaign during 1942-43 amounted to Rs. 43,271 as compared with the sum of Rs. 48,800 during 1941-42. The movement already launched had consequently to be curtailed and the following programme was adopted:—

- (i) Engagement of ten teachers per district at Rs. 7 per mensem each.
- (ii) Conveyance allowance to one supervisor per district at Rs. 10 per mensem each.
- (iii) Contingencies at Rs. 50 per district.
- (iv) Cash prizes to voluntary workers at Rs. 100 per district.
- (v) Engagement of 13 women teachers at Rs. 7 per mensem each.
- (vi) Cash prizes to voluntary women workers at Rs. 225 per mensem.
- (vii) Subscription to journals—Rs. 3,662.
- (viii) Purchase of follow-up literature for distribution among travelling libraries in the Punjab—Rs. 5,937-13-0.

During the year there were 93,406 (+19,508) male adults under instruction and 4,277 (+1,272) female. The total number of men and women adults who attained literacy certificates is 57,278 (+9 559)—55,760 men and 1,518 women. The number of literacy leagues and centres was 2,777 and 7,418 respectively.

(L) WAR EFFORT

(a) Before concluding this brief report a reference seems essential to the highly gratifying and laudable war effort of the educational institutions of the province. The schools have proved a very effective means of promulgating correct war news through talks and bulletins. The village teacher has been a very helpful source of disseminating information

about the progress of war to the village people. The schools have also been getting up special performances for the collection of funds for such organisations as the Red Cross. I have nothing but praise for the cheerful manner in which both pupils and teachers have helped recruitment, propaganda and other functions in rural areas. Besides generous gifts and contributions of money to the war purposes funds and large investments in Defence Loans, teachers and boys have volunteered for the Army and a large number of them had also been trained in A. R. P. work and first aid. Technicians have been recruited from schools in large numbers. Monetary help has been liberally sent to the prisoners of war through the Red Cross. The school boys and teachers have written thousands of letters to soldiers and to prisoners of war. Posters, bulletins, and other war literature have been distributed in large quantities through schools. The girls' schools have done splendid work in preparing amenities and comforts for the soldiers serving overseas.

(b) "Grow More Food"—Another laudable form of war effort by the rural schools also deserves special mention and that is their participation wholeheartedly in the "Grow More Food" campaign. As the food situation became difficult owing to war conditions a "Grow More Food" campaign was launched in 1942 as one of the war efforts. Instructions were issued during 1942-43 to the effect that schools having agricultural farms and garden plots attached thereto should grow more food or fodder crops. The reports received from the Deputy Inspectors of Schools for Rural Science, Eastern and Western Circles indicate that food or fodder crops to the value of Rs. 89,386-13-1 have been raised by school children on agricultural farms and garden plots as detailed below:—

Year	VALUE OF FOOD OR FODDER CROPS RAISED					
	Eastern Circle		Western Circle		Total	
	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.
1941-42	15,593	0 0	22,741	15 6	38,334	15 6
1942-43	19,132	0 0	31,919	13 7	51,051	13 7
Total	34,725	0 0	54,661	13 1	89,386	13 1

It has further been reported that, encouraged by the success of these efforts of school boys, the District Board, Lyallpur, has agreed to bring under cultivation every inch of available land in all kinds of schools under its control. A "Grow-More-Food Union" of teachers of rural science has

been organised in this district. Members of this union have undertaken to advise teachers of primary, lower middle and upper middle schools in their *ilaga* to grow improved seeds on modern lines. It is expected that one or two other district boards in the canal colonies will follow the example of Lyallpur.

(c) *Detailed figures*—The subjoined table supplies statistical information about the war efforts of the Department during the year 1942-43 :—

<i>(a) Loans to various War Funds—</i>	Rs.
(i) Loans from pupils' funds	75,236
(ii) Loans from teachers' provident funds in local body schools	19,18,786
(iii) Loans from teachers' provident funds in privately-managed schools.	1,39,831
(iv) Contributions to the Defence Savings Provident Fund ..	1,72,682
(v) Investments by teachers and students in Defence Savings Certificates	69,796
Total	23,76,331
<i>(b) Contributions or free gifts—</i>	
(i) Contributions from pupils' funds	1,28,827
(ii) Contributions by teachers	1,17,584
(iii) Contributions by students	44,369
(iv) Contributions out of income of concerts, etc.	81,309
Total	3,72,089
<i>(c) Recruitment to Military services—</i>	
(i) From amongst boys on rolls	11,545
(ii) From amongst teachers	1,737
(d) Number of teachers and students enrolled in Civic Guards ..	1,765
(e) Number trained for A. R. P. work	7,627
(f) Number trained in first aid	23,486
(g) Number trained in St. John Ambulance work	3,656
(h) Number of lectures delivered for war propaganda ..	1,20,450
(i) Number of posters, leaflets, booklets,] etc., distributed as war propaganda.	2,18,823

This short summary gives bare figures only and can in no way indicate the devoted work undertaken by so many people, staffs and pupils, to achieve the results obtained. I would ask that the special thanks of Government may be conveyed to all those who have helped in this war effort of which the Education Department can be, and is, justifiably proud.

GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS AND SCHOLARS

Area in square miles..	99,039	Population—	PERCENTAGE OF SCHOLARS TO POPULATION			
			Recognised Institutions		All Institutions	
			1941-42	1942-43	1941-42	1942-43
Males ..	15,383,656	Males ..	8.03	6.79	8.74	7.37
Females ..	13,035,163	Females ..	2.21	1.83	2.84	2.33
Total ..	28,418,819	Total ..	5.39	4.52	6.06	5.05

	INSTITUTIONS			SCHOLARS			Stages of instruction of scholars entered in column 5
	1941-42	1942-43	Increase or decrease	1941-42	1942-43	Increase or decrease	
	1	2	3	4	5	6	7
RECOGNISED INSTITUTIONS							
Universities ..	1	1	..	16	9	-7	..
<i>For Males</i>							
Arts Colleges ..	37	37	..	16,724	17,131	+407	(a) 5,468 (b) 11,125 (c) 379
Professional Colleges..	9	9	..	2,077	1,957	-120	(a) 1,589 (b) 368
High Schools ..	384	399	+15	186,279	198,889	+12,610	(c) 125,899 (d) 72,990
Middle Schools ..	3,011	2,980	-31	427,099	423,260	-3,839	(c) 141,657 (d) 281,603
Primary Schools ..	6,163	6,211	+48	410,616	411,715	+1,099	(d) 411,715
Special Schools ..	247	228	-19	11,720	10,608	-1,112	
Totals ..	9,851	9,864	+13	1,054,515	1,063,560	+9,045	
<i>For Females</i>							
Arts Colleges ..	5	6	+1	906	1,225	+319	(a) 383 (b) 747 (c) 95
Professional Colleges ..	5	9	+4	562	648	+86	(a) 183 (b) 465†
High Schools ..	58	59	+1	17,887	18,590	+703	(c) 8,496 (d) 10,094
Middle Schools ..	237	247	+10	55,401	57,984	+2,583	(c) 16,812 (d) 41,172
Primary Schools ..	2,212	2,216	+4	138,013	139,354	+1,341	(d) 139,354
Special Schools ..	63	62	-1	2,521	2,513	-8	
Totals ..	2,580	2,599	+19	215,290	220,314	+5,024	
UNRECOGNISED INSTITUTIONS							
For Males ..	4,237	4,034	-203	93,027	90,062	-2,965	
For Females ..	3,023	2,849	-174	66,780	62,426	-4,354	
Totals ..	7,260	6,883	-377	159,807	152,488	-7,319	
GRAND TOTALS ..	19,692	19,347	-345	1,429,628	1,436,371	+6,743	

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

*Excludes 159 students in the Oriental College, Lahore of whom 33 attend the degree classes and 126 Oriental Titles Classes.

†Includes 167 girls in the classes for Dais, etc.

GENERAL SUMMARY OF EXPENDITURE

			TOTAL EXPENDITURE			PERCENTAGE OF	
			1941-42	1942-43	Increase or decrease	Government funds.	Local funds.†
			1	2	3	4	5
			Rs.	Rs.	Rs.		
Direction and Inspection	..	..	14,92,548	15,76,813	+84,265	92.22	7.77
Universities	..	..	17,57,921	18,19,948	+62,027	13.42	..
Miscellaneous*	..	..	35,89,935	38,23,721	+2,33,786	45.12	11.05
Totals			68,40,404	72,20,482	+3,80,078	47.42	7.55
<i>Institutions for Males</i>							
Arts Colleges	..	..	29,07,322	30,46,549	+1,39,227	24.15	..08
Professional Colleges..	..	..	12,69,990	13,48,996	+79,006	75.20	..
High Schools	..	..	70,04,997	76,16,126	+6,11,129	28.72	5.62
Middle Schools	..	..	71,00,148	73,85,738	+2,85,590	60.42	22.16
Primary Schools	..	..	44,16,267	48,30,853	+4,14,086	55.97	37.51
Special Schools	..	..	14,52,719	14,25,982	-26,737	42.08	..32
Totals			2,41,51,443	2,56,53,744	+15,02,301	45.62	15.14
<i>Institutions for Females</i>							
Arts Colleges	..	..	2,59,718	2,86,501	+26,783	42.00	..
Professional Colleges..	..	..	2,73,767	3,56,718	+82,931	42.09	2.06
High Schools	..	..	11,44,298	12,53,967	+1,09,669	58.57	2.63
Middle Schools	..	..	11,34,881	11,93,365	+58,484	37.53	22.74
Primary Schools	..	..	14,59,386	15,80,662	+1,21,276	45.81	41.06
Special Schools	..	..	1,97,302	2,13,901	+16,599	84.12	2.24
Totals			44,69,372	48,85,114	+4,15,742	48.24	19.76
GRAND TOTALS			3,54,61,219	3,77,59,340	+22,98,121	46.30	14.29

*Includes expenditure
†Local funds include both

ON EDUCATION

EXPENDITURE FROM		COST PER SCHOLAR TO				Total cost per scholar
Fees	Other sources	Government funds	Local funds†	Fees	Other sources	
6	7	8	9	10	11	12
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
..	01	..	..	..	..	..
77.66	8.92	..	..	..	..	..
10.64	33.19	..	..	..	..	..
25.21	19.82	..	..	..	..	..
62.33	13.44	42 15 3	0 2 3	110 13 7	23 14 4	177 13 5
24.64	16	518 5 11	..	169 13 2	1 2 0	689 5 1
57.64	8.02	10 15 11	2 2 5	22 1 2	3 1 2	38 4 8
15.10	2.32	10 8 8	3 13 10	2 10 2	0 6 6	17 7 2
1.46	5.06	6 9 1	6 5	0 2 9	0 9 6	11 11 9
39.21	18.39	56 9 2	0 6 11	52 11 3	24 11 6	134 6 10
32.61	6.63	11 0 0	3 10 5	7 13 11	1 9 7	24 1 11
51.11	6.89	98 3 5	..	119 8 7	16 2 0	233-14 0
21.74	34.11	231 11 1	11 5 10	119 10 4	187 12 7	550 7 10
31.84	6.96	39 8 1	1 12 5	21 7 7	4 11 2	67 7 3
9.19	30.54	7 11 7	4 10 10	1 14 3	6 4 7	20 9 3
54	12.59	5 3 2	4 10 6	0 1 0	1 6 10	11 5 6
4.05	9.59	71 9 8	1 14 6	3 7 2	8 2 7	85 1 11
15.35	16.65	10 11 2	4 6 1	3 6 6	3 11 0	22 2 9
28.96	10.45	13 9 11	4 3 2	8 8 4	3 1 2	29 6 7

on buildings.
District Board and Municipal Funds.

		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*	.. ..	9	..	..	8	14	31
Law	.. ..	..	..	..	..	1	1
Medicine	.. ..	2	..	..	..	..	2
Education	.. ..	2	..	..	..	..	2
Engineering	.. ..	1	..	..	..	..	1
Agriculture	.. ..	1	..	..	..	..	1
Commerce	.. ..	..	..	..	1	..	1
Technology	.. ..	..	..	..	..	..	..
Forestry	.. ..	..	..	..	..	..	..
Veterinary Science	.. ..	1	..	..	..	..	1
Intermediate and 2nd grade Colleges.	.. ..	4	..	..	..	2	6
Totals	.. ..	20	..	..	9	17	46
High Schools	.. ..	88	37	29	192	53	399
Middle Schools	{ English ..	6	77	14	52	59	(a) 208
	{ Vernacular ..	3	2,746	8	13	2	(b) 2,772
Primary Schools	.. ..	54	5,038	334	691	94	6,211
Totals	.. ..	151	7,898	385	948	208	9,590
Special Schools—							
Art	.. ..	1	..	..	..	..	1
Law	.. ..	..	..	..	..	..	..
Medical	.. ..	1	..	..	..	..	4
Normal and Training	.. ..	5	..	..	2	1	9
Engineering	.. ..	1	..	..	..	2	1
Technical and Industrial	.. ..	31	..	..	11	2	44
Commercial	.. ..	10	..	..	..	1	11
Agricultural	.. ..	..	..	..	..	..	..
Reformatory	.. ..	5	..	..	..	..	5
Schools for Defectives	.. ..	1	..	..	1	..	2
Schools for Adults	.. ..	56	88	2	..	2	148
Other schools	.. ..	2	..	..	1	..	3
Totals	.. ..	113	88	2	17	8	228
Total for Recognised Institutions	.. ..	284	7,986	387	975	233	9,865
UNRECOGNISED INSTITUTIONS	.. ..	..	..	..	..	4,034	4,034
GRAND TOTALS ALL INSTITUTIONS	.. ..	284	7,986	387	975	4,267	13,899

(a) Includes 176 upper middle

(b) Includes 828 upper middle

*Includes—Oriental Colleges.

EDUCATIONAL INSTITUTIONS

FOR FEMALES

Government	District Board	Municipal Board	Aided	Unaided	Total
7	8	9	10	11	12
..
2	1	..	2	1	5
..
..	..	..	1	..	1
1	..	..	1	6	8
..
..
..
..
1	..	..	..	..	1
4	..	..	4	7	15
36	..	2	20	1	59
7	..	4	19	..	30
22	38	45	102	10	217
28	1,509	269	353	57	2,216
93	1,547	320	494	68	2,522
..
..
..
28	..	..	2	2	32
..
11	..	2	13	..	26
..	..	..	1	..	1
..
..
..
1	1	..	..	..	2
..	..	..	1	..	1
40	1	2	17	2	62
137	1,548	322	515	77	2,509
..	..	..	..	2,849	2,849
137	1,548	322	515	2,926	5,448

and 32 lower middle schools.
and 1944 lower middle schools.

VI
II-A—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT			DISTRICT BOARD			MUNICIPAL BOARD		
	Scholars on roll on March 31st	Average daily attendance	No. of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	No. of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	No. of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING									
IN RECOGNISED INSTITUTIONS									
<i>University and Intermediate Education</i>									
<i>(a)</i>									
Universities	...	...	...	...	...	...	...	...	...
Arts and Sciences	...	...	...	...	...	...	...	...	...
Law	3,959	3,538	926	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...
Education	567	529	245	...	...	...	...	...	...
Engineering	191	174	143	...	...	...	...	...	...
Agriculture	323	283	143	...	...	...	...	...	...
Commerce	312	269	249	...	...	...	...	...	...
Technology	...	...	...	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
Veterinary Science	...	...	...	...	...	...	...	...	...
Totals	167	149	96	...	...	...	...	...	...
Totals	5,619	4,941	1,802	...	...	...	...	...	...
<i>Schools and Special Education</i>									
In High Schools	...	...	...	...	...	...	...	...	...
.. Middle (English	31,164	29,595	3,247	13,214	12,529	672	18,568	17,377	639
.. Schools (Vernacular	1,450	1,398	223	19,281	17,891	456	4,490	4,174	49
.. Primary Schools	120	91	19	372,594	319,320	4,857	1,618	1,378	6
Totals	2,593	2,382	...	284,778	241,201	35	59,881	59,359	...
Totals	35,327	33,436	3,494	6,89,067	5,90,941	6,214	84,557	76,287	694
In Art Schools	169	154	19	...	...	...	...	...	...
.. Law	...	...	...	...	...	...	...	...	...
.. Medical Schools	478	464	400	...	...	...	...	...	...
.. Normal and Training Schools	513	471	513	...	...	...	...	...	...
.. Engineering Schools	280	278	280	...	...	...	...	...	...
.. Technical and Industrial Schools	1,374	1,271	397	...	...	...	...	...	...
.. Commercial Schools	157	155	41	...	...	...	...	...	...
.. Agricultural	...	...	...	...	...	...	...	...	...
.. Reformatory	569	340	312	...	...	...	...	...	...
.. Schools for Defectives	23	23	20	...	...	...	...	...	...
.. Schools for adults	1,911	1,701	...	2,637	2,421	...	20	15	...
.. Other Schools	662	660	659	...	...	...	...	...	...
Totals	5,927	5,517	2,641	2,837	2,421	...	20	15	...
Totals for recognised institutions.	46,773	43,894	7,937	692,504	593,362	6,214	84,577	76,302	694
IN UNRECOGNISED INSTITUTIONS									
Grand totals all institutions for males	46,773	43,894	7,937	692,504	593,362	6,214	84,577	76,302	694

(a) Includes 379 students in the high classes of intermediate colleges

(b) Includes 39,646 students in the Upper Middle

(c) Includes 173,659 students in the Upper Middle

EDUCATIONAL INSTITUTIONS FOR MALES

AIDED			UNAIDED			Grand total of scholars on rolls	Grand total of average attendance	Grand total of residents in approved hostels	Number of females included in column 16
Scholars on roll on 31st March	Average daily attendance	No. of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	No. of residents in approved hostels				
10	11	12	13	14	15	16	17	18	19
6,504 ⁹	5,748 ⁹	2,199 ⁷	6,668	6,097	2,359	(a) 17,131	15,383	5,484	575
...	...	...	263	206	177	253	206	177	...
...	...	...	...	...	...	567	529	245	64
...	...	...	...	...	...	191	174	143	...
...	...	...	...	...	...	328	283	148	...
...	...	...	...	...	...	312	268	249	...
144	124	72	...	...	...	144	124	72	...
...
...	...	...	...	...	...	167	149	96	...
6,657	5,881	2,278	6,921	6,303	2,536	19,097	17,125	6,616	639
114,604	107,487	7,876	21,339	19,947	1,140	198,589	187,335	13,273	327
12,123	11,425	388	9,269	8,712	170	(b) 46,613	43,074	1,285	388
2,127	1,937	224	388	395	...	(c) 376,647	323,617	5,106	5,603
87,606	51,218	2,139	6,857	6,145	...	411,715	254,204	2,174	18,145
198,460	179,467	10,126	37,853	35,199	1,310	1,033,864	908,330	21,836	21,363
...	...	...	...	...	...	169	164	19	...
...
190	168	47	73	65	22	741	697	469	104
149	136	132	80	77	39	741	684	684	...
...	...	...	...	...	...	280	278	280	...
726	628	358	135	119	27	3,235	2,016	782	...
...	...	...	175	183	...	332	337	41	...
...
...	...	...	...	...	...	380	340	312	...
57	50	55	...	...	...	80	73	75	...
...	...	...	41	31	...	4,809	4,168	...	...
199	184	160	...	...	...	861	844	819	...
1,320	1,164	752	504	474	88	10,608	9,691	5,481	104
194,437	179,512	13,156	45,278	41,976	3,934	1,063,669	935,946	31,935	22,106
...	...	...	90,062	78,969	...	90,062	78,969	...	12,034
194,437	179,512	13,156	135,340	120,935	3,934	1,153,631	1,014,006	31,935	34,140

and 159 students reading in the Oriental College, Lahore.

and 6,967 in Lower Middle Schools.

and 402,988 in Lower Middle Schools.

II-B—DISTRIBUTION OF SCHOLARS ATTENDING

	GOVERNMENT			DISTRICT BOARD			MUNICIPAL BOARD		
	Scholars on roll on March 31	Average daily attendance	No. of residents in approved hostels	Scholars on roll on March 31	Average daily attendance	No. of residents in approved hostels	Scholars on roll on March 31	Average daily attendance	No. of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS.									
<i>University and Intermediate Education</i>									
Arts and Science ...	532	484	132	—	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	91	90	62	...	...	...	...	...	...
Totals ...	623	574	194	...	...	...	...	...	...
<i>Schools and Special Education</i>									
In High Schools ...	11,310	9,779	1,077	...	...	...	1,084	974	19
In Middle Schools	1,159	1,019	143	...	...	...	1,795	1,718	...
	2,090	1,861	119	5,405	4,734	130	9,922	8,395	...
In Primary Schools ...	1,236	1,152	...	67,593	57,482	...	32,012	27,003	...
Totals ...	16,795	13,811	1,339	72,908	62,216	130	44,813	38,090	25
In Medical Schools ...	...	...	...	...	...	...	...	...	...
In Normal and Training Schools.	659	636	582	...	...	...	...	...	...
In Technical and Industrial Schools.	1,142	707	...	...	...	...	71	53	...
In Commercial Schools ...	...	...	...	...	...	...	...	...	...
In Agricultural Schools ...	...	...	...	...	...	...	...	...	...
In Schools for Adults ...	17	17	...	20	15	...	...	...	...
In Other Schools ...	...	...	...	...	...	...	...	...	...
Totals ...	1,818	1,360	582	20	15	...	71	53	...
Totals for recognised institutions.	18,236	15,745	2,115	73,018	62,231	130	44,884	38,143	25
In Unrecognised Institutions ...	...	...	...	...	...	...	...	...	...
Grand totals, all institutions for females.	18,236	15,745	2,115	73,018	62,231	130	44,884	38,143	25
GRAND TOTALS, ALL INSTITUTIONS MALES AND FEMALES.	65,009	59,639	10,652	765,522	655,593	6,344	1,29,461	114,445	719

(a) Includes 95 students in the High classes of Intermediate Colleges.

(b) Includes 272 students reading in the women's Christian Medical School.

EDUCATIONAL INSTITUTIONS FOR FEMALES.

AIDED			UNAIDED			Grand total of scholars on rolls	Grand total of average attendance	Grand total of residents in approved hostels	Number of males included in column 16
Scholars on roll on March 31	Average daily attendance	No. of residents in approved hostels	Scholars on roll on March 31	Average daily attendance	No. of residents in approved hostels				
10	11	12	13	14	15	16	17	18	19
...
438	363	203	255	334	83	(a) 1,326	1,081	418	...
279	228	239	...	...	...	( 279	228	239	...
41	39	41	237	217	129	369	346	232	...
758	630	483	492	451	212	1,673	1,655	889	..
5,681	5,276	1,283	515	439	...	18,590	16,498	2,379	604
4,423	4,603	730	...	...	...	7,377	6,746	673	126
31,543	28,845	983	1,647	1,466	...	50,907	45,301	1,238	340
33,935	30,296	114	4,578	3,841	...	1,39,364	119,774	114	2,161
76,682	68,426	3,110	6,740	5,746	...	215,928	186,280	4,604	3,421
...
72	68	69	40	39	20	771	743	671	...
475	380	..	...	...	...	1,688	1,140	...	...
14	16	3	...	...	...	14	16	3	...
...
...	...	...	...	...	...	37	32	...	...
3	4	3	...	...	..	3	4	3	...
564	468	75	40	39	20	2,513	1,935	677	...
76,904	69,524	3,668	7,372	6,236	232	220,314	191,679	6,170	3,421
...	...	...	62,426	53,632	...	62,426	53,632	...	10,261
76,904	69,524	3,668	60,698	60,168	232	282,740	245,811	6,170	18,662
271,841	249,036	16,824	205,038	181,103	4,1	1,436,371	1,259,816	38,105	...

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

State	White		Total	Percentage
	No.	Value		
Alabama	11,747	2,074,643	2,191,390	91.8
Arkansas	1,000	100,000	100,000	100.0
California	10,000	1,000,000	1,000,000	100.0
Colorado	1,000	100,000	100,000	100.0
Connecticut	1,000	100,000	100,000	100.0
Delaware	1,000	100,000	100,000	100.0
Florida	1,000	100,000	100,000	100.0
Georgia	1,000	100,000	100,000	100.0
Illinois	1,000	100,000	100,000	100.0
Indiana	1,000	100,000	100,000	100.0
Iowa	1,000	100,000	100,000	100.0
Kansas	1,000	100,000	100,000	100.0
Michigan	1,000	100,000	100,000	100.0
Minnesota	1,000	100,000	100,000	100.0
Mississippi	1,000	100,000	100,000	100.0
Missouri	1,000	100,000	100,000	100.0
Montana	1,000	100,000	100,000	100.0
Nebraska	1,000	100,000	100,000	100.0
Nevada	1,000	100,000	100,000	100.0
New Hampshire	1,000	100,000	100,000	100.0
New Jersey	1,000	100,000	100,000	100.0
New Mexico	1,000	100,000	100,000	100.0
New York	1,000	100,000	100,000	100.0
North Carolina	1,000	100,000	100,000	100.0
North Dakota	1,000	100,000	100,000	100.0
Ohio	1,000	100,000	100,000	100.0
Oklahoma	1,000	100,000	100,000	100.0
Oregon	1,000	100,000	100,000	100.0
Pennsylvania	1,000	100,000	100,000	100.0
Rhode Island	1,000	100,000	100,000	100.0
South Carolina	1,000	100,000	100,000	100.0
South Dakota	1,000	100,000	100,000	100.0
Tennessee	1,000	100,000	100,000	100.0
Texas	1,000	100,000	100,000	100.0
Utah	1,000	100,000	100,000	100.0
Vermont	1,000	100,000	100,000	100.0
Virginia	1,000	100,000	100,000	100.0
Washington	1,000	100,000	100,000	100.0
West Virginia	1,000	100,000	100,000	100.0
Wisconsin	1,000	100,000	100,000	100.0
Wyoming	1,000	100,000	100,000	100.0
Total	100,000	10,000,000	10,000,000	100.0

STATEMENT IV-A

RACE OR CREED OF MALE SCHOLARS RECEIVING GENERAL EDUCATION

State	White		Total	Percentage
	No.	Value		
Alabama	11,747	2,074,643	2,191,390	91.8
Arkansas	1,000	100,000	100,000	100.0
California	10,000	1,000,000	1,000,000	100.0
Colorado	1,000	100,000	100,000	100.0
Connecticut	1,000	100,000	100,000	100.0
Delaware	1,000	100,000	100,000	100.0
Florida	1,000	100,000	100,000	100.0
Georgia	1,000	100,000	100,000	100.0
Illinois	1,000	100,000	100,000	100.0
Indiana	1,000	100,000	100,000	100.0
Iowa	1,000	100,000	100,000	100.0
Kansas	1,000	100,000	100,000	100.0
Michigan	1,000	100,000	100,000	100.0
Minnesota	1,000	100,000	100,000	100.0
Mississippi	1,000	100,000	100,000	100.0
Missouri	1,000	100,000	100,000	100.0
Montana	1,000	100,000	100,000	100.0
Nebraska	1,000	100,000	100,000	100.0
Nevada	1,000	100,000	100,000	100.0
New Hampshire	1,000	100,000	100,000	100.0
New Jersey	1,000	100,000	100,000	100.0
New Mexico	1,000	100,000	100,000	100.0
New York	1,000	100,000	100,000	100.0
North Carolina	1,000	100,000	100,000	100.0
North Dakota	1,000	100,000	100,000	100.0
Ohio	1,000	100,000	100,000	100.0
Oklahoma	1,000	100,000	100,000	100.0
Oregon	1,000	100,000	100,000	100.0
Pennsylvania	1,000	100,000	100,000	100.0
Rhode Island	1,000	100,000	100,000	100.0
South Carolina	1,000	100,000	100,000	100.0
South Dakota	1,000	100,000	100,000	100.0
Tennessee	1,000	100,000	100,000	100.0
Texas	1,000	100,000	100,000	100.0
Utah	1,000	100,000	100,000	100.0
Vermont	1,000	100,000	100,000	100.0
Virginia	1,000	100,000	100,000	100.0
Washington	1,000	100,000	100,000	100.0
West Virginia	1,000	100,000	100,000	100.0
Wisconsin	1,000	100,000	100,000	100.0
Wyoming	1,000	100,000	100,000	100.0
Total	100,000	10,000,000	10,000,000	100.0

IV-A.—RACE OR CREED OF MALE SCHOLARS

Race or Creed	Anglo-Indians and Europeans.	Indian Christians.	HINDUS		Moham- madans	Buddhists
			Higher castes	*Depressed classes.		
	1	2	3	4	5	6
TOTAL POPULATION ..	11,103	261,487	3,450,582	847,437	8,728,185	152
<i>School Education</i>						
<i>Classes</i>						
Primary { I	427	3,662	80,773	8,793	151,209	..
II	173	1,884	55,556	5,971	92,894	..
III	215	1,433	48,321	4,782	74,720	..
IV	199	1,111	43,992	3,958	59,194	..
Middle { V	170	740	32,392	1,974	34,136	..
VI	167	572	25,232	1,305	24,552	..
VII	165	385	17,997	676	15,961	..
VIII	112	335	15,207	513	13,066	1
High { IX	156	166	10,433	230	7,207	2
X	16	105	8,048	187	4,887	..
TOTALS ..	1,800	10,393	337,951	28,389	477,826	3
<i>University and Intermedi- ate Education.</i>						
Intermediate { 1st year	32	56	2,822	26	1,704	1
classes. { 2nd year	14	40	2,535	20	1,393	..
Degree classes { 1st year	2	15	1,208	12	600	..
{ 2nd year	1	16	1,136	5	593	..
{ 3rd year	..	2	39	..	16	..
Post-graduate { 1st year	1	2	168	1	68	..
classes { 2nd year	..	..	..	..	..	..
Research students—	1	2	192	..	85	..
TOTALS ..	51	133	8,106	64	4,460	1
No. of scholars in recog- nized institutions.	1,851	10,526	346,057	28,453	482,286	4
No. of scholars in unrecog- nized institutions.	..	316	9,637	363	73,493	..
GRANDS TOTALS..	1,851	10,842	355,694	28,816	555,779	4

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

Chamar, Weaver, Sweeper, Ramdas, Dumna, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosi, Bangali, Barar, Bazigar, Banjara, Chanal, Dhanak, Gagra, Ghandhila, Khatik, Korla

(a) Includes 379 students in the high classes of Intermediate colleges.

(b) Excludes 159 boys in the Oriental College, Lahore.

RECEIVING GENERAL EDUCATION.

Parsis	Sikhs	Others	TOTAL	Number of pupils from rural areas	Total No. of married pupils.	Number of married pupils of and above the age of 18 years	Number of agriculturists
7	8	9	10	11	12	13	14
2,219	2,049,289	23,202	15,383,656	..	..	..	..
5	39,037	2,306	280,212	229,065	368	..	144,802
..	25,404	1,477	183,359	146,287	721	1	91,307
2	21,220	1,245	151,938	118,007	1,066	5	74,381
2	18,406	1,024	127,886	97,783	1,400	10	61,063
2	14,814	649	84,877	59,094	1,350	15	39,589
2	11,254	545	63,629	41,645	1,334	48	28,965
1	7,870	346	43,401	25,359	1,284	112	18,928
6	6,465	290	35,995	19,812	1,371	272	16,196
4	4,223	211	22,632	8,635	991	421	7,847
2	2,965	162	16,372	5,856	948	580	5,217
26	151,658	8,255	(a) 1,016,301	751,543	10,833	1,464	4,87,295
3	1,129	32	5,805	2,253	186	142	2,206
2	945	36	4,985	1,805	183	139	1,838
1	481	18	2,337	899	113	107	842
..	425	20	2,196	854	141	130	745
..	14	2	73	31	5	5	25
..	47	1	288	88	32	32	78
..	53	2	335	97	32	32	107
..	1	1	9	3	1	1	4
6	3,095	112	16,028	6,030	693	588	5,845
32	154,753	8,367	(b) 1,032,329	757,573	11,526	2,052	4,93,140
..	4,309	171	88,289	75,553	7,337	4,823	50,651
32	159,062	8,538	1,120,618	833,126	18,863	6,875	5,43,791

Bagria, Od. Mahtam, Kahar, Ad-Dharmi, Bawaria, Dagi, Koli, Marija (Mareecha),
 Nat, Pasi, Parna, Sapela, Sirkiband and Mazhabi Sikh.

IV-B—RACE OR CREED OF FEMALE

Race or creed	Anglo-Indians and Europeans	Indian Christians	HINDUS		Muhamadans	Buddhists
			Higher castes	*Depressed classes		
	1	2	3	4	5	6
TOTAL POPULATION ..	4,843	224,551	2,851,155	744,883	7,479,057	95
School Education ..						
Primary						
Classes						
I	421	1,854	40,621	827	33,973	..
II	172	907	17,496	324	13,473	..
III	192	710	15,318	291	10,079	..
IV	190	613	12,645	161	7,343	..
V	228	567	9,582	113	4,934	..
Middle						
VI	187	424	3,633	35	2,039	..
VII	128	370	2,761	30	1,615	..
High						
VIII	126	356	2,427	22	1,416	..
IX	94	128	570	5	509	..
X	1	55	390	..	269	..
TOTALS ..	1,739	5,984	105,443	1,808	75,650	..
University and Inter-mediate Education.						
Intermediate						
Classes.						
1st year..	..	20	333	..	187	..
2nd year..	2	20	242	..	134	..
Degree classes.						
1st year	..	10	165	..	82	..
2nd year	..	7	131	..	82	..
3rd year	..	1	3	..	..	..
Post-graduate						
classes.						
1st year..	..	4	19	..	8	..
2nd year..	..	3	20	..	7	..
Research students—	..	..	..	..	..	..
TOTALS ..	2	65	913	..	500	..
No. of scholars in recognized institutions.	1,741	6,049	106,356	1,808	76,150	..
No. of scholars in unrecognized institutions.	..	83	6,038	45	54,104	..
GRAND TOTALS ..	1,741	6,132	112,394	1,853	130,254	..

*The following are included under the heading "Depressed classes" :—
 Chamar, Weaver, Sweeper, Ramdas, Dumua, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosh, Bangli, Barar, Bazigar, Banjara, Chawal, Dhanak, Gogra, Ghandhil, Khatik, Kori, Nal

(a) Includes 95 girls in the

(b) Excludes 1 girl in the

SCHOLARS RECEIVING GENERAL EDUCATION

Parsis	Sikhs	Others	TOTAL	Number of pupils from rural areas	Total number of married pupils.	Number of married pupils and above the age of 14 years	Number of agriculturists.
7	8	9	10	11	12	13	14
2,108	1,708,112	20,359	1,3,035,163				
10	15,845	874	94,425	40,606	82	8	20,530
2	7,257	456	40,087	17,387	78	6	10,709
5	5,971	313	32,879	13,999	102	17	8,058
2	4,813	290	26,057	9,513	130	30	6,015
2	3,440	192	19,058	6,476	180	79	4,429
2	1,353	62	7,735	1,280	73	31	1,340
3	1,042	40	5,989	1,154	88	49	1,078
1	859	26	5,233	899	97	68	1,119
4	299	5	1,614	123	25	19	380
..	173	..	888	78	83	22	204
31	41,052	2,253	(a) 233,965	91,520	888	330	53,862
1	69	2	612	80	3	3	93
2	70	..	470	38	5	5	66
..	36	..	293	36	6	6	38
..	34	..	254	20	4	4	27
1	1	..	6	..	..	..	..
..	6	..	37	3	1	1	12
..	2	..	32	2	1	1	7
..
4	218	2	1,704	179	20	20	243
35	41,270	2,360	(b) 235,669	91,699	908	350	54,105
..	3,842	87	64,199	51,861	2,714	889	37,593
35	45,112	2,347	293,868	143,560	3,622	1,239	91,698

Bagria, Od, Kahar, Mahtam, Ad-dharmi, Bawaria, Dagi, Koli, Marija (Mareecha),

Pasi, Parna, Sapela, Mazhabi Sikh and Sirkiband.

High classes of Intermediate Colleges.

Oriental College, Lahore.

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

	Anglo-Indians and Europeans.	Indian Christians.	HINDUS.		Muhammadans.	Buddhists.	Parsees.	Sikhs.	Others.	TOTAL	Number of pupils from rural areas.	Total No. of married pupils.	Number of married pupils of and above the age of 18 years.	Number of agri-culturists.
			Higher castes.	* Depressed classes.										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>School Education</i>														
Art Schools	66	..	83	..	1	20	..	169	35	5	5	23
Law Schools
Medical Schools	368	2	179	..	..	87	1	637	311	46	46	202
Normal and Training Schools	41	215	20	384	..	..	71	10	741	667	383	346	510
Engineering and Surveying Schools	1	88	..	144	..	..	47	..	280	135	29	29	119
Technical and Industrial Schools	120	1,232	84	544	..	..	236	49	2,235	977	210	171	522
Commercial School	7	229	2	61	..	..	32	1	332	77	12	12	69
Agricultural Schools
Reformatory Schools	1	40	109	184	..	..	18	1	360	48	25	11	75
Schools for Defectives	56	..	14	..	..	7	1	80	45	..	..	21
Schools for adults	56	793	199	3,062	..	..	671	28	4,809	4,542	3,759	3,280	2,987
Other Schools	37	198	..	386	..	1	236	..	861	762	..	..	755
TOTAL	38	237	3,285	416	5,041	..	1	1,425	61	10,504	7,599	4,469	3,900	5,283
<i>University and Intermediate Education</i>														
Law	2	140	..	68	..	..	40	3	253	84	57	57	113
Medicine	5	212	..	186	1	2	85	6	503	140	21	21	172
Education	11	81	..	64	..	..	29	..	191	103	65	65	98
Engineering	6	92	..	165	..	..	55	..	323	94	..	..	137
Agricultural	85	2	154	..	..	71	..	312	244	24	12	275
Commerce	124	..	11	..	..	5	4	144	14	1	1	26
Technology
Forestry
Veterinary Science	47	..	78	..	..	39	3	167	121	55	55	122
TOTAL	22	19	781	2	726	1	2	324	16	1,893	800	223	211	943
GRAND TOTALS	60	256	4,066	418	5,767	1	3	1,749	77	12,397	8,399	4,692	4,111	6,226

* The following are included under the heading "Depressed classes"—Chamar, Weaver, Sweeper, Ramdasi, Dumna, Kohli, Sarora, Dhobi, Megh, Sansi, Ghosal, Bagria, Od, Kahar, Mahtam, Ad-dharmi, Bawaria, Dagi, Koli, Marija (Mareocha), Bangali, Barar, Bazigar, Banjara, Chanal, Dhanak, Gagra, Chhotiya, Khokhi, Khat, Pal, Pooni, Savari, Machhi, Sibia, and Sathiyani.

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

	Anglo Indians and Europeans.	Indian Christians	HINDU		Muhamadans	Buddhists	Parsis	Sikhs	Others	TOTAL	Number of pupils from rural areas.	Total No. of married pupils.	Number of married pupils of a. d above the age of 14 years.	Number of Agri-culturists.
			Higher castes.	* Depressed classes.										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>School Education</i>														
Medical Schools .. .. .	..	3	37	..	43	..	..	21	..	104	60	..	..	40
Normal and Training Schools ..	1	69	253	1	331	..	..	112	4	771	396	178	170	264
Technical and Industrial Schools ..	..	6	951	8	518	..	..	203	2	1,688	228	347	347	257
Commercial Schools	13	1	..	..	..	..	..	..	..	14	..	..	..	..
Agricultural Schools .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Schools for Adults .. .. .	..	..	19	1	..	..	..	17	..	37	17	28	28	15
Other Schools	3	..	..	..	..	..	..	..	..	3	..	..	..	..
TOTAL	17	79	1,260	10	892	..	..	353	6	2,617	701	553	545	576
<i>University and Intermediate Education</i>														
Medicine	7	129	63	5	89	..	..	49	1	343(a)	41	75	75	61
Education	41	26	171	..	67	..	3	61	..	369	32	37	37	53
Commerce .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Technology .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
TOTAL	48	155	234	5	156	..	3	110	1	712	73	112	112	114
GRAND TOTALS	65	234	1,494	15	8	..	3	463	7	3,329	774	665	657	690

*The following are included under the heading " Depressed classes " :—Chamar, Weaver, Sweeper, Ramdasi, Dumra, Kohli, Sarera, Dhobi, Megh, Sansi, Ghosi, Bagria, Od, Kahar, Mahtam, Ad-dharmi, Bawaria, Dagi, Koli, Narija, (Mareecha), Bangali, Barar, Bazigar, Banjara, Chanal, Dhanak, Gagra, Ghandhila, Khatik, Kori, Nat, Pasi, Perna, Sapela, Mazhabi Sikh and Sirkiband.

(a) Includes 272 students of the Medical School for Women, Ludhiana, which forms a part of the Women's Christian Medical College, Ludhiana and 64 girls who are reading in the Medical Colleges for Men.

VI-A.—MEN TEACHERS.

	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS.					UNTRAINED TEACHERS				Total Trained Teachers	Total Untrained Teachers	Grand total of Teachers
	A Degree	Passed Matric or School Final	Passed Middle School	Passed Primary School	Lower qualifications	Possessing a degree		Possessing no degree				
						Certified	Uncertificated	Certificated	Uncertificated			
	1	2	3	4	5	6	7	8	9	10	11	12
CLASS OF INSTITUTIONS												
<i>Primary Schools</i>												
Government ..	3	22	63	..	..	..	..	..	5	88	5	93
Local Board and Municipal ..	14	667	7,951	341	98	17	50	374	924	9,071	1,365	10,436
Aided ..	1	149	550	49	10	15	7	212	713	759	947	1,706
Unaided ..	3	14	53	..	5	2	..	18	89	75	109	184
TOTALS ..	21	852	8,617	390	113	34	57	604	1,731	9,993	2,426	12,419
<i>Middle Schools</i>												
Government ..	16	10	38	..	..	..	..	2	3	64	5	69
Local Board and Municipal ..	379	871	11,136	247	108	39	43	254	1,015	12,741	1,351	14,092
Aided ..	64	106	220	10	8	8	13	39	76	408	136	544
Unaided ..	68	93	92	4	6	7	15	31	66	263	119	382
TOTALS ..	527	1,080	11,486	261	122	54	71	326	1,160	13,476	1,611	15,087
<i>High Schools</i>												
Government ..	720	337	400	39	25	31	23	0	15	1,521	89	1,610
Local Board and Municipal ..	373	233	506	20	30	27	15	54	51	1,162	147	1,309
Aided ..	1,194	857	1,026	73	43	100	91	247	262	3,193	700	3,893
Unaided ..	276	186	161	7	6	37	41	73	86	636	237	873
TOTALS ..	2,563	1,613	2,093	139	104	195	170	394	414	6,512	1,173	7,685
GRAND TOTALS ..	3,111	3,545	22,196	790	339	283	298	1,324	3,305	29,981	5,210	35,191

	TRAINED TEACHERS WITH THE FOLLOWING EDUCATIONAL QUALIFICATIONS					UNTRAINED TEACHERS				Total trained Teachers.	Total untrained Teachers.	Grand total of Teachers.
	A Degree.	Passed Matric or School Final.	Passed Middle School.	Passed Primary School.	Lower qualifications.	Possessing a degree		Possessing no degree				
						Certificated	Uncertificated	Certificated	Uncertificated.			
	1	2	3	4	5	6	7	8	9	10	11	12
CLASS OF INSTITUTIONS												
<i>Primary Schools</i>												
Government .. .. .	..	2	7	32	..	..	..	..	1	41	1	42
Local Board and Municipal Aided	1	13	1,627	703	82	1	..	43	672	2,426	716	3,142
Unaided	2	20	405	134	10	1	3	40	408	571	452	1,023
TOTALS	1	3	43	9	6	..	3	2	77	62	82	144
	4	38	2,082	878	98	2	6	85	1,158	3,100	1,251	4,351
<i>Middle Schools</i>												
Government	16	61	102	1	..	..	..	1	1	180	2	182
Local Board and Municipal Aided	9	58	379	40	14	1	1	9	52	500	63	563
Unaided	73	105	718	45	9	28	8	36	222	950	294	1,244
TOTALS	3	4	29	2	..	3	1	..	16	38	20	58
	101	228	1,228	88	23	32	10	46	291	1,668	379	2,047
<i>High Schools</i>												
Government	137	145	214	4	1	1	3	5	3	501	12	513
Local Board and Municipal Aided	5	6	15	5	1	1	..	..	8	32	9	41
Unaided	61	107	56	5	1	3	11	9	32	230	55	285
TOTALS	4	7	4	..	..	3	..	..	..	15	3	18
	207	265	289	14	3	8	14	14	43	778	79	857
GRAND TOTALS	312	531	3,599	980	124	42	30	145	1,492	5,546	1,709	7,255

VII.—ANGLO-INDIAN AND EUROPEAN

Total Anglo-Indian and European population	Male 11,103.
	Female 4,843.
	Total 15,946.

	Institutions	Scholars on Roll on March 31st	Number of females in institutions for male and vice versa	*Number of Non-Europeans on Roll
	1	2	3	4
<i>Institutions for Males</i>				
Arts Colleges ..	2	80	2	6
Training Colleges ..	1	11	..	..
High Schools ..	4	1,217	8	137
Middle Schools ..	1	238	..	6
Primary Schools ..	4	226	77	35
Training Schools ..	..	..	..	..
Technical and Industrial Schools ..	..	..	..	..
Commercial Schools ..	..	..	..	..
Other Schools ..	..	..	..	..
TOTALS ..	12	1,772	87	184
<i>Institutions for Females.</i>				
Arts Colleges ..	..	..	..	..
Training Colleges ..	1	41	..	3
High Schools ..	11	1,953	276	216
Middle Schools ..	3	193	64	36
Primary Schools ..	3	95	48	21
Training Schools ..	1	1	..	..
Technical and Industrial Schools ..	..	..	..	..
Commercial Schools ..	1	14	..	1
Other Schools ..	1	3	..	..
TOTALS ..	21	2,300	388	277
GRAND TOTALS FOR INSTITUTIONS.	33	4,072	475	461

Expenditure on Buildings includes Rs. 12,415 spent by the Public Works Department ..

"Miscellaneous" includes the following main items :—

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

*The term non-European does not

†Local funds include both District

‡The teachers of the Lawrence College, Ghoragali have

Note—The table does not include expenditure figures of the Royal Indian

EDUCATION

Percentage to Anglo-Indian and European population of those at Schools

Males 18.67
 Female 41.28
 Total 25.54

TEACHERS		DIRECT EXPENDITURE FROM				Total expenditure
Trained	Untrained	Government funds	†Local funds	Fees	Other sources	
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
5	3	38,846	..	12,635	..	51,481
†	†	13,963	..	..	..	13,963
39	15	46,632	..	151,272	5,512	203,416
9	..	53,003	..	23,984	..	76,987
12	5	15,984	..	14,387	7,376	37,747
..
..
..
..
65	23	168,428	..	202,278	12,888	383,594
..
7	..	14,546	..	4,878	7,769	27,193
118	19	132,983	..	153,939	21,961	308,883
13	5	12,575	..	10,133	8,087	30,795
3	4	4,164	..	5,721	4,304	14,189
1	..	..	..	90	1,710	1,800
..
1	..	780	..	3,254	131	4,165
1	1	1,800	..	128	2,080	4,008
144	29	166,848	..	178,143	46,042	391,033
209	52	335,276	..	380,421	58,930	774,627
<i>Indirect Expenditure</i>						
Inspection	..	5,738	..	..	..	5,738
Buildings, etc.	..	23,799	..	..	12,137	35,936
Miscellaneous	..	38,207	..	16,169	161,843	216,219
TOTALS (INDIRECT)	..	67,744	..	16,169	173,980	257,893
TOTAL DIRECT AND INDIRECT)		403,020	..	396,590	232,910	1,032,520

include Anglo-Indians and domiciled Europeans.

and Municipal Funds.

teaching periods with this class.

Military School, Sanaar, and the Intermediate Class attached to it.

VIII—EXAMINATION RESULTS

Examination	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 Science</i>												
D. Litt. ..	..	..	..	..	..	..	..	..	..	..	..	..
Ph. D. ..	..	..	4	..	..	4	..	..	..	..	..	..
D. Sc. ..	..	..	..	..	4	..	..	..	..	..	..	..
M.A. ..	..	..	..	..	..	..	..	..	..	..	..	..
M.Sc. ..	286	144	430	225	89	314	31	15	46	24	13	37
B.A. (Honours) ..	36	..	36	35	..	35	..	..	..	..	..	..
B.Sc. (Honours) ..	200	..	200	158	..	158	14	..	14	13	..	13
B.A. (Pass) ..	59	1	60	56	..	56	3	..	3	3	..	3
B.Sc. (Pass) ..	2,204	1,386	3,590	1,223	567	1,790	301	486	787	195	235	430
B.Sc. (Pass) ..	418	108	526	215	51	266	15	5	20	8	3	11
<i>Law</i>												
Master of Law ..	..	..	..	..	..	..	..	..	..	..	..	..
Bachelor of Law ..	107	10	117	78	6	84	..	..	..	..	..	..
<i>Medicine</i>												
M.D. ..	..	2	2	..	..	..	..	..	..	..	..	..
M.B., B.S. ..	156	..	156	83	..	83	10	..	10	5	..	5
L.M.S. (Bombay) ..	..	..	..	..	..	..	..	..	..	..	..	..
M.C.P. and S. (Bombay) ..	..	..	..	..	..	..	..	..	..	..	..	..
M.S. F.M. (Calcutta) ..	..	..	..	..	..	..	..	..	..	..	..	..
M.S. ..	..	..	..	..	..	..	..	..	..	..	..	..
M. Obstetrics ..	..	2	2	..	2	2	..	..	..	..	..	..
B. Hyg. ..	..	..	..	..	..	..	..	..	..	..	..	..
D.P.H. ..	..	..	..	..	..	..	..	..	..	..	..	..
D.O. ..	..	..	..	..	..	..	..	..	..	..	..	..
B.S. (Sanitary) ..	..	..	..	..	..	..	..	..	..	..	..	..
D.T.M. (Calcutta) ..	..	..	..	..	..	..	..	..	..	..	..	..
B. D. S. ..	20	..	20	11	..	11	..	..	..	..	..	..
<i>Engineering†</i>												
Bachelor of E. E. ..	3	..	3	2	..	2	..	..	..	..	..	..
Bachelor of C. E. ..	33	..	33	26	..	26	..	..	..	..	..	..
Bachelor of M. E. ..	5	..	5	3	..	3	..	..	..	..	..	..
<i>Education</i>												
B.T. ..	126	145	271	107	99	206	202	7	209	165	6	171
<i>Commerce</i>												
Bachelor of Commerce ..	46	8	54	37	3	40	..	..	..	..	..	..
<i>Technology</i>												
Master of Technology ..	14	..	14	14	..	14	..	..	..	..	..	..
Bachelor of Technology ..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Agriculture</i>												
Master of Agriculture ..	10	5	15	10	5	15	..	..	..	..	..	..
Bachelor of Agriculture ..	128	10	138	93	4	97	..	..	..	..	..	..

* i.e. appearing from a recognised institution.

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

XXV
VIII—EXAMINATION RESULTS—CONCLUDED

Examinations	MALES						FEMALES					
	NUMBER OF EXAMINEES			NUMBER PASSED			NUMBER OF EXAMINEES			NUMBER PASSED		
	Public*	Private	Total	Public*	Private	Total	Public*	Private	Total	Public*	Private	Total
1	2	3	4	5	6	7	8	9	10	11	12	
INTERMEDIATE EXAMINATIONS												
Intermediate in Arts	2,953	1,121	4,074	1,945	778	2,723	559	591	1,130	424	445	869
Intermediate in Science.	2,012	192	2,204	1,459	111	1,570	99	45	144	78	19	97
Licentiate of Civil Engineering.	..	..	..	..	..	..	..	..	..	..	..	..
Licence, Diploma or Certificate in Teaching.	80	32	112	74	29	103	127	9	136	94	8	102
Intermediate or Diploma in Commerce.	..	..	..	..	..	..	..	..	..	..	..	..
Licentiate of Agriculture.	125	2	127	108	1	109	..	..	..	..	..	..
Veterinary Examination.	61	..	61	49	..	49	..	..	..	..	..	..
SCHOOL EXAMINATIONS												
<i>(a) On Completion of High School Course.</i>												
Matriculation ..	16,555	3,778	20,333	13,635	1,810	15,445	1,719	1,240	2,959	1,377	791	2,168
School Final, etc. ..	2	1	3	2	1	3	..	..	..	..	..	..
Anglo-Indian and European High School.	..	..	..	..	..	..	..	..	..	..	..	..
Cambridge Senior	104	..	104	86	..	86	64	..	64	48	..	48
<i>(b) On Completion of Middle School Course</i>												
Cambridge Junior ..	160	..	160	117	..	117	134	..	134	98	..	98
Anglo-Indian and European Middle.	..	..	..	..	..	..	..	..	..	..	..	..
Anglo-Vernacular Middle.	..	..	..	..	..	..	..	..	..	..	..	..
Vernacular Middle ..	13,105	914	14,019	10,866	612	11,478	5,300	1,650	6,950	4,241	1,043	5,284
<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	57	4	61	56	4	60	36	1	37	28	..	28
Vernacular, Lower	431	9	440	415	7	422	551	145	696	450	73	523
At Art Schools ..	32	..	32	31	..	31	..	..	..	..	..	..
At Law Schools ..	..	..	..	..	..	..	..	..	..	..	..	..
At Medical Schools..	237	9	246	176	4	180	142	..	142	118	..	118
At Engineering Schools†.	138	..	138	137	..	137	..	..	..	..	..	..
At Technical and Industrial Schools	232	..	232	212	..	212	220	..	220	208	..	208
At Commercial Schools.	154	29	183	80	23	112	..	..	..	..	..	..
At Agricultural Schools.	..	..	..	..	..	..	..	..	..	..	..	..
At other Schools ..	142	..	142	140	..	140	..	..	..	..	..	..

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

IX—STATISTICS OF EDUCATIONAL

Types of Institutions	NUMBER OF INSTITUTIONS AND SCHOLARS					
	Government		District Board		Private	
	Institutions	Scholars	Institutions	Scholars	Institutions	Scholars
1	2	3	4	5	6	7
I—RECOGNISED INSTITUTIONS						
<i>For Males</i>						
Arts Colleges	1	75	...	...	...	...
High Schools	13	3,230	15	4,000	55	16,827
Middle Schools	7	668	2,768	275,841	64	9,163
Primary Schools	38	1,223	4,995	277,185	464	25,523
Training Schools	4	468	...	...	3	187
Agricultural Schools ... ..	...	...	...	...	...	...
Schools for Adults	53	1,406	88	2,837	...	...
Other Schools	2	350	...	...	...	...
Total	118	7,449	7,866	660,832	596	51,099
<i>For Females</i>						
Arts Colleges ... ..	...	...	...	...	...	...
High Schools	1	127	...	...	1	334
Middle Schools	5	268	33	4,376	14	2,260
Primary Schools	24	917	1,394	60,588	207	10,018
Training Schools	28	659	...	...	1	29
Agricultural Schools ... ..	...	...	...	...	...	...
Schools for Adults	1	17	...	...	...	...
Other Schools ... ..	...	...	...	...	...	...
Total	59	1,908	1,427	64,964	223	13,547
Grand Total for all Recognised Institutions.	177	9,437	9,293	725,796	809	65,246
II—UNRECOGNISED INSTITUTIONS						
For Males ... ..	...	...	...	...	...	...
For Females ... ..	...	...	...	...	...	...
Total ... ..	...	...	...	...	...	...
Grand total for all Institutions ..	...	...	...	...	...	...

(a) Does not include expenditure of the

INSTITUTIONS IN RURAL AREAS.

Total		EXPENDITURE ON INSTITUTIONS				NUMBER OF TEACHERS			
Institutions	Scholars	From Government Funds	From District Board Funds	From other source	Total Expenditure	In Government schools	In District Board schools	In Private schools	TOTAL
8	9	10	11	12	13	14	15	16	17
		Rs.	Rs.	Rs.	Rs.				
1	75	45,588	...	5,269	70,857	8	..	...	8
83	25,026	3,52,046	74,472	6,28,328	10,55,446	184	283	691	1,108
2,859	385,671	41,61,040	18,87,613	7,89,738	68,17,391	31	13,277	...	13,694
5,497	303,931	22,55,389	9,77,454	1,07,558	33,40,401	74	8,651	764	9,489
7	675	82,158	...	15,673	97,831	35	..	...	53
...
141	4,243	7,664	2,922	...	10,686	34	75	...	109
2	359	1,505	...	588	(a) 2,093	13	..	...	13
8,570	719,980	69,95,990	24,42,461	15,46,154	1,08,94,605	379	22,236	1,859	24,474
...
2	461	61,700	464	31,379	93,543	9	...	14	23
52	6,910	83,603	27,962	29,580	1,41,150	25	163	106	294
1,625	72,423	5,22,522	1,91,093	37,249	7,50,864	5	2,002	365	2,372
29	688	95,153	396	585	96,134	71	..	2	73
...
1	17	96	...	...	96	1	..	..	1
...
1,709	80,499	7,63,079	2,19,915	93,793	10,81,767	111	2,165	487	2,763
10,279	800,479	76,69,069	26,62,376	16,44,947	1,19,76,392	490	24,401	2,346	27,237
3,383	71,568	...	...	...	...	...	...	...	...
2,787	67,033	...	...	...	...	...	...	...	...
6,120	128,601	...	...	...	...	...	...	...	...
16,399	929,080	...	...	...	...	...	...	...	...

Explanatory Notes.—

- (1) Figures for urban areas (i. e., municipal, cantonment, notified and small town committee areas) are excluded from this table.
- (2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.
- (3) The total number of pupils from rural areas, who are under instruction, is shown in column 11 of Tables IV—A and B and V—A. and B.
- (4) This table includes statistics relating to training schools, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in rural areas. It does not include the returns of training institutions located in rural areas, the majority of the students in which are trained of schools in urban areas.

X-A—MALE SCHOLARS BY CLASSES

CLASS		PRIMARY				MIDDLE			
Ages		I	II	III	IV	V	VI	VII	VIII
Below 5	..	71	..	..	..	..	..	..	..
5 to 6	..	37,583	890	49	4	..	..	..	..
6 to 7	..	93,946	18,534	891	59	9	..	..	..
7 to 8	..	82,511	49,333	13,767	793	35	1	..	..
8 to 9	..	43,274	52,299	36,812	8,090	470	26	..	..
9 to 10	..	17,707	33,271	43,153	27,382	6,269	601	67	1
10 to 11	..	6,725	16,266	31,615	35,906	18,020	5,032	493	34
11 to 12	..	2,810	7,895	15,080	27,959	23,259	15,009	3,922	407
12 to 13	..	1,149	3,181	6,344	16,148	18,597	17,601	11,194	3,903
13 to 14	..	307	1,142	2,640	7,348	10,552	12,550	12,000	9,255
14 to 15	..	85	418	979	2,789	4,820	7,229	8,288	9,710
15 to 16	..	31	97	422	1,044	1,887	3,489	4,412	6,399
16 to 17	..	7	19	144	292	685	1,351	1,962	3,619
17 to 18	..	3	6	29	56	195	498	716	1,746
18 to 19	..	2	6	8	10	67	202	266	709
19 to 20	..	..	2	4	6	7	36	70	162
Over 20	..	1	..	1	..	5	4	11	50
TOTAL	..	286,212	183,359	151,938	127,886	84,877	63,629	43,401	35,995

AND AGES

HIGH		TOTALS	INTERMEDIATE		DEGREE			POST-GRADUATE.		TOTAL	GRAND TOTALS
IX	X		1st Year	2nd Year	1st Year	2nd Year	3rd Year	1st Year	2nd Year		
..	..	71	..	..	..	..	..	..	..	..	71
..	..	38,526	..	..	..	..	..	..	..	..	38,526
..	..	113,439	..	..	..	..	..	..	..	..	113,439
..	..	146,440	..	..	..	..	..	..	..	..	146,440
..	..	140,971	..	..	..	..	..	..	..	..	140,971
..	..	128,451	..	..	..	..	..	..	..	..	128,451
1	..	114,092	..	..	..	..	..	..	..	..	114,092
35	3	96,379	1	..	..	..	..	..	..	1	96,380
361	21	78,499	4	5	..	..	..	..	..	9	78,508
2,513	255	58,562	46	37	..	..	..	..	..	83	58,645
6,025	1,857	42,200	253	117	2	6	..	..	..	378	42,578
5,714	4,064	27,559	1,053	323	40	11	..	..	..	1,427	28,986
4,052	4,092	16,223	1,851	976	149	64	..	1	..	3,041	19,264
2,239	3,090	8,578	1,307	1,421	462	222	9	2	..	3,423	12,001
1,115	1,724	4,169	798	1,143	721	481	28	26	19	3,216	7,325
453	915	1,655	318	606	525	578	17	68	48	2,160	3,815
124	351	547	174	357	438	834	19	191	268	2,281	2,823
22,632	16,372	1,016,301	5,805	4,985	2,337	2,196	73	283	335	*16,919	1,032,320

*Excludes 9 research students.

CLASS		PRIMARY					MIDDLE		
Ages		I	II	III	IV	V	VI	VII	VIII
Below 5	..	45	..	..	..	..	..	..	..
5 to 6	..	17,001	107	2	..	..	..	..	..
6 to 7	..	25,254	4,943	166	2	..	..	..	..
7 to 8	..	23,223	8,820	3,741	211	14	..	..	..
8 to 9	..	14,460	9,689	6,192	3,167	227	13	..	..
9 to 10	..	7,714	7,523	6,704	4,880	2,351	71	5	..
10 to 11	..	3,631	4,935	6,294	6,150	3,910	870	77	9
11 to 12	..	1,797	2,357	4,661	4,930	4,455	1,764	505	81
12 to 13	..	878	1,104	2,647	3,501	3,707	2,082	1,285	433
13 to 14	..	293	368	1,454	1,856	2,416	1,500	1,672	1,037
14 to 15	..	84	154	642	934	1,193	784	1,173	1,268
15 to 16	..	25	53	253	295	481	365	645	1,089
16 to 17	..	12	16	86	66	196	163	320	674
17 to 18	..	5	16	28	26	67	72	172	323
18 to 19	..	2	1	4	4	21	27	87	165
19 to 20	..	..	1	3	4	13	14	29	92
Over 20	..	1	..	2	1	7	9	19	62
Total	..	94,425	40,087	32,879	26,057	19,058	7,735	5,989	5,233

SCHOLARS BY CLASSES AND AGES

HIGH		TOTALS	INTERMEDIATE		DEGREE			POST-GRADUATE		TOTAL	GRAND TOTALS
IX	X		1st Year	2nd Year	1st Year	2nd Year	3rd Year	1st Year	2nd Year		
..	..	45	..	..	..	..	..	..	..	..	45
..	..	17,110	..	..	..	..	..	..	..	..	17,110
..	..	30,365	..	..	..	..	..	..	..	..	30,365
..	..	36,009	..	..	..	..	..	..	..	..	36,009
..	..	33,748	..	..	..	..	..	..	..	..	33,748
..	..	29,248	..	..	..	..	..	..	..	..	29,248
1	..	25,877	..	..	..	..	..	..	..	..	25,877
2	..	20,582	..	..	..	..	..	..	..	..	20,582
6	1	15,644	..	..	..	..	..	..	..	..	15,644
98	7	10,701	10	..	..	..	..	..	..	10	10,711
329	92	6,653	21	..	..	..	..	..	..	21	6,674
482	260	3,949	147	5	..	1	..	..	..	153	4,102
321	106	2,050	185	117	6	1	..	..	..	309	2,359
134	159	1,062	106	135	78	13	..	..	..	332	1,394
94	83	488	70	91	74	56	2	..	..	293	781
63	49	268	35	53	54	61	..	12	4	219	487
24	41	166	38	69	81	122	4	25	24	367	533
1,614	898	233,905	612	470	293	254	6	37	32	1,704	235,609

SUPPLEMENTARY TABLE I—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR MALES ON 31st MARCH 1943

Kind of Schools	MANAGED BY GOVERNMENT			MANAGED BY DISTRICT BOARDS			MANAGED BY MUNICIPAL BOARDS			AIDED			UNAIDED			Total		
	Primary stage	Secondary stage	Total	Primary stage	Secondary stage	Total	Primary stage	Secondary stage	Total	Primary stage	Secondary stage	Total	Primary stage	Secondary stage	Total	Primary stage	Secondary stage	Total
High Schools	5,180	25,684	31,164	6,008	7,146	13,214	8,439	10,129	18,568	45,952	68,752	114,804	7,151	14,183	21,339	72,000	125,809	198,809
Middle Schools (English).	831	619	1,450	10,415	8,866	19,281	2,836	1,654	4,490	6,504	5,619	12,123	5,071	4,183	9,269	25,657	20,956	46,613
Middle Schools (Vernacular).	91	29	120	2,53,001	1,19,330	3,72,334	1,078	540	1,618	1,380	747	2,127	333	55	388	255,046	120,701	376,647
GRAND TOTALS	6,492	26,332	32,734	2,69,517	1,35,342	4,04,989	12,353	12,323	24,676	53,736	75,118	128,854	12,555	18,441	30,996	351,593	267,553	622,149

SUPPLEMENTARY TABLE II—DISTRIBUTION OF SCHOLARS BY STAGES IN SECONDARY SCHOOLS FOR FEMALES ON 31ST MARCH 1943

Kind of Schools	MANAGED BY GOVERNMENT			MANAGED BY DISTRICT BOARDS			MANAGED BY MUNICIPAL BOARDS			AIDED			UNAIDED			TOTAL		
	Primary stage	Secondary stage	Total	Primary stage	Secondary stage	Total	Primary stage	Secondary stage	Total	Primary stage	Secondary stage	Total	Primary stage	Secondary stage	Total	Primary stage	Secondary stage	Total
High Schools	5,402	5,818	11,310	—	—	—	732	382	1,084	5,566	2,115	5,661	304	211	515	10,094	8	
Middle Schools (English)	750	400	1,150	—	—	—	1,000	105	1,795	2,800	1,023	4,423	—	—	—	5,150	2,327	7,377
Middle Schools (vernacular)	5,125	982	3,030	3,530	1,866	5,405	6,772	2,150	9,022	23,186	8,367	31,543	1,307	250	1,647	36,022	14,585	50,607
GRAND TOTALS	7,370	7,180	14,550	3,530	1,866	5,405	9,104	3,637	12,801	29,552	12,005	41,647	1,701	461	2,162	51,266	25,308	76,57

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