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Annual Report on the Progress of Education in the Uttar Pradesh during 1951-52

CHAPTER I

GENERAL SURVEY

(1) There has been a steady progress in all branches of education during the year under report. The emphasis remained on the consolidation of the gains achieved during the last 5 years as a result of the Expansion of the Primary Education and reorganisation of Secondary Education. In spite of the high cost of living, famine and draught in certain areas of the State education continued to get public support as in the previous year.

The year under report saw the beginning of the Five-Year Plan. In response to the needs of planning stress was laid on Agricultural Education at the Normal Schools. With a view to making the young educands more useful citizens of the community co-curricular and extra curricular activities such as Self-Help Squads, Social Service Work, Military and Educational Organisations, Van-Mahotsava, Literacy Week, Scouting and Girl-Guide activities were encouraged.

The Education Department organised an International Exhibition of Toys at Lucknow in December 1951. The exhibition displayed toys and dolls received from more than two dozen foreign countries besides those from the States of the Union. The exhibition was visited by more than 2 lakhs of people and resulted in bringing home to a large number of teachers and parents the importance of educating the child through play-way and activity methods.

The Department also undertook to build a Fund for the benefit of such poor students and teachers who being unable, to undergo costly treatment of T. B. at the clinics die in the prime of their lives. The response from the public was very encouraging and the target of 15 lakhs of rupees was reached in a short period of two months.

(2) *Institutions*—Two types of educational institutions viz. (1) ordinary teaching institutions and (2) training institutions continued to function in the year under report. The former type included Pre-Primary (Nursery), Primary, Junior High and Higher Secondary Schools and also Degree Colleges. Besides, there were some special types of schools imparting education to physically handicapped and disabled children—the Deaf, Dumb and Blind. Some institutions provided theoretical and practical education to both teachers and students. Islāmia Schools, Maktabs, Sanskrit Pathshalas and Arabic Madrasas continued to work as usual during the year under report. On account of an increase in the number of Primary Schools the number of Secondary Schools considerably increased. The number of Degree Colleges also increased.

The following table shows the increase in the number of schools as compared with those in the previous years :

Kind of institutions	Number of Schools		Variation
	1950-51	1951-52	
Primary	32,769	32,491	(-)278
Junior High School	3,018	3,271	(+)253
Higher Secondary School	988	1,134	(+)146
Degree Colleges	40	52	(+) 12

Normal Schools and Training Colleges for Men and Women need special mention under Training Institutions. There was a Normal School in every district, and there were 9 Government Training Colleges in all for men and women. Besides, some private institutions were authorised to open Training Classes. There were ten such institutions during the year under report as compared to 7 of the previous year.

To equip Primary Schools with the trained teachers Mobile Training Squads were organised in 1947. There is a Training Squad in every district now except one. Thus 50 squads functioned during 1951-52. Besides imparting practical training to teachers these squads participated in the Rural Uplift Schemes. 3,929 teachers were trained by these squads during the year. The teachers trained by these squads take H. T. C. examination along with the candidates from the regular Normal Schools. In addition to these the College of Home Science, the Nursery Training College, the Basic Training College and the Constructive Training College have continued to function successfully.

There is no separate institution for mentally backward children, but the Bureau of Psychology at Allahabad has been giving necessary help and advice to such children. The Bureau has also helped the students of Higher Secondary Schools to choose the groups of subjects suited to their aptitudes. It has also made arrangements for tests of intelligence of the children of various age-groups.

There is also a provision for Audio-Visual Education. The Film Section of the Department has produced some very educative films and these shown to the boys and girls of various educational institutions. The general public has also been sufficiently benefitted by these films, which were shown during the Fairs and Festivals.

Compulsory Military Education Scheme was worked out in 18 big cities of the State during the year under report. There is a separate Military Education Scheme now for the Junior High and Higher Secondary Schools.

Government Central Pedagogical Institute, Allahabad has been conducting Research work in the construction of curriculum and methods of teaching. A Refresher Course for the Lecturers of Non-Government T. C.s was organised at the Institute.

(3) *Scholars*—With the rise in the number of institutions the number of scholars has naturally increased. This increase has taken place in the number of both the rural as well as urban scholars. It is evident from this increase that there is sufficient awakening in public in the field of education. It was found necessary to authorise institutions to open new sections to provide for the increased number of students. The following table shows the comparative increase in the numbers of scholars reading in the different types of educational institutions :

Institutions	No. of Scholars in		Variations
	1950-51	1951-52	
1. Primary Schools	27,27,123	28,40,283	(+)1,13,160
2. Junior High Schools	3,48,137	3,69,861	(+)21,724
3. Higher Secondary Schools	4,17,405	4,85,756	(+)68,351

N. B.—The increase in the number of scholars is chiefly due to the opening of new Junior High and Higher Secondary Schools in the vicinity of village.

(4) *Expenditure*—The expenditure on education has considerably increased on account of the opening of various types of institutions and the sanctioning of the higher scales of pay as will be evident from the following table :

Various sources	1950-51	1951-52	Variations
1. Government	7,39,18,773	8,51,65,931	(+)1,12,47,158
2. District Boards	1,09,74,126	1,12,93,28	(+)3,19,802
3. Municipal Boards	75,62,443	88,66,904	(+)13,04,481
4. Other Sources	7,08,22,559	7,59,37,148	(+)51,14,589

(5) *New Developments*—Two Government Degree Colleges were opened during the year under report at Gyanpur, and Naini Tal. A Degree College at Rampur was also taken over as a consequence of the merger. A Deaf and Dumb School, fully equipped with most modern apparatus, and teaching appliances, was opened at Bareilly. Regional Psychological Centres were established at Meerut, Bareilly, Kanpur, Lucknow and Banaras. Institutions and parents derived advantage from these in an appreciable number. The Self-Help Squad and Social Service Camps undertook a programme of road construction in the villages and repaired a large number of school buildings. An appreciable amount of work was also done in improving the sanitary conditions of the villages. Students were encouraged to participate in the community activities of the villages wherever possible.

In order to check the growing indiscipline in the student community a system of Proctorial Board was introduced. Besides Educational Museums were established to create interest among boys.

Agriculture was made a compulsory subject of education in all the Normal Schools of the State. In the schools where sufficient land has been available for the purpose, the scheme has met with considerable success.

CHAPTER II

EDUCATIONAL PERSONNEL AND ORGANISATION

Organisation—During the year under report Sri Sampurnanand held the portfolio of Education and Sri A. N. Sapru worked as Education Secretary. The post of the Director of Education during the year was held by Dr. I. R. Khan.

The Director of Education, who is the executive head of the Department, was assisted at the Headquarters by two Deputy Directors of Education and one Assistant Director of Education (Women). In addition there was one Personal Assistant (Men) and one Personal Assistant (Women) at the Headquarter. The Camp Office of the Director is located at Lucknow, and at Lucknow also there was one Personal Assistant (Camp).

For the convenience of administration the State has been divided into five Regions, each under the charge of a Deputy Director of Education. There is also an Inspectress of Girls' Schools in each Region to look after the education of girls. The Deputy Director of Education has under his jurisdiction several districts and each district is under the charge of a District Inspector of Schools. To help the District Inspector of Schools of the district, to look after the rural education one Deputy Inspector and a number of Sub-Deputy Inspectors of Schools, according to the needs of the district, are provided. The Deputy Inspectors and Sub-Deputy Inspectors work under dual control and are for the work of the district under the charge of the Presidents of the District Boards. They look after the education of children in the Junior High and Primary Schools. The Government has also made provision of an Assistant Inspectress of Girls' Schools in each district to look after the education of girls in the junior stage. She works under the supervision of the District Inspector of Schools.

In each Municipal Board there is a Superintendent of Education, who supervises the education in the institutions under the control of the Municipal Board of the district. To help him, there is in turn adequate number of Assistant Superintendents of Education. In addition there is an Assistant Superintendent of Education (Girls).

Universities are run under the direct supervision of the Vice-Chancellors. There is an Executive Council in each University to help the Vice-Chancellor in his day to day administration.

According to the needs of the State and its administration there are two types of Higher Secondary Schools and Training Institutions :

- (1) Government Institutions.
- (2) Aided Institutions.

The administration of Government Institutions is in the hands of the Education Department of the State. The aided Higher Secondary Schools are run and maintained by private agencies and are controlled by their Managing Committees. They depend on fees, public donations and Government grants. Some Municipal Boards have their own Higher Secondary Institutions.

The Junior High Schools have been divided into 3 categories :

- (1) Government Junior High Schools.
- (2) Junior High Schools run by local Boards.
- (3) Junior High Schools run by the Public.

Of these 164 belonged to Government and were attached to Government Normal Schools. They are termed as Model Schools. The Pupil Teachers had their practice classes in these schools. The Junior High Schools belonging to the Local Boards were entirely managed by them. Such institutions formed the bulk of the total number. Public Junior High Schools were comparatively few and were looked after by elected executive bodies. They depended on Government grant and public donations also.

There were separate Inspectors for Sanskrit Pathshalas and Makhtabs.

(2) *Educational Services*—Educational services are mainly of 3 types :

- (1) Private.
- (2) Local Boards.
- (3) Government.

Under the ' private ' services come Principals of different institutions headmasters and assistant masters.

Local Boards also have the services of headmasters and assistant masters.

Government educational services are divided into 2 categories :

- (i) Inspecting and (ii) Teaching.

These are further sub-divided as below :

- (1) Subordinate Educational Service.
- (2) Special Subordinate Educational Service.
- (3) Subordinate Educational Service (Gazetted).
- (4) Provincial Educational Service (Junior).
- (5) Provincial Educational Service (Senior).

During the year under report there were 56 posts of Deputy Inspectors of Schools including that of the Deputy Inspector of Mohamadan Schools. The number of the posts of Sub-Deputy Inspector of Schools was 376.

The time scales of pay of the above services were .

- (1) Rs.120—8—200—E.B.—10—300.
75—5—150—E.B.—10—200.
- (2) Rs.200—10—310—E.B.—14—450.
- (3) Rs.250—25—500.
- (4) Rs.250—25—400—E.B.—30—700—E.B.—50—850.
- (5) Rs.500—50—1,000—E.B.—50—1,200.

U. P. Educational Service (Senior)—There were 8 Deputy Directors of Education of whom 2 were at the Headquarters, 5 in the Regions and one Deputy Director (Training) at Allahabad. The Deputy Directors at Headquarters, Deputy Director (Training), Assistant Director of Education (Women), five Regional Deputy Directors and Principals of Government Degree Colleges at Naini Tal and Gyanpur all got a Special Pay of Rs.100 per mensem each. In the 8 bigger districts the District Inspectors of Schools were in the senior scale of the U. P. Educational Service. Besides, the Principal, Government Sanskrit College, Banaras, the Secretary, Board of High School and Intermediate Education, the Director, Bureau of Psychology, Uttar Pradesh, the Director of Social Services-cum-Director of Physical Education, Uttar Pradesh, the Director of Military Education, Uttar Pradesh and the Principals of Government Degree Colleges at Naini Tal and Gyanpur also come in the Uttar Pradesh Educational Service (Senior Scale).

The number of posts in the U. P. Educational Service senior scale was 21.

U. P. Educational Service (Junior)—There were 120 permanent and 12 temporary posts in the service as follows :

- 43 District Inspectors of Schools.
 - 1 Inspector of Sanskrit Pathshalas.
 - 1 Inspector of Mohammadan Schools.
 - 1 Inspector of Arabic Madrasas.
- 15 Principals of Higher Secondary Schools.
- 6 Headmasters of Normal Schools.
- 1 Registrar, Government Sanskrit College, Examinations.
- 1 Registrar, Departmental Examinations.
- 1 Deputy Secretary, Board of High School and Intermediate Education.
- 3 Principals of Training Institutions.

- 1 Vice-Principal Training Institutions.
- 3 Psychologists.
- 2 Superintendents of Physical Education.
- 2 Vice-Principal and Librarian, Government Sanskrit College, Banaras.
- 1 Incharge, Central Library, U. P.
- 1 Education Expansion Officer, U. P.-cum-Inspector of Anglo-Indian Schools, U. P.
- 1 Principal, Government College of Physical Education, Allahabad.
- 1 Principal, Government Constructive Training College, Lucknow.
- 1 Personal Assistant to Director of Education, U. P.
- 1 Secretary, Council of Physical Culture, U. P.
- 1 Keeper of Records, U. P.
- 1 Principal, Raza Degree College, Rampur.
- 1 Additional Deputy Secretary, Board of High School and Intermediate Education, U. P.
- 5 Regional Inspectresses of Girls' Schools, U. P.
- 1 Personal Assistant (Women).
- 8 Headmasters of Higher Secondary Schools.
- 3 Principal of Training Colleges (Temporary).
- 1 Deputy Registrar, Departmental Examinations, U. P.
- 1 Lady Superintendent of Physical Education.
- 1 Principal of Government College of Home Science and Craft.

CHAPTER III

PRIMARY EDUCATION

Under the Primary Education Expansion Scheme, started in 1947, 22,000 Government Primary Schools were to be opened in the rural areas. The number of schools opened up to the end of the year under report was 12,100. The programme of expansion had to be halted on account of financial stringency. With a view to bringing uniformity in the matter of work and salaries the management of these schools was transferred to the District Boards in November 1950.

The management of all the District Board Schools and also the transferred Government Primary Schools is now under the President of the District Board. Teachers drawing salary up to Rs. 40 p.m. are under the Deputy Inspector of Schools and those drawing higher pay are under the District Boards. Similarly the appeals of the teachers drawing salary up to Rs. 40 p.m. are considered by the Chairman of the Education Committee of the District Board and the appeals of those drawing above Rs. 40 are considered by the President of the District Board. The appeals of the teachers drawing Rs. 100 p.m. are considered by a Commission and those of the teachers drawing higher pay and appointed by the President of the District Board are decided by Government.

(1) *Scheme of School Classes.*—Primary Education is a five year course and ordinarily children of ages 6—11 receive education at this stage. Five Primary classes are usually taught by one to three teachers. The time-table is suitably adjusted and the help is taken from the best boys of the classes—so called monitors.

(2) *Size of classes.*—The number of boys in one class in different schools or in different classes in the same school is not the same for various reasons, but the maximum number prescribed for a class is 40, which with the special permission of the District Inspector of Schools may be increased to 45. The average attendance in these classes is between 30 to 35. The number of children in lower classes is considerably larger than the upper.

For the average attendance of 30, one teacher is provided to a school. Thus, if the average attendance in a school is 60, 2 teachers who will teach all the 5 classes will be given to the school.

The number of children decreases as we go from lower to higher classes. In rural areas, specially scholars give up their studies after a year or two as their parents desire their help in their profession. An effort is being made to persuade the parents to see the growing importance of education and to have their wards educated. The classroom work is also being made more attractive for the children. It is hoped that efforts like these will ~~assist~~ in getting over this difficulty.

(3) *Schools*.—Three types of schools from the administrative point of view existed during the year under report. (1) District Board Primary Schools in the rural areas. (2) Municipal Board Primary Schools in the Urban areas and (3) Primary Schools run by voluntary subscription. No. 1 above includes the Government Primary Schools also. The total number of these schools existing during the year under report as compared with the previous year is given in the following table :

Management	1950-51	1951-52	Variations
Government	811	1,090	+ 279
District Board	26,405	26,489	+ 84
Municipal Board	2,080	2,112	+ 32
Aided	2,430	2,063	—367
Un-aided	1,043	737	—306
Total	32,769	32,491	—278

(4) *Scholars*.—In spite of this reduction in the number of schools by 278 the number of scholars increased during the year under report. It clearly indicates the growing interest of the people in education. There has been an increase of 4 per cent in the number of schools in the year under report as against 15 per cent in the previous years. The number of scholars in the different types of schools according to the management during the year under report, as compared with the previous year, is shown in the following table :—

Management	1950-51	1951-52	Variations
1. Government	55,430	94,545	+39,115
2. District Board	21,85,071	22,31,095	+45,424
3. Municipal Board	3,45,534	3,81,688	+ 36,154
4. Aided	1,20,916	1,11,258	—9,658
5. Un-aided	19,572	21,697	+ 2,125

This increase in the number of scholars would have been higher still if the living conditions were not so difficult and the cost of reading material had been cheaper and if the tuition fees in some districts would not have been raised.

(5) *Single Teacher Schools*.—In spite of the inspecting staff there has been no appreciable decreases in the number of such schools. The 3 classes 1—3 of these schools are taught by only one teacher. It is realised that one teacher cannot do full justice to 3 classes single handed, yet it cannot be denied that the schools are doing very useful

service to small villages and also serving as supplementary schools to the neighbouring larger schools. The number of such schools and the scholars reading therein during the year under report and the previous year is shown below :

Year	Number of Schools	No. of Scholars
1950-51	5,678	1,86,790
1951-52	3,922	1,46,318
Variation	1,756	40,472

(6) *Teachers Number, scales of pay etc.*—The year under report has been devoted to the consolidation of the scheme rather than its expansion. Consequently there has been no increase in the number of teachers. The average number of scholars per teacher during the year has been 35 which is sufficiently large. This average number of scholars per teacher is higher than it ought to be. But financial difficulties have come in the way of improving matters.

Prior to 1943, P.T. C. trained teachers were employed in these schools. Their places have now been taken by H.T.C. Examination passed teachers. The H.T.C. teachers also worked in the Junior High Schools up to 1947, but since then the period of training has been reduced to one year and they are now confined to Primary Schools. The following three types of trained teachers were working during the year under report :

- (1) Old P.T.C.'s.
- (2) H.T.C's. trained up to 1947.
- (3) H.T.C's. trained after 1947.

On account of the dearth of the trained teachers the District Boards were permitted to appoint Hindustani Middle passed untrained teachers, and the scheme of Mobile Training Squad was launched to accelerate the pace of the supply of trained teachers and to remove the above handicap. After 2 years training under these Squads the teachers were admitted to the H.T.C. examination. The following table shows the number of trained and untrained teachers working in the different types of Primary Schools in the year under report as compared with the previous year :

Management	1950-51			1951-52		
	Trained	Un-trained	Total	Trained	Un-Trained	Total
1. District Board	31,684	25,437	57,121	41,480	21,947	63,427
2. Municipal Board	4,358	3,722	8,080	6,452	4,539	10,991
3. Aided ..	854	2,635	3,489	824	2,987	3,811
4. Un-aided ..	32	374	406	136	495	631

Government has sanctioned the following scales of pay for the primary School teachers :

Head Teachers, Rs. 45—1—50—E.B.—1—55—E.B.—1—60.

Assistant Teachers (Tr.), Rs. 35—1—40—E.B.—1—45—E.B.—1—50.

Assistant Teachers (Untrained.), Rs. 30.

Besides, Dearness Allowance of Rs. 12 p.m. and 13 p.m. is sanctioned respectively to those drawing salary up to Rs. 40 and above.

Most of the District Boards have begun paying these scales, but there are some who have been able to pay only the basic salaries of these grades with lower rates of Dearness Allowance. Some of the District Boards have not been able to clear the arrears of pay consequent on the revision of the scales of pay. Naturally there has been some dissatisfaction among teachers in some districts. But happily all the District Boards have been eager to pay the sanctioned scales, and, if they have not done so, it has been due to the circumstances over which they had no control. Suitable persons are not attracted to this class of service on account of unattractive scales of pay and those who are already in profession do not apply themselves wholeheartedly to their work, as they often do not get even their salaries at the right time.

(7) *School Buildings*.—The District Board Schools have mostly their own buildings with the exception of a very few which have rented ones. So far as their own buildings are concerned they are generally so called gifts of benevolent persons who do not charge any rent for their buildings. There has been no marked improvement in the position of buildings this year as well. If the Boards regularly repair their buildings the condition of these would not be so bad. But unfortunately, due to financial and other difficulties, the materials for repairs etc. are not easily procurable and the Boards are helpless in this matter. At places the local public, Social Service and Self Help Squads and also the school students and teachers have voluntarily helped in the construction and repair of the school buildings. This is a matter of great satisfaction and a pointer to a bright future.

About 50 per cent of the Municipal School buildings are housed in rented buildings. The condition of Municipal Board school buildings are not quite satisfactory. There is lack of cleanliness, ventilation, lighting etc. in most of the schools which adversely affects the health of the children. Better care and sufficient attention on the part of the Municipal Boards were needed in this direction.

The school buildings have continued to be properly equipped during the year under report.

(8) *Expenditure*.—The expenditure on Primary Education has considerably increased during the year under report on account of increase in the number of teaching staff, and consequent on the increase in the

number of scholars and also on account of the enhanced scales of pay given by the local bodies. The following table shows the expenditure during the year as compared with the previous year :

Sources	1950-51	1951-52	Variation
Government	2,26,21,330	3,07,57,353	+81,36,023
District Board	71,04,788	70,86,100	-1,08,688
Municipal Board	44,07,786	56,96,463	+12,88,677
Fees	13,82,060	25,83,245	+12,01,185
Endowment	3,025	11,439	+8,414
Others Sources	4,58,155	4,91,908	+33,753
Total	3,60,67,144	4,66,26,508	+1,05,59,364

From the progressive increase in the expenditure, as is evident from the above table it can easily be concluded that the expenditure will continue to increase in the subsequent years.

(9) *Methods and standards of teaching.*—All the Primary Schools of the State have by now been converted into Basic Primary Schools and follow the newly revised curriculum which has been drawn with the child as centre of education. The main aim of education at this stage has been to secure an all round development of the child. The methods employed are such as enable the child to increase his knowledge through his own experience. Self Help and Self correction are the key words of this method. The teacher is only a guide. The basic way of teaching is to coordinate the “basic” crafts with the various school subjects.

We have not been able to some how possess the Basic principles of education to full advantage as all Primary school teachers are not Basic trained and sufficient number of teaching staff is often not available. Funds for the purchase of necessary material is also not available. The teachers do not have either much time or facility or both to read the modern literature on the subject.

It is hoped that during the next few years we shall be able to produce sufficient numbers of trained teachers with the help of Mobile Training Squads and Normal Schools working in every district.

(10) *Compulsion.*—The compulsory education remained confined to 86 Municipal Boards and to 36 District Boards partially as in the previous year. The Government intended to bring the whole State, Urban and Rural, under compulsory education scheme, and launched a 5-year Plan in 1947 with this end in view. But, owing to financial difficulties, only 12,100 Primary Schools out of 22,000 intended, could be opened by the end of the year under report. The result is that

only 20 districts could come under Compulsory Education. In the rest of the districts only some selected areas have been able to get advantage.

The scheme of compulsory education for girls is being partially tried in 10 Municipal Boards and 2 District Boards. The District Boards are being encouraged to enlarge their areas of compulsion.

It is evident from the reports on Compulsory Education that the scheme faced certain difficulties which retarded its progress. People in the rural areas generally like to employ their children in the household work, mostly due to poverty and quite often due to ignorance. Consequently literacy too has not been able to go beyond 35 to 40 per cent. The Government also is not very strict in the application of the laws of Compulsory Education. Compulsory Education under this scheme is proposed to be given to the children between 6—11 years. During the year under report the number of children in the whole State in this age group was 5,39,608. Out of this number only 3,90,287 were admitted in schools. Thus 72·3 per cent of the children were enrolled and the average attendance was 79·25. The proposed expenditure on compulsory education was 83,89,878. The average expenditure on every child in Compulsory Education Scheme was Rs. 22 which is much higher than that on a child under ordinary Primary Education Scheme.

Compulsory Education in the Urban areas was introduced in 1948. As a result of this Scheme, 86 Municipal Boards provided Compulsory Education. The Scheme is working satisfactorily in these Municipal towns.

Out of a total population of 3,80,335 boys of school going age with in the scheme, 2,74,198 boys attended schools. Thus only 72 per cent of the total number of boys received education. On account of the unsatisfactory conditions of education in these schools some well-to-do persons prefer their wards to receive education at home rather than to send them in these ill-equipped and insanitary schools. The number of schools has, however, risen from 2,243 in 1950-51 to 2,460 in 1951-52. Rs. 37,60,311 were given as maintenance grant-in-aid to the Municipal Board having Compulsory Education for the equipment of their schools. Like the Primary Schools in the areas the schools under Compulsory Education were handicapped in respect of the trained teachers. The qualification and the scales of pay of these teachers are the same as those of other Primary School teachers. The standard of teaching in these schools is more satisfactory than that in the rural schools, although the same curriculum is followed in both. The reason for this may be attributed to the inspection-conditions and timely disbursement of salaries of teachers.

(11) *Wastage and stagnation.*—There are following kinds of wastage in Primary Education :—

(a) Parents of rural areas remove their wards from schools after a year or two of schooling and employ them in their profession. Only 25 per cent of children admitted into school reach class V.

(b) Some children feel discouraged to continue their studies on being detained in the same class for more than a year. They feel ashamed of studying with children of lower age when their old class mates have gone up.

(c) The teachers are not able to make the class work attractive and suitable to children's interests. Hence there is a great wastage of precious time. Multi-class teaching arrangement is also responsible for the wastage of time and energy.

(d) Some school material and equipment etc. are also wasted on account of the unsatisfactory condition of school buildings. Often it becomes necessary to keep them at private places where they can be properly looked after.

(12) *Control*.—The primary Education is the concern of the District and Municipal Boards. The Government shares the cost with local bodies by paying subsidy in the form of Grant-in-aid. The dual administration and supervisory control in the case of District Board schools continue. The District Inspecting staff which is a Government agency inspected the District Board Schools as well as the Municipal Board Schools in the year under report. The Girls' Primary Schools were the concern of the Assistant Inspectress of Girls' Schools in each district. The Municipal Board Schools had their own Superintendents of Education assisted by Attendance Officers. The Physical Instructors looked after the physical education of the districts. The relation between the inspecting staff and the President of the District Board was reported to be cordial. Discipline in these schools remained good throughout.

(13) *Reorganisation and new Developments*.—The basic system of teaching has been introduced in all the Primary Schools of the State. Greater efforts were made in the year under report on the consolidation of the scheme and consequently more marketable goods was produced by boys. The scheme has met with some success. More attention was paid to the Art and Craft side. We can have an idea of the work done from the International Toys Exhibition organised at Lucknow and Sarvodaya Sammelan held at Sevapuri (Banaras).

Useful work was done under the schemes of Grow More Food, Marketing, Vanmahotsav etc. They have given a practical view point of education to both teachers and the taught. The students have done a commendable work in the construction and repair of their school buildings and Anti-T.B. Campaign. These small school children have done very useful public service quite voluntarily. They have incidently inculcated in the elders the ideas of co-operation and its value which marks a happy orgy for the future.

CHAPTER IV

BASIC EDUCATION

Basic Education was started in the State 13 years ago as a result of the recommendations of the Narendra Dev Committee Report. The conversion of the ordinary schools into basic schools required colossal effort not only in equipping the schools but also in supplying properly trained teachers in adequate number. This was achieved by opening 7 Basic Training Centres which put the old type of teachers through basic refresher courses. *The demands of the techniques of basic education on the teachers are very heavy.* This type of education was both child-centred and craft-centred.

The various subjects taught to children in the basic system are co-ordinated to some basic Craft of social utility. Thus in this system the child while acquiring knowledge of different subjects also acquaints himself with the social conditions in which he is placed. The natural interests of children are made a basis for imparting instruction in this system. An effort is made to make the subject-matter real and vivid to the child by suitably illustrating it with the features in the family and social life of the child. Thus the teachers' responsibilities and duties in this system are quite arduous. The whole education of the child in this system of education is given through crafts.

There is provision for the teaching of spinning, weaving, gardening, Paper work, etc. in all the primary schools of the State. Children take great interest in art as well as crafts. This has on one hand introduced life into the school atmosphere and on the other it has helped the school children to realise the dignity of physical work and labour. The class room boredom has yielded place to lively interest and attraction. Children have made their class rooms artistic and attractive by displaying beautiful things prepared by them.

Small beautiful school gardens have been laid wherever the facilities of land and water exist. There is also a provision of physical education in the schools. In some districts knitting, needle work and soap-making have also been introduced. Under the supervision of teachers scholars learn here to repair their clothes and wash them at least once a week.

The following causes, however, have stood in the way of the complete success of the scheme—

(a) There is dearth of Basic trained teachers.

(b) Necessary material for art and craft work is not available. The local Boards cannot provide the necessary facilities owing to financial difficulties.

(c) The necessary conditions for teaching according to the new curriculum do not exist in the schools.

(d) Articles prepared by boys are not suitable to be marketed with some profit. There is some wastage of material also in the preparation of things by boys which sometimes remains incomplete.

Arrangements have now been made for the marketing of the articles prepared by boys. A marketing officer, was specially appointed by the State for this purpose. Some of our schools have derived full advantage of his services and made quite good profits. Under his direction only such articles are produced in schools which are useful, economical and which can be conveniently sold out. Dusters and handkerchiefs are woven out of the yarn spun by boys.

CHAPTER V

SECONDARY EDUCATION

(1) *Scheme of School Classes*—The “Scheme of Re-organisation of Secondary Education” embracing every aspect and fulfilling the need and aspirations of the people was set a foot in 1948. The Scheme which has worked during the last four years is now in full swing and phenomenal progress has been recorded particularly in the expansion of secondary education at all stages. Classes III, IV and V attached to the Anglo-Hindustani institutions were detached from High Schools and Intermediate Colleges. At present secondary education is imparted from classes VI to XII in two stages :

1. Junior High Schools or Senior Basic Education from class VI to VIII.

2. Higher Secondary Schools from Class IX to XII. There is now no difference in the courses of instruction in the Hindustani and Anglo-Hindustani Junior High Schools. The Middle School Examination has been replaced by the Junior High School Examination now conducted at the district level. The period of secondary education has been reduced by one year. The Higher Secondary courses now consist of four groups—A—Literary, B—Scientific, C—Constructive and D—Aesthetic.

(2) *Size of Classes*—The maximum number of students that can be admitted in different classes of the Higher Secondary Stage are as follows:

Classes VI to VIII ..	..	..	..	35
.. IX and X ..	..	..	..	40
.. XI and XII	..	..	..	50

From the point of view of health there should be 10 sq. foot of space for every student in the class room. If there is accommodation available in a class room the District Inspector of Schools can allow extra admission up to 20 per cent or 5 students. Where the number of students seeking admission are much higher, permission to open extra sections is given by the Inspector provided class room accommodation is available.

(3) *Schools*—During the year under report there has been an appreciable increase in the number of schools in the State. The main reason for the increase was the growing desire in the masses to provide education to their children. Primary Schools opened under the Primary Education Expansion Scheme, sent up a large number of scholars to Junior High Schools. Many District Boards wanted to raise the Junior High Schools to the status of Higher Secondary Schools.

The demand was so great that the Department could not give recognition to all of them. The result was that the District Boards in many cases transferred the management of such institutions to private bodies, who converted them into Higher Secondary Schools.

The following table shows the number of Secondary institutions during 1950-51 and 1951-52:

Types of Institutions	1950-51	1951-52	Variations
Government	118	123	+5
District Board.. .. .	2	5	+3
Municipal Board	21	32	+11
Government aided	753	838	+85
Un-aided	93	128	+35
Un-recognised	1	8	+7

(4) *Scholars*—During the year under report there has also been a marked rise in the number of scholars in the Secondary institutions of the State. The chief reason of this steep rise was not only due to the opening of a very large number of schools, but also to the wider choice in subjects provided by the diversified courses introduced earlier at the Higher Secondary Stage.

The following figures give a comparative statement of the number of scholars during 1950-51 and 1951-52 :

Type of institutions	1950-51	1951-52	Variations
Government	39,457	42,350	+2,893
District Boards	587	1,743	+1,156
Municipal Boards	8,317	12,342	+4,025
Aided	345,382	398,135	+52,753
Un-aided	21,053	28,628	+7,575
Un-recognised	233	1,331	+1,098

The minimum number of scholars in a school was 150 and the maximum 1,500.

The following table shows the number of scholars arranged according to age groups :

Age Groups	Classes													
	VI		VII		VIII		IX		X		XI		XII	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
7+	..	1,004	345	295	94	60	3	..	..	..	..	..	..	..
8+	..	7,315	852	1,685	225	454	11	16	4	..	..	..	..	..
9+	..	13,904	2,625	5,680	665	1,737	132	151	17	8	..	..	..	..
10+	..	24,330	3,113	15,200	1,773	7,000	620	806	35	36	1	..	..	..
11+	..	33,371	2,800	24,503	2,683	15,099	1,543	3,994	298	261	88	14	..	2
12+	..	32,120	3,233	34,732	3,300	24,154	2,463	10,779	932	1,408	124	123	1	7
13+	..	31,071	1,906	28,089	2,970	27,375	2,750	16,506	1,881	6,547	955	461	62	63
14+	..	19,134	1,188	22,804	1,772	26,889	2,058	23,106	2,239	9,494	862	1,830	342	366
15+	..	11,244	611	13,340	890	19,848	1,473	24,556	1,623	12,012	1,161	3,975	474	1,897
16+	..	5,162	461	7,559	619	15,448	883	13,393	932	13,010	959	5,484	522	2,909

It can be seen from the preceding table that scholars of various age groups are spread over quite a large number of classes. This is not desirable either from the point of view of discipline or satisfactory education. Its effect on the all round growth of children is also not quite healthy.

Average attendance—The average attendance in the recognised institutions has been satisfactory. 75 per cent average attendance is necessary for appearing at the High School and Intermediate Examinations.

Boarders—The number of scholars residing in registered hostels fell during the year. The main reason of this decrease was the opening of hundreds of schools in the rural areas. Scholars spent the rest of the day at homes after receiving instruction at schools. Moreover the arrangements in the boarding houses was not very satisfactory. The number of scholars residing in school hostels during the year under report was 11,865, i. e. only 30 per cent of the total school population.

(5) *Teachers, Number, Scales of Pay, etc.*—There has also been an increase in the number of teachers because of the increase of scholars and institutions. The number of untrained teachers employed during the year was larger than the previous year. The supply of trained teachers remained practically the same. This necessitated the recruitment of a larger number of untrained hands. The figures below give a comparative statement of trained and untrained teachers in the Higher Secondary Schools during the years 1950-51 and 1951-52 in the State—

Types of teachers				1950-51	1951-52	Variations
Trained	..	..	..	9,522	11,630	+2,108
Untrained	..	..	..	8,713	10,409	+1,696

JUNIOR HIGH SCHOOLS

Government have, with effect from July 1, 1949 sanctioned the following scales of pay for teachers of Junior High Schools. Nearly all the District Board and aided school teachers are now given the following scales of pay :

Post	Minimum qualification	Time Scale
Rs.		
Head Teacher	.. H. T. C. .. J. T. C.	55-2-3-60-E.B.-4-80.
Assistant Teacher	.. ..	40-2-50-E.B.-3-65.
Teachers of Special subjects	Specialists subject-wise.	45-3-60-E.B.-2-80.

HIGHER SECONDARY SCHOOLS

Below is given the time-scale of pay of teachers of different categories in Government Higher Secondary Schools:

- | | |
|-------------------------------------------------------|-----------------------------------------|
| 1. M. A. or M. Sc., teaching classes XI and XII. | Rs. 200—10—250—E.B.—10—310—E.B.—14—450. |
| 2. Trained Graduates teaching Classes VIII, IX and X | Rs. 120—8—200—E.B.—10—300. |
| 3. Trained under-graduates teaching below class VIII. | Rs. 75—5—120—E.B.—8—200. |

Teachers of Physical Training, Art, Craft, Music and Hindustani are all included in the above time scales of pay. In addition dearness allowance is given according to the rates fixed by Government from time to time.

Government Aided Institutions—In 1948, Government sanctioned mandatory scales of pay for teachers serving in these institutions. The managements of these institutions are bound to pay according to this mandatory scale.

Provident Fund Scheme—According to this scheme every aided school teacher has to give an anna a rupee of his salary per month for deposit towards his provident fund. An equal amount is contributed by the management. At the time of retirement of the teacher Government contributes $\frac{1}{2}$ of the total deposit at the credit of the teacher. This scheme is proving beneficial to the aided school teachers as they do not enjoy the benefits of pension which the teachers in Government service do.

For Government School teachers the rules are the same as in other Government departments.

(6) *School Buildings*—Due to the continued financial stringency there has neither been any new construction nor improvement in the old school buildings. The old school buildings are, however, in a better condition than the new ones. The new school buildings are either converted residential quarters or temporary sheds. The buildings of schools of the Boards are also far from satisfactory. The majority of the Government School buildings is pucca, hence they can be maintained at less expense.

The Self Help Squad rendered yeomen service in the white-washing and minor repairing of the school buildings during the year under review.

The following building grant was given to the aided institutions and allotment to Government institutions during the year under report:

Aided institutions . . .	..	Rs. 2,02,000.
Government institutions	..	Rs. 4,55,388.

Expenditure—With the increase in the number of schools and scholars there has also been considerable increase in the expenditure as well. Besides, the Department allowed increment to each aided-school teacher on the basis of one annual increment on 10 years' service and two on 20 years' service.

The expenditure on Secondary Education from different sources is shown in the following table :

Sources	1950-51	1951-52	Variations
1. Government	1,38,64,743	1,45,56,940	+6,92,197
2. District Board	42,519	28,548	-13,971
3. Municipal Board	5,98,448	9,70,911	+3,72,463
4. Fees	2,06,85,748	2,38,21,499	+31,35,751
5. Endowments	6,83,321	8,27,530	+1,44,209
6. Other Sources	41,50,884	36,30,441	-5,20,443

The average expenditure on a scholar of Higher Secondary Education as calculated from the above figure is Rs. 90 as compared to Rs. 98 of the previous year. Rs. 3,04,77,592 of the total expenditure has been spent on the salary of teachers.

The following table shows the percentage of expenditure from the following sources :

Sources	1950-51	1951-52
1. Government	34.6	33.2
2. District Board .. ..	.1	.1
3. Municipal Board	1.5	2.2
4. Fees	51.7	54.3
5. Endowment	1.7	1.9
6. Other sources	10.4	8.3

It can also be seen from the above that most of the institutions are running on the Government grant-in-aid and the income from fees.

(8) *Methods and standards of teaching*—The standard of education in the Higher Secondary Schools is definitely better than that in the Primary Schools. An effort has been made to raise the standard of teaching in the higher Secondary Schools. The Government Central Pedagogical Institute has been conducting investigation on methods and curriculum. It has also conducted several Refresher Courses for the Language Teachers and one for the Lecturers of Private Training Colleges. To cope with an increased demand for trained teachers recognised institutions have been authorised to open training classes as already stated under training colleges. It is hoped that these methods will further improve the teaching standards.

The State has not been able to provide sufficient equipment and apparatus for the teaching of special subjects. The work is being done with the improvised teaching aids, often prepared by boys and teachers under Self Help Schemes.

(9) *Medium of instruction*—The medium of instruction excepting for English is Hindi. It is also a compulsory subject of the curriculum.

(10) *Indian Languages*—There is a provision for teaching Urdu, Bengali, Gurumukhi and Sindhi in the Higher Secondary Schools of the State. Among the classical languages, Sanskrit is most popular. Persian is also offered by some scholars.

(11) *Control*—The District Inspecting Staff is responsible for the inspection of the Junior High Schools, mostly situated in the rural areas. The District Inspector of Schools is assisted in this work by the Deputy Inspector of Schools and the Sub-Deputy Inspector of Schools. The Junior High Schools in Municipal areas are under the control of the Educational Superintendents of the respective Boards. Being the Chief Educational Officer of the district, the District Inspector of Schools has jurisdiction over the Municipal Junior High Schools. Junior High Schools, attached to the Government Normal Schools, are under the direct control of the District Inspector of Schools. Government Higher Secondary Schools are run under the direct management of the Education Department of the State. Every Government Higher Secondary School has an Advisory Body under the control of the District Inspector of Schools. The Government Girls' Schools are also under the full control of the Education Department. They are under the supervision of the Regional Inspectresses of Girls Schools. Five Higher Secondary Schools are being run by the Central Government. These schools belong either to the Railways or to the Ordnance Depots. Four Higher Secondary Schools are run by the Local Boards.

Most of the Higher Secondary Schools are under the control of private bodies. They receive sufficient grant-in-aid from the Government. There is a Managing body for the general management and control of each such school. The relations between the staff and the Managing Committee of these schools have been unhappy for sometime. The Government have, therefore, appointed a Better Management Committee, to improve matters. Such committees have been formed in some of the schools in the year under report and the step has been welcomed by the schools.

The District Inspector of Schools is the controlling officer of all schools in his district. He himself inspects the condition of education up to class X. A panel of Inspectors is appointed for the inspection of Inter. Classes.

(12) *Scholarships, Stipends and Free places*—Under paragraph 352 of the Educational Code 100 scholarships are awarded to students passing the Junior High School Examinations, in order of merit. One scholarship is awarded by each district to a scholar standing first in the district in this examination.

Besides, some scholarships are also awarded by the State to the scholars belonging to Scheduled Castes, Backward classes, Indian Christians and wards of military personnel, orphans, political sufferers and displaced persons.

Some special scholarships awarded to the scholars of Junior High Schools in the year under report are given in the following table :

Scholars	Number of scholars benefitted		The amount spent on the scholarships	
	Rs.	Rs.	Rs.	Rs.
1. Scholarships awarded to Political Sufferers from VI to VIII.	57		5,472	
	Free-ships	Cash grants	Free-ships	Cash grants
	Rs.	Rs.	Rs.	Rs.
2. Displaced scholars	8,574	7,213	3,52,607	1,61,614

There is a provision for the award of two kinds of scholarships in the Higher Secondary Schools as well. One of these is awarded under paragraph 352 of the Educational Code to the poor and meritorious scholars and the other to the scholars of scheduled caste, Harijan, Momins, Ansars, etc. Indian Christian scholars in the wards of Indian Military personnel, orphans, displaced scholars and the wards of political sufferers also receive some scholarships. The following table shows the details of scholarships awarded in the Higher Secondary Schools :

Scholars	Number of scholars benefitted		The amount spent on the scholarships	
	Rs.	Rs.	Rs.	Rs.
1. Scholarships awarded to Political Sufferers.	125		23,856	
	Free-ships	Cash grants	Free-ships	Cash grants
	Rs.	Rs.	Rs.	Rs.
2. Displaced Scholars	3,102	2,577	1,54,057	92,429

Free-places—Free education is given to the wards of scheduled castes and displaced persons. Besides some freeships and half-free-ships are granted to the poor and meritorious scholars under paragraphs 113—116 of the Educational Code. Fees prescribed by the Educational Code alone are realised by every school in the State.

(13) *Examination Results*—The Junior High School Examination has been decentralised. It is now held by the District Inspectors of Schools in their own districts. High Schools and Intermediate Examinations are held as heretofore by the Board of High School and Intermediate Education. Promotion from class to class is done on the basis of the Annual Examination and the periodical tests.

The following table shows the result of the 3 public examinations as compared with the previous year.

	1951-52			
	Boys		Girls	
	No. appeared	No. passed	No. appeared	No. passed
Intermediate	37,041	22,160	3,923	2,580
Matriculation	1,15,339	52,861	11,067	5,659
J. H. Schools	98,761	68,015	9,232	7,061
	1950-51			
Intermediate	39,021	19,368	3,527	2,062
Matriculation	92,740	54,539	7,243	4,323
J. H. Schools	89,198	55,015	6,131	4,136

(14) *Development of Federal Language*—Hindi is a compulsory subject in the Secondary School curriculum. It is also the medium of instruction. The Universities of Allahabad, Agra and Banaras also teach some subjects through the medium of Hindi. Several committees of specialists are doing commendable work in connexion with the fixing of scientific technical terms. Hindi has also been made a compulsory subject in the various competitive examinations for recruitment to the State services. The Education Department has translated the various terms used in schools and offices in connexion with the Education and examination and official routine work into Hindi. A glossary of such terms has also been prepared to facilitate working. Proper help has been given to the staff unacquainted with Hindi to acquire efficiency with the Federal Language.

(15) *Reorganisation and new Developments*—The Scheme of Reorganisation of Education launched in 1947 has made steady progress during the year under report. To assess the success or otherwise of the scheme, Committee of experts to scrutinize the problems of Secondary Education was set up under the chairmanship of Acharya Narendra Deo.

Some useful work has been done under the schemes of Self Help Squads, Van-mahotsav, Social Service etc. Teachers and scholars in rural areas have done good work under social service scheme and which has been very much appreciated by the Chief Minister of the State and also by the Commander-in-Chief of India. The enthusiasm with which the subscription to the T. B. Sanatorium Fund has been

raised by the teachers and the taught is an event of great encouragement and promise. The figures received from the various districts show that 13 lakhs of rupees have already been collected.

Proctorial system has been adopted by various schools for the improvement of discipline. The scheme has worked successfully and it is hoped that it will be adopted by all the schools.

Continuation Classes—The scheme of continuation classes has worked well during the year under report. It aims at combining further education with training in some of the useful crafts through which those, who had unfortunately to leave their studies earlier, could earn their livelihood better and with self-respect.

Continuation classes are attached to 48 Non-Government and 9 Government institutions. These classes are held in the evening after school hours. General knowledge and Hindi are compulsory subjects besides crafts which may be any two out of a list of 15 e.g. Book-binding, tailoring, basket-making, wood-craft, fruit-preservation, bee-keeping, Ceramics, leather work, embroidery, carpet and durrie-making etc. There are 2 types of courses—one of 6 months and the other of 2 months.

CHAPTER VI

UNIVERSITY EDUCATION IN UTTAR PRADESH

Increase in numbers—The total number of students in the degree and post-graduate classes at the universities and colleges of the Uttar Pradesh was 38,487 during the year under report as against 29,829 of the previous year—an increase of 29 per cent. There was increase of enrolment in all the Faculties including Agriculture which had registered a decrease in the previous year. The increase in the various faculties was as follows—

	Per cent.
Arts	30·3
Science	22·8
Commerce	22·4
Law	45·6
Agriculture	31·7

The figures of enrolment in each faculty in the two years are exhibited below—

	1951-52					
	Arts	Science	Commerce	Law	Agriculture	Total
Universities ..	8,160	4,389	1,614	2,124	183	16,470
Degree Colleges ..	11,800	4,591	2,922	2,055	649	22,017
Total ..	19,960	8,980	4,536	4,179	832	38,487
			1950-51			
Universities ..	7,370	3,818	1,517	1,789	56	14,550
Degree Colleges ..	7,946	3,493	2,195	1,076	569	15,279
Total ..	15,316	7,311	3,712	2,865	625	29,829

A number of foreign scholars came to the universities under the Fullbright and other schemes.

New Institutions—The following new institutions started work during the year under report—

- (1) Ewing Christian College, Allahabad started teaching for the B. Sc., degree of the Allahabad University.
- (2) D. A. V. College, Orai.
- (3) Saraswati Vidyalaya College, Hapur.
- (4) Sri Saket Mahavidyalaya College, Faizabad.
- (5) Thakur Deb Singh Bisht, Government Degree College, Naini Tal.
- (6) K. N. Government Degree College, Gyanpur, Banaras.

The starting of Government Degree Colleges, marked a departure from the policy which had held the field for the last thirty years. Government had no degree colleges of its own after the re-organisation of the Allahabad University in 1922.

The question whether the teaching universities which had permitted some local colleges to teach for their degrees were within their rights in doing so and whether it was advisable for them to depart from their unitary character remained a controversy as did the question whether the Agra University was competent without the sanction of the Chancellor to extend the affiliation granted to a college for teaching for degree in a particular faculty or faculties to teaching for degrees in other faculties.

Progress was made in plans for the establishment of a university at Gorakhpur. Government made a non-recurring grant to the University Foundation Society and discussed with its representatives the character and constitution of the proposed university. The construction of buildings for the teaching of Science and technology was started.

Teachers—The scales of salary for teachers in the Universities of Allahabad and Lucknow and in the Colleges affiliated to the Agra University continued to be the same as in the previous year. Better scales of pay were, however, introduced for the professors in the State Degree Colleges of Naini Tal and Gyanpur. There are—

(i) Rs. 500—50—1,200 (Senior scale of the U. P. Educational Service.)

(ii) Rs. 250—850 (Junior scale of the U. P. Educational Service).

The scales of pay in force in the colleges affiliated to Banaras Hindu University differ from college to college and also from the scales prevailing in the colleges affiliated to the Agra University.

Size of classes—No new developments took place in this respect during the year under report.

Tutorial and seminar work—The position continued as reported last year.

Scholarships and other forms of aid—Besides forms of assistance reported last year the following additional concessions were introduced during the year under report.

(1) A system of bursaries of the value of Rs. 60 per month tenable for 10 months of the year by poor and brilliant students of the universities and degree colleges was introduced from July 1951. One hundred bursaries, 30 each at Allahabad and Lucknow Universities and 40 at the colleges of the Agra University were sanctioned by Government during the year. The number was to be doubled next year.

(2) Grants-in-aid not exceeding Rs. 100 per head were to be made to poor and deserving students for the purchase of books. Government sanctioned a sum of Rs. 4,000 to each of the teaching universities and Rs. 7,000 to the university of Agra.

Buildings—A list of the buildings constructed by the Universities and colleges during the year under report is appended.

Finances—Besides grants for bursaries and aid for the purchase of books already mentioned, grants were made to the teaching universities for defraying expenses in connection with the visits of eminent foreign scholars (Rs. 5,000 each). Substantial grants were made towards the cost of posts which had been created in the universities in the past without Government's approval and, therefore, without assistance from the State. The additional recurring grant to the Allahabad University on this account alone amounted to Rs. 1,75,000. The library grant to each of the teaching universities was supplemented by an additional non-recurring grant of Rs. 25,000 during the year under report. Both the teaching universities received sundry grants for additional teaching posts—Lucknow University receiving two professorships and two temporary research professorships intended for two eminent professors who were due to retire from service. A non-recurring grant of Rs. 85,000 was made to the Lucknow University towards the cost of the new hostel already constructed and a loan of Rs. 6,00,000 free of interest was advanced to Allahabad University to enable it to tide over a financial crisis.

WORK OF THE UNIVERSITY GRANTS COMMITTEE

The Committee was reconstituted during the year under report. The first Committee whose term of office was extended by 9 months came to an end in June 1951. It made far-reaching recommendations relating to the system and basis of Government grant to the Universities and Degree Colleges, co-ordination in the teaching of Science and Agriculture among the universities and colleges, improvement in legal education, and sundry other matters. It also expressed itself strongly opposed to any departure from the unitary character of the teaching universities.

The new Committee under Dr. Sita Ram as Chairman, and a practically new personnel which came into office in November 1951 held its first meeting in February 1952 and appointed two sub-committees to survey respectively the equipment of the laboratories and the resources of the libraries in the universities and degree colleges.

ALLAHABAD UNIVERSITY ENQUIRY COMMITTEE

For the first time in the history of teaching universities in the State use was made of the power of visitation vested in the Government by the University Act. A Committee presided over by Mr. Justice Mootham of the Allahabad High Court was appointed to enquire into the working of the Allahabad University. The Committee started work in December 1951 and continued after the end of the year under report.

WORK OF THE SCIENTIFIC RESEARCH COMMITTEE, U. P.

As in the past four years, grants for scientific research were made on the recommendation of the Scientific Research Committee, U. P. to the universities, degree colleges and other institutions as detailed

below out of the budget provision of 2 lakhs (1.48 lakhs for researches at universities institutions and .52 lakh for researches at other institutions)—

	Rs.
Allahabad University	39,130
Lucknow University	45,545
Banaras Hindu University	37,615
Muslim University, Aligarh	7,450
To Degree Colleges affiliated to Agra University	14,510
Total	1,44,250
Harcourt Butler Technological Institute, Kanpur	19,370
D. A. V. College, Kanpur	850
Government Agricultural College, Kanpur	8,040
Birbal Sahni Institute of Palaeobotany, Lucknow	3,450
Eye Hospital, Sitapur	1,750
Indian Institute of Sugar Technology	3,225
Dr. B. Agnihotri at the Const. Training, Lucknow	1,750
Total	38,385

List of buildings constructed during the year 1951-52 in the Universities and Degree Colleges

MEERUT DIVISION

D. A. V. College, Dehra Dun—

	Rs.
Extension and remodelling of Dayanand Ashram Hostel	40,000

Meerut College, Meerut—

- (i) A new hostel.
- (ii) Lecture room and laboratory for M. Sc. Chemistry.
- (iii) Laboratory for Zoology.
- (iv) Two class rooms for the Faculty of Arts.
- (v) Block to accommodate the offices of the Union and the N. C. C.

D. J. College, Baraut

A New Hostel.

Jat Vadic College, Baraut

- (i) Biology Laboratory.
- (ii) Engineering Workshop.

ALLAHABAD DIVISION

Allahabad University.

	Rs.
Segregation Ward	4,000
<i>Chauthry Mahadeo Prasad Degree College and Ewing Christian College</i>	
Buildings for B. Sc. work.	

D. A. V. College, Kanpur

	Rs.
(i) Six class rooms on first floor	45,000
(ii) Extension of Chemistry block by addition of four rooms	9,500
(iii) Wardens quarters in Hostel	12,000

V. S. S. D. College, Kanpur

	Rs.
New Hostel	45,000

(Five additional class rooms for Military Science planned estimated cost Rs. 25,000).

D. A. V. College, Orai

Two class rooms (under construction).

LUCKNOW DIVISION

Lucknow University

- (i) New Block of Physics Department for Electronics Section.
- (ii) Extension of Chemistry Block.
- (iii) New Hostel for 350 students of Medical College.
- (iv) Three storeyed ward in Medical College.
- (v) Dental College buildings costing about 2 lakhs.

L. T. College, Lucknow

Auditorium with 1,000 seats, stage and green room.

Shia College, Lucknow

Gas plant installed.

Subhas College, Unnao

Three class rooms for M. A. Classes.

Y. D. College, Lakhimpur

Twenty-seven acres of land acquired for construction of college buildings.

BANARAS DIVISION

K. N. Degree College, Gyanpur

Buildings for tuitional and residential purposes.

GORAKHPUR DIVISION

Shibli National College, Azamgarh

Land acquired for construction of hostel. 3 houses rented for residence of students.

AGRA DIVISION

Brahnseni College, Aligarh

Four rooms constructed as part of programme including a hall.

KUMAUN DIVISION

Thakur D. S. Bisht Degree College, Naini Tal

Property of Wellesely Girls' School, acquired for D. S.

Bisht College Rs. 4 lakhs.

CHAPTER VII

TRAINING OF TEACHERS

(1) *Normal and Training Schools*—With the expansion of Primary and Secondary Education in the State the demand for trained teachers grew enormously. To meet the increased demand the Government permitted management of some of Higher Secondary Schools to start Training Schools.

The following table shows in detail the number of the type, of Training Schools (both boys and girls) and the number of teachers trained during the year under report and year preceding it :

1950-51		Number of institutions	Number appeared	Number trained
Type of training institutions				
Government Normal School	..	60	} 14,335	11,212
Private Normal School	..	12		
Government J. T. C.	..	8	} 1,154	997
Private J. T. C.	..	8		
1951-52				
Government Normal School	..	61	} 8,620	5,671
Private Normal School	..	15		
Government J. T. C.	..	9	} 1,351	961
Private J. T. C.	..	15		

High School passed candidates are admitted to J. T. C. and Junior High School passed to H. T. C. classes in these training institutions. The training period of H. T. C. and J. T. C. is one year. The former trains teachers for the Primary Schools and the latter for Junior High Schools. There are 5 training institutions for Women teachers. They provide one year training to the Inter. passed candidates and 2 years' training to the High School passed candidates. In addition to the above training institutions the Government felt the need of introducing the scheme of training an army of teachers for the enormously growing number of Primary Schools, and introduced a scheme popularly known as Mobile Training Squads, which now work in almost every district. The candidates trained by these squads take examination along with regular candidates.

The following expenditure was incurred on these types of institutions during the two years :

1950-51	1951-52
Rs.	Rs.
30,25,762	29,07,428

(2) *Training Colleges*—The graduate Training Colleges prepare teachers for the Higher Secondary Schools. There were two Government Training Colleges (L.T.) at Banaras and Lucknow for men and one L.T. Training College for Women at Agra. In addition there were 10 private Training Colleges. The number of teachers trained by these Training Colleges during the two years were as under :

	Men	Women	Total
1950-51	641	103	744
1951-52	725	137	862

Stipends of the value of Rs. 30 p.m. were given to members of the Scheduled caste and also of the same value to all the Women pupil teachers in the Government Training Colleges.

The expenditure incurred on these institutions during the two years is given in the following table :

	Rs.
1950-51	5,27,389
1951-52	6,28,216

(3) *New Developments*—(1) Government Central Pedagogical Institute, Allahabad since its establishment in 1948, has been conducting investigations and studying problems of the Primary and Basic and Secondary Education in respect of methods and curricula. It has studied various problems regarding teaching of Hindi, English, General Science, Social studies, and Mathematics etc. and has prepared Curricula for the Primary Schools, which is under the active consideration of Government. During the year under report the institution made a special study of teaching of Mathematics in Primary Schools of the Allahabad District on the spot. Most of the investigations of the institute have been published in the "Shiksha" the official organ of the Education Department of the State.

(2) *Government Basic Training College, Allahabad*—This Training College prepares teachers for the Basic L.T. examination held by the Registrar, Departmental Examinations, Uttar Pradesh. The theory Examination is held along with ordinary L. T. examination. The only difference is that they have to offer one Art or Craft subject, viz. Spinning and Weaving, Metal Craft etc. They also have their own practising school from class I to VIII.

(3) *Government Constructive Training College*—This college was transferred in the year under report from Allahabad to Lucknow. It provides special training for teachers for the Constructive Group of the Secondary Schools, both in the subject matter and methods of teaching such special subjects as Metal Craft, Spinning, Weaving, Wood Craft, Ceramics, Industrial Chemistry etc. 41 candidates were trained in this institution during the year under report as against 19 of the previous year.

(4) *Government College of Home Science*—This Training College was established in 1948 and trains women teachers in Home Science. It has two types of courses—1-year course for the teachers of Junior High Schools and a 2 year course for the teachers of Higher Secondary Schools.

(5) *Government Nursery T. C., Allahabad*—This Training College, as its name indicates, imparts training to the Women teachers for Pre-Primary stage, i.e. for children from 2 to 5 years. Attached to this training college is an experimental school which has an accommodation for 150 children. This school is very popular.

(6) *Training of teachers for Deaf and Dumb*—A training section is attached to the Deaf and Dumb School, Lucknow and is a unique institution of its kind. Its course includes the special devices necessary for the teaching of these students, the history of teaching the Deaf and Dumb, the special class room arrangement and equipment, etc.

(7) *Government College of Physical Education, Allahabad*—This college was established in 1945 to impart special training in Physical education. It admits both graduates and undergraduates (men and women). The training period for all is 1 year. Along with the Physical education their course includes practical training in Basic skills of major and minor games, folk dance and songs, swimming, massage and remedial exercises etc. A similar type of institution is attached to Christian College, Lucknow.

The following table shows the number of students admitted and trained during the two years in the college :

	1950-51				1951-52			
	Number of students admitted		Number passed		Number of students admitted		Number passed	
	Graduates	Undergraduates	Graduates	Undergraduates	Graduates	Undergraduates	Graduates	Undergraduates
Men ..	5	35	5	29	5	39	3	35
Women ..	2	8	2	7	3	13	3	10

CHAPTER VIII

PROFESSIONAL AND TECHNICAL EDUCATION

In the context of the material development plans, Technical Education has assumed greater importance. The aims and objects, as the nomenclature denotes, are the imparting of technical training to students in various trades all over the State. After the independence of the country technical education assumed greater importance. Consequently State Government also decided to reorganise the technical education of the State and appointed a Committee for the purpose in 1948. As a result of the recommendations of the Committee new institutions were opened and the existing institutions were strengthened. Five Polytechnics were established. Some of the existing technical institutions were provided with modern types of machines and tools. To encourage Technical Education the State Government decided in 1949-50 to grant loans to suitable candidates for study abroad. The following loan was sanctioned for the purpose :

					Rs.
1950-51	..	..	..	..	1,00,000
1951-52	..	..	..	..	83,800

No. of technical institutions, their enrolment and expenditure

					Year	No. of institutions	Enrolment	Expenditure.
								Rs.
1950-51	..	..	..	..	79	4,136	17,74,609	
1951-52	..	..	..	..	78	4,392	10,86,513	

Further efforts are being made to arrange for technical training to the members of the staff in various other countries as well.

One of the most courageous and forward steps was taken by the Education Department of the State four years ago when it introduced Technical Education in the High School and Intermediate classes as a regular subject. The introduction of this scheme has definitely proved its usefulness to the public.

CHAPTER IX

SOCIAL EDUCATION

A Committee was appointed by Government under the Chairmanship of Professor Sidhanta of the Lucknow University to study the problems of Adult Education in the State. Later, the Government of India also recommended to all A-Class State Governments to launch a new scheme of Social Education. A subsidy of Rs.11,59,231 was given for the implementation of this scheme. Consequently a new scheme of Social Education, based on the recommendation of Sidhanta Committee and the Central Advisory Board of Education, Government of India, was launched in February, 1950.

Due to unforeseen circumstances it was not possible for the Government of India to renew their assistance and so the scheme had to be given up before any thing substantial had been achieved. The sanctioned budget for 1951-52 was Rs.3,23,000 as against Rs.9,48,000 during the previous year. The financial stringency in the State resulted in the closure of all the Adult schools, both Government and aided, from March 1, 1951, but no change was effected in the number of Government Libraries and Reading Rooms. The Department maintained 1317 Libraries and Reading Rooms during the year. Books worth Rs.43,340-1-0 were purchased for the Libraries and arrangements were made for the supply of one monthly and one weekly paper to each Library and Reading Room. Besides this, the departmental fortnightly news-bulletion "Deepak" was also sent to all the Government Libraries. A sum of Rs.7,980 was also given as grant-in-aid to 220 private Libraries of the different districts of the State.

The Department organised a Social Education Camp in the Magh Mela, Allahabad during the months of January and February, 1952. The Reading Room of the Camp was furnished with standard magazines and newspapers and was very popular in the Mela. Two thousand six hundred and sixty six persons actually signed the visitors' book maintained there. A literary class was held daily in the afternoon. Six hundred and twenty nine adults (illiterate) were taught to write their names on the spot. Films of educational value were shown in the evening and talks on topics of general interest to the villagers were given by the officers of the Department.

The Social Education Week was celebrated throughout the State from February 25 to 27, 1952. The highlights of the programme were (i) the propaganda day, (ii) 'Each one teach one day' and (iii) the 'Library Day'. In all the districts of the State processions were organi-

sed, meetings were held and illiterate adults were taught to write their names. The District Authorities and village panchayats extended their co-operation to make the celebrations a success. The Propaganda Officers of the Department visited a number of Districts and gave talks and film-shows at Social Education centres in the rural areas of the State.

The most outstanding feature of the activities during the year was the organisation of the Film Section. Machinery for the work was installed and power connexion provided. Staff both administrative and technical was also appointed.

The Department has so far produced two 35 M. M. and one 16 M.M. films and also a film strip on Sarnath (Banaras) which is nearing completion. There were 5 Publicity vans fully equipped for Exhibition of films in different parts of the State.

CHAPTER X

MISCELLANEOUS

(1) *Pre-Primary Education*—A H. T. C. Training school was started in Allahabad in July 1949 to train Women Teachers for Nursery Schools. This training was of 9 months duration. After 2 batches of trained teachers were out, it was felt that the training received by them was not sufficient for carrying on their duties in Nursery schools. This school, therefore, was converted into a C. T. Training College in 1951. The admission qualification was raised to (High School) passed. But the Training period was raised to 2 years. Thirty five pupil teachers were trained in this Training College in the year under report.

An Infant class is also attached to this Training College which admits children of 2½ to 6 years of age. The Women Pupil Teachers of the L. T. Training College and the M. Ed. students of the University of Allahabad also come to this institution for practice of Teaching and specialisation in Nursery Education. The following table shows the number of Pupil Teachers trained by this College :

	Year				No. passed (H. T. C.)	No. failed
1949-50	12	8
1950-51	17	7
1951-52	3	12

(During this year there were only compartmental candidates)

The following table shows the number of infants admitted to the Nursery class :

	Year				No. admitted.
1949-50	87
1950-51	158
1951-52	162

Stipends—In the beginning stipends of the value of Rs.15 were awarded to the pupil teachers, the amount of which was later raised to Rs.30. The following types of Infant schools are working in the State.

No. 1—Montessori Schools are part of Primary Schools—These Schools attached to Primary Schools serve also to supplement their enrolment. There are 13 schools of this type in the State out of which all received Government grant-in-aid of Rs.10,000.

No. 2—Pure Montessori and Normal Schools Infants below 5 years of age are admitted to these schools. There are 16 schools of this type in this State out of which 8 received grant-in-aid in 1950-51 and 13 in 1951-52.

No. 3—Government Nursery Schools —2 such schools (1) attached to Government Girls Normal School, Meerut and the other to the Nursery Training College, Allahabad are working in the State.

It appears from the reports received from the Nursery Schools that much has yet to be done to make these schools really useful. Efforts are being made to create an atmosphere which may combine the advantages of both a good home and a good school, so that there may be an all round and natural growth of children at this stage. The main difficulties before independent Nursery school are lack of funds, proper teachers, suitable accommodation and equipment.

CHAPTER X(ii)

AESTHETIC EDUCATION (ART, MUSIC, DANCING, ETC.)

As a result of new educational developments Aesthetic subjects, such as Music, Dancing Photography, Painting, etc. have been included in the curriculum along with the old utilitarian subject. These subjects though seemingly of no use to the child in life are in fact very valuable for child's full development. They not only reduce the school's boredom to the minimum by adding enjoyment but they also create in him love for beauty both of inner life and outer world which in itself is a great achievement.

An effort is being made in this State to provide Aesthetic Education according to the child's interest and ability from the Primary standard right up to the University level. It has been amply proved by this kind of work in the basic schools that our children are very much interested in the art work, so much so that they would gladly purchase the required material which the school is not able to provide.

The success gained in the Primary Education has encouraged us to continue the scheme to the Secondary stage, boys and girls have shown great enthusiasm in vocal and instrumental music, dancing, painting and sculpture, clay-modelling, tailoring, bookcraft etc. We are handicapped in this field by the dearth of able teachers. This State is trying to remove the difficulty by introducing the teaching of Art in as many of its Training Colleges as possible.

The University of Allahabad has also started the junior and senior diplomas in painting (2 years course) photography and music, both instrumental and vocal.

The following other institutions are working in the State :

- (i) The painting class attached to Lucknow University.
- (ii) Agra University—Raghunath Girls' College, Meerut and D. A. V. College, Dehra Dun recognised for the teaching of music for B. A. examination.

(iii) Marris College of Hindustani Music. This College and the Bhathkhande Vidyapith are two separate institutions. Marris College is attached to the Vidyapith. The Vidyapith is an examining body and the affiliated institutions are spread all over India. The Marris College of Music received Rs.48,000 non-recurring and Rs.18,700 recurring grant-in the year under report. The number of students on March 31, 1952, was 302 (153 men and 149 women). The students come from all over India and even Ceylon to receive education.

The Central Government awards a cultural stipend of Rs.200 per mensem to this institution. The medium of education is Hindi.

Kamboj Saptakla Niketan, Meerut—This institution organised lectures, competitions, etc. in the year under report. Dr. Sita Ram visited the institution on the occasion of an exhibition arranged by the institution.

Rashitriya Sangeet Mahavidyalay, Gandhi Chowk, Kanpur—This College was started in 1944. Since then it is affiliated to Bhatkhande Sangit Vidyapith, Lucknow.

Prayag Sangeet Samiti—The Samiti like the Marris College of Music, Lucknow provides courses in diversified branches of Music. It is a very popular institution where education in music up to the M.A., standard is given. On special occasions All-India Music demonstrations are held here. It has a building of its own.

Sangit Samaj, Meerut also gets a grant of Rs.660 per annum.

Bundelkhand Sangeet College, Jhansi gets a grant of Rs.1,200 per annum.

CHAPTER X(iii)

EDUCATION OF THE HANDICAPPED

In free India which provides education to all according to their aptitudes it seems desirable that each child's need is considered and understood as an individual. With this end in view we should give due consideration to the needs and requirements of the physically handicapped children. Unfortunately due mostly to financial stringency, much headway could not be made in this direction. We have, therefore, not been able to meet the specific requirements of such type of children. But though no liberal support for the development of education of the handicapped could be given by Government, yet they were quite alive to their day to day needs. Besides giving financial assistance to the private enterprises Government felt the necessity of opening a Government Deaf and Dumb Institute at Bareilly which came into being in 1951. Further Government have extended support to the establishment of a deaf and dumb training college at Lucknow, and the students undergoing training there are given stipends at Rs.30 per mensem. The Deaf and Dumb Institute at Allahabad has also been in receipt of Government grant. The grant is liberally assessed, and the Government share is allowed at two-third or three-fourth of the expenditure incurred instead of the usual half.

Besides, there are a number of blind schools which are subsidised by Government. The following gives the list of such schools, their enrolment and the Government grant they are in receipt of :

Name of School	Government grant Rs.
(1) Deaf and Dumb School, Pilibhit	253
(2) U. P. Deaf and Dumb School, Allahabad	9,156
(3) School and Home for the Blind, Naini	3,516
(4) Sharp Memorial Blind School, Rajpur (Dehra Dun)	3,156
(5) Deaf and Dumb and Blind School, Lucknow	12,900
(6) Kashi S. S. Orphanage and Blind School, Banaras	2,000

Besides there are other institutions which are helped by the Department, of and on, but they have not yet been considered fit to be brought on the permanent list of grant-in-aid.

Schools for the blind use the Braille system of education. They give instructions in vocal Music, weaving, tailoring, carpentry, calico printing, bookcraft, clay-modelling and art, etc. and also general school subjects.

Education of the handicapped is expanding and in due course, it is expected, much will be done for their betterment with Government support.

CHAPTER X (iv)

EDUCATION OF THE SCHEDULED CASTES AND OTHER BACKWARD COMMUNITIES

During the year under review the existing Schemes regarding the education of the Scheduled Castes, Backward classes and Momin Ansars were further intensified. Many more stipends and other monetary assistance for the purchase of books and stationery and for payment of examination fees, etc. were given to the students reading in classes XI and upward. All poor scheduled castes students at the Degree stage and above were given assistance. The following additional stipends were given this year :

In class VI	..	..	..	200
In class VII and VIII	..	..	..	400
In class IX and X	..	..	..	400

Besides these stipends total loss in fee income due to granting of exemptions to Scheduled Caste students from payment of tuition, games and medical fees was reimbursed by this Department in respect of Universities, Degree Colleges, Intermediate Colleges, Junior High Schools, District Boards.

Scholarships

The following table shows number of scholarships given to various types of students together with the total expenditure under each type of scholarship :

Class	No. of students of Scheduled Caste	Amount	No. of Backward students	Amount	No. of Momin Ansars	Amount
		Rs.		Rs.		Rs.
Post-graduate						
I Year	34	10,072	20	5,800	8	2,440
II Year	23	7,060	26	7,800	8	2,430
<i>Degree</i>						
I Year	209	57,750	85	22,435	21	5,720
II Year	106	28,700	79	22,120	18	4,265
<i>Law</i>						
I Year	17	4,140	..	..	..	..
II Year	14	3,325	..	..	..	..
<i>Inter</i>						
I Year	225	3,36,000	148	23,680	40	6,400
II Year	450	72,000	296	47,360	80	12,800

Non-recurring	Scheduled castes	Backward class	Momin Ansaris
Reimbursement of examination fees	28,920	10,983	5,860
	7,941	6,080	1,115
Assistance for books	28,920	10,983	5,860
Stipends for Normal Schools	58,870	..	..
Stipends to Training Colleges	480	2,400	..

Some special stipends awarded every year were also given this year as follows :

	No.	Cost
		Rs.
Engineering .. ..	..	..
Sanitary Inspectors Training	1	340
Ayurvedic Training	2	600
Vocational Training of Talab Baxi 86 stipends (Although a provision is for 100).		38,700

Reimbursement of Loss in fee income

This year the Harijan Sahayak Department reimbursed a total loss in fee income sustained by Universities, Colleges and schools amounting to Rs.7,78,568. Next year about Rs.12,00,000 will have to be spent on this account.

Hostels, Night Schools, Day Schools, Girls' Schools

Besides giving stipend and fees to the existing schools and colleges the Harijan Sahayak Department gives grants to institutions specially maintained for the scheduled castes. Following statement will give a rough idea of what the Department is doing on this account :

Type of institution	Number	Grant-in-aid
		Rs.
(1) Hostels	49	52,231
(2) Day Schools for boys	168	1,05,929
(3) Night Schools	59	20,537
(4) Girls' Schools	72	75,145
(5) Libraries	70	38,563

Vocational Training

The Harijan Sahayak Department also gives assistance to about 300 trainees receiving training under various schemes run by the Resettlement and Employment Directorate and a total sum of Rs. 9,600 is spent on this account every year.

Besides giving stipends to trainees the Department runs its own vocational Training Institution at Bakshi-Ka-Talab where there is a provision for the training of 100 persons. Each one of them gets a stipend of Rs.40 per mensem. A total sum of Rs.38,700 on stipend and Rs.89,900 on the purchase of equipment, machinery and tools were spent this year.

Scholarships and assistances to J. H. S. High Schools, Municipal Boards and District Boards

The Department gives a large number of stipends and assistance to the students of Scheduled caste Backward classes and Momin Ansars reading in classes below XI as under.

*Statement showing expenditure incurred on award of stipends
Momin Ansar students reading*

Scheduled castes					
Class	No. of awards to boys	No. of awards to girls	Cost on account of awards to boys	Cost on account of awards to girls	Total cost on account of scheduled castes
	2	3	4	5	6
			Rs.	Rs.	Rs.
IX and X	1,120	70	1,31,904	17,280	1,49,184
VII and VIII	1,024	140	82,304	9,840	92,144
.. .. .	312	110	17,664	7,320	24,984
Morit VI to X	525	..	60,168	..	60,168
J. H. S. Normal Schools	60	..	10,800	..	10,800
J. H. S. District Boards	1,114	..	1,93,220	..	1,93,220
J. H. S. Municipal Boards	198	..	11,880	..	11,880
Primary Normal Schools	429	..	7,254	..	7,254
Primary District Boards	11,000	..	2,28,000	..	2,28,000
Primary Municipal Boards	1,040	..	21,840	..	21,840
Primary Secondary Schools—					
IV and V .. .. .	..	400	..	9,600	9,600
II and III .. .. .	..	500	..	9,000	9,000
Non-recurring Assistance .. .. .	..	..	79,113	6,000	85,113
Total .. .. .	..	..	8,44,147	59,040	9,03,187

and N/R Assistance to Scheduled Caste, Backward classes and in School Stage classes :

Backward Classes					Momin Ansars				
No. of awards to boys	No. of awards to girls	Cost on account of awards to boys	Cost on account of awards to girls	Total cost on account of Backward classes	No. of awards to boys	No. of awards to girls	Cost on account of awards to boys	Cost on account of awards to girls	Total cost on account of Momins
7	8	9	10	11	12	13	14	15	16
		Rs.	Rs.	Rs.			Rs.	Rs.	Rs.
393	30	63,648	4,320	67,968	142	..	20,448	..	20,448
536	110	51,456	7,080	59,536	213	..	20,448	..	20,448
268	85	19,296	5,640	24,936	71	..	5,112	..	5,112
..
..
882	..	49,980	..	49,980	294	..	17,640	..	17,640
300	..	12,392	..	12,392	..	..	..	..	..
..
1,784	..	37,044	..	37,044	196	..	4,116	..	4,116
500	..	12,738	..	12,738	..	..	..	..	..
..	200	..	4,800	4,800	..	50	..	1,200	1,200
..	200	..	3,600	3,600	..	50	..	900	900
..	..	15,238	..	15,238	..	..	6,000	1,000	7,000
..	..	2,61,792	25,440	2,87,232	..	..	73,764	3,100	76,864

Education of Aborigines—The Department has given special attention to the Education of aboriginal tribes of District Mirzapur in Robertsgunj and Dudhi Tehsils. A sum of Rs.13,000 was given to servants of India Society to carry on educational activities in that District. In addition to it a sum of Rs.9,000 was given to the District Inspector of Schools for awarding stipends to children of aboriginal tribes reading in schools.

Education of criminal tribes—The department maintains schools in all the criminal tribes settlements and colonies under its charge and gives stipends to the children of criminal tribes reading in these and other schools. A sum of Rs.11,984 was spent this year on this account.

Estimate of progress made—The following statement will give an idea of gradual progress made by the department in advancing the educational activities amongst the Scheduled castes, Backward classes, Momin Ansars of the State :

Amount spent in :

1940-50	1950-51	1951-52	Estimate for 1952-53
Rs.	Rs.	Rs.	Rs.
1,70,000	19,50,000	27,60,000	36,90,000

CHAPTER X(v)

EDUCATION OF GIRLS AND WOMEN

I. *General Survey*—During the year 1951-52 marked improvement was made as regards the expansion and reorganization of girls education. A number of schools were raised to the Higher Secondary Standard and provision was made for the teaching of subjects like General Science, Home Science, Art and Music in Girls' Schools. The constructive scheme prepared by the Government has been introduced in most of the Higher Secondary Schools of the State. Refresher Courses in General Science, Physical Training, Agriculture and Gardening were organized at different places. An effort was also made to improve the conveyance arrangement in girls schools by providing buses. The number of scholars in girls' institutions has increased rapidly but the quality of Education has not improved in proportion as majority of schools are ill-equipped with regard to building, staff, and materials. Expenditure on girls' education is very small in comparison to the expenditure on boys' education. There is still a great deal of apathy towards girls' education specially in rural areas. Most of the girls' schools are held in rented buildings and some of them are held even in borrowed buildings. The accommodation is insufficient and unsuitable. There is usually no space for a play-ground or a garden.

II. *Educational personnel and organization*—The State is divided into 5 Regions and each region is under the charge of a Regional Inspectress of Girls' Schools. Each Region comprises of 10 to 11 districts and in each district there is an Assistant Inspectress of girls' Schools, who looks after the Primary and Junior High Schools. The Regional Inspectress inspects the Higher Secondary Schools, Normal Schools and Intermediate Colleges and visits the Primary and Junior High Schools also. The scale of Regional Inspectress of girls' Schools is 250 to 850 and the scale of Assistant Inspectress is Rs.120—8—200—E.B.—10—300. There are two women officers at the Headquarter's Office of the Director of Education, namely the Assistant Director (Women) of Education and the Personal Assistant (Women) to the Director of Education. Both these officers help the Director of Education in matters concerning girls' Education of the whole State.

III. *Primary Education*—Primary education is given on basic lines and is imparted in classes I to V. The subjects taught are Basic Crafts, Language, Arithmetic, Social studies, General Science and Physical Culture. In most of the primary schools each class has two or more sections. There are primary schools in urban as well as rural areas which were handed over to District Boards during last year. During the year under report the number of schools has increased from 2,560 to 2,625. There is a large number of single

teacher schools in rural areas. In some of them the teachers' happen to be men usually retired masters of boy's school. Work in these single Teacher Schools is poor. Due to the dearth of trained teachers in rural areas, a large number of teachers in primary schools is untrained. Hence the standard of teaching is low. Compulsory Primary Education for girls has been introduced in 10 Municipalities only and a provision of Rs.6,48,600 exists in the current year's budget. The enrolment has increased by more than a lakh and expenditure has increased three fold.

IV. *Secondary education*—The number of Government Higher Secondary Schools for Girls has been raised from 42 to 43 in 1951-52. The Junior High School at Tehri-Garhwal has been raised to a Higher Secondary status. Intermediate Sections were added to the Government Higher Secondary Schools for Girls at Basti, Mainpuri and Jaunpur in groups A and D. Provision has been made for teaching General Science (Physics, Chemistry and Biology) in Government Higher Secondary Schools, in Jaunpur and Landsdowne for which Rs.2,600 recurring and Rs.9,400 non-recurring were provided in the budget of the current year. A sum of Rs.14,000 recurring was provided in the budget for 1952-53 for teachers required in connection with the opening of Groups C and D. Music Teachers have been provided at Bareilly, Naini Tal, Faizabad, Gorakhpur and Unnao. Teachers to teach Home Science have been provided at Mainpuri, Pilibhit, Jaunpur, Gorakhpur and Jhansi. Teachers to teach Art have been provided for the Higher Secondary Schools at Bareilly, Naini Tal, Faizabad, Almora and Fatehgarh. Besides these, twelve post of mistresses were sanctioned for opening additional sections in the existing Government Higher Secondary Schools at a recurring cost of Rs.11,500. Government have sanctioned for the year 1952-53, 76 additional posts for 35 Government Junior High Schools for Girls for introducing Sanskrit, Home Science and Music and it has now become obligatory for students to offer three optional subjects. On account of paucity of funds Music could be introduced in only six Junior High Schools. General Science is being introduced in these Junior High Schools at the rate of 12 schools per year since July, 1951 and so far we have been able to introduce this subject in 24 Junior High Schools only. Provision of Rs.25,000 each for building Home Science and General Science blocks has been made at Mainpuri and Gorakhpur Government Higher Secondary Schools for Girls.

Buildings—In all there are 100 Non-Government Higher Secondary Schools and 152 Junior High Schools for Girls directly aided by the Department. A sum of Rs.16,00,623 recurring and Rs.80,000 non-recurring has been given as grant-in-aid during 1951-52. Rs.50,000 was given as building grant to Girls' Schools.

Conveyance—Rs.60,000 have been distributed to aided schools in order to purchase new buses or replace the old ones. A non-recurring sum of Rs.40,000 has been provided for distributing buses to Government schools.

Medium of Instructions—Hindi is the medium of instruction in all the Schools.

Indian Languages—Arrangements for teaching of Sanskrit, Hindi, Punjabi, Bengali, Urdu and Persian, have been made and teachers have been provided.

Scholarships and stipends—Normal and Training Schools—Rs.85,845.

V. *University and Collegiate Education*—There are three degree colleges for women at Lucknow. Teachers in these colleges are well qualified and a number of them have foreign qualifications.

VI. *Training of teachers*—There are 12 Government Normal Schools for Women and 11 Aided Normal Schools, which give teachers' training to women who have passed the Hindustani Middle Examination. Successful candidates are awarded the H. T. Certificates. The pupil teachers receive stipends during the course of their training. The period of training is one year which is much too short to shape them into proper teachers.

	Enrolment in 1950-51	1951-52
(1) Government Normal Schools ..	451	462
(2) Private	187	224

During the year under report a sum of Rs.2,75,838 was spent on these institutions.

Training Colleges—There are three training colleges for women at Lucknow, Bareilly and Allahabad. The Training College at Lucknow has two-years' training course for women who have passed the High School Examination. The Training College at Bareilly has one year course for women who have passed the Intermediate Examination and the Training College at Allahabad has one year course for women who have passed the B.A. or M.A. Examination. A hostel is attached to each of the three training colleges. The staff consists of specialists in each subject. There is a Nursery Training College at Allahabad to train teachers for Nursery Education. Rs.14,000 recurring and Rs.5,300 non-recurring have been sanctioned for the college during the current financial year. Women who have passed the High School Examination are admitted in this college and the training period is one year. Besides the above training institutions there is a College of Home Science at Allahabad which admits High School passed candidates and provides training for two years. Successful candidates are posted as Home Science Teachers in Higher Secondary Schools for Girls.

VII. *Technical Education*—The Women Social Service League, Lucknow, gives technical training to women and girls in Embroidery and Leather work.

VIII. *Nursery Schools*—There are 8 Nursery Schools in the State. Three Nursery schools are being run on very satisfactory lines in Lucknow.

2. *Aesthetic Education*—Aesthetic education is imparted in most of the schools in the form of Art, Printing, Drawing, Designing, Stencilling, Sketching, Embroidery, Needle Work and Leather Work. Household decoration, Gardening, Dancing and Music are also taught in a number of Girls Schools.

3. *Education of Scheduled Castes*—Girls of Scheduled Castes are given every facility and encouragement to study in the regular schools. They are also given scholarships and stipends.

4. *Physical Training and Games*—Some provision exists for physical exercises, games and sports in the Intermediate Colleges, Higher Secondary Schools and Normal Schools. In many schools there is no arrangement due to insufficient play-ground and due to shortage of qualified P. T. teachers. About 15 women are being trained as P. T. teachers in the College of Physical Education for men at Allahabad. They are helped with stipends.

5. *Extra Curricular Activities*—A number of girls schools have Girls Guide Companies and Junior Red Cross Groups. St. John's Ambulance Course is also taught. Besides these, debates, dramas etc. are also held in some schools.

6. *School Meals*—A number of schools are working the mid-day meal scheme in some form or the other. But the best mid-day meal scheme was found in the Jubilee Girls' Intermediate College, Lucknow, where all the girls and teachers are provided daily with $\frac{1}{4}$ seer of milk, fruits and some sweets.

7. *School Medical Service*—There is no regular medical service for the medical inspection and treatment of children. During Epidemics schools arrange for vaccination and inoculation.

8. *Libraries*—Some of the institutions that have got good libraries are Isabella Thoburn College, Lucknow, Lalbagh Girls' High School, Lucknow, and the Mahila Vidyalaya College, Lucknow. In other institutions they are inadequate and need to be improved.

IX. *A critical review of educational tendencies and developments*—There is an increasing demand for higher education for girls in all the districts, as can be judged from the heavy enrolment in the schools and the number of applicants who are refused admission. In the rural areas the number desiring education is still small. There is a growing demand for Constructive and Aesthetic Education for girls and subjects like Home Science, Tailoring, Music and Art are very popular. But there is a great shortage of qualified teachers to teach these subjects and it will take a few more years before the State is able to provide sufficient number of teachers to meet the demand.

CHAPTER X (vi)

PHYSICAL TRAINING, GAMES, SPORTS, ETC.

Physical education continued to receive adequate attention as in the year before. At several centres suitable pieces of apparatus, viz. Sliding chute, Giant stride, Wave stride, Merry Go Round, Joy Wheels, Rocking Boots, Balancing Drums, Jungle Gymnasium and Swings were fitted up. Some of the notable centres usually crowded with children are those fixed at Mussoorie and Naini Tal in the hills and the Kabal towns in the plains. Children's fairs and youth festivals are held at these centres to celebrate the festive occasions in a befitting manner.

In Uttar Pradesh there is absolutely no need for closed or covered Gymnasias. This is why the Akharas and Vyayamshalas are very popular in the State. A small aid from the State Government enables these units to function properly throughout the year. Usually these units work in the mornings and evenings, and both school-going and non-school-going populations can derive full benefit from these institutions. There are a few units exclusively meant for girls and women, and their number is gradually increasing. Glutted with *Akhara* and *Vyayamshala* activities our youths start hungering for newer activities, and yearn to have wider social life. Insular atmosphere of small *Akhara* begins to weary them and they prefer to join clubs in which our State richly abounds. Most of these clubs, and there has spread a net work of these, are financially aided by the State. The best feature of these clubs is the rich variety they provide to their members, and some of their chief activities are Hockey, Foot-ball, Cricket, Basket-ball, Volley-ball, Badminton, Folk-dance, Folk-songs and several other indoor activities.

Uttar Pradesh has got the greatest facility for aquatic activities throughout the year. The large lakes at Naini Tal and Sat Tal, the still course of rivers in the plains, and a number of swimming pools in the big towns are some of the important watery areas where swimming classes are often held. Here the beginner learns to feel at home in the water. The seasoned swimmer takes to rowing, boating and difficult aquatics.

We have the largest number of primary schools in our State. In all the institutions play is recognised to be the very core of education and playway prevails in all the spheres of child activity.

Junior High Schools and Higher Secondary Schools are multiplying fast, and one of the necessary conditions for recognition is the possession of a play ground to provide play facilities to all pupils. There are graded tables of exercises and organised games for all stages. A

great initiative in this direction has resulted in the organisation of District, Regional and Provincial Youth Rallies to assess the progress made by our youths year after year in this direction.

Uttar Pradesh could not long sleep over the delinquencies prevailing among our juvenile groups. A pilferer or a habitual liar is not to be let go unremedied. By circulating a questionnaire their interest and hobbies have been examined and an inventory prepared. The correct analysis of the problem has revealed to the education that the main cause of these delinquencies lies in the lack of proper recreations and facilities for play. Consequently great stress is being laid on the importance of play and physical activities which are proving a panacea for all juvenile crimes and misdeeds.

The age of dull and dreary drills, mostly conducted by a superannuated soldier, has been rung out and instead a systematic and scientific planning in physical education is afoot with the products of Colleges of Physical Education at Allahabad and Lucknow. Our Pradesh with all round progress in this direction has really been pioneering, and other States in our Union have been eagerly trying to imitate some of our body building schemes. No doubt much has been done, yet a great deal still remains to be done, and it is hoped that with the facility of a supervising agency at the District and Regional levels, the work will expand on very scientific lines, and the statistics gathered would yield scope for search and research for a Bureau of Psycho-Physical Education.

CHAPTER X(vii)

BOY SCOUTS AND GIRL GUIDES

The merger of the two Scout Associations, viz. the Hindustan Scout Association and the Boy Scout Association took place on November 7, 1950. Thereafter they came to be known as Bharat Scouts and Guides with common Office Bearers at the State and District levels. The Uttar Pradesh State Association has properly constituted District Associations in all the districts of the State. Its activities are varied and also extend to educational institutions. Such as Training Colleges, Government Normal Schools, Higher Secondary Schools and Primary Schools under the District and Municipal Boards.

Merger of Uttar Pradesh Girl Guide—The Girl Guide Association which has so far remained out of the merged Association became an integral part of the Bharat Scouts and Guides, since August 15, 1951.

The Bharat Scouts and Guides is now a completely united body of all Scouts and Guides in the State and is consequently a very powerful youth organisation competent to impart moral, social and citizenship training both to the sons and daughters of our motherland, irrespective of caste, colour or creed.

The strength of units so far registered with the State Headquarters is over 30,000. The total strength of the merging Association as it stood at the time of the merger was 1,08,000, the strength of the Hindustan Scout Association, Uttar Pradesh inclusive of its girl guide section being 66,000 and that of the Uttar Pradesh Boy Scouts Association being 42,000.

Training Camps—In order to train proper type of workers the Association organised a large number of training camps to train the pupil teachers of L. T. Colleges of Agra, Mathura, Aligarh, Moradabad and Lucknow as also of many Junior Training Colleges and Normal Schools throughout the State. Besides Refresher Course Training and Summer Training Camps were held in many places in which 600 scouts received training.

Special mention may be made of the work done in the direction of Adult Education, Village Service and Temperance through the Scouts of Mohalla Groups.

State Rally—A Grand State Rally was held at Lucknow on February 23 and 24, 1952 in which more than 2,000 Scouts and Guides participated. The Rally was presided over by Sri Sampurnanand, Minister for Education.

Social service was also rendered on the occasion of Ganga Ashnan, Tigri Fair, Rath Yatra, Ajmer and Roorkee Urs, Balabali and Magh Mela in different parts of the State.

Activities of the Girl Guides—The activities and achievements of the Guide Section have shown marked progress. Srimati Phyllis Mehrotra, Honorary State Commissioner devoted most of her time and attention to the activities of the Association.

Regional and District Camps were held in many places of the State, and the Regional Inspectresses of Girls' Schools rendered all possible help in this connexion.

State Advance Guiders Camp was held at the State Headquarters of the Association at Allahabad. Forty-four teachers from the districts joined this Camp.

The Girl Guides participated in rallies and camp fires all over the State in District Association Functions in connexion with the Independence Day and Republic Day, etc.

The table of income and expenditure for the year under report shows the total income of Rs.41,394-9 and the total expenditure of Rs.38,390-2-3 with a closing balance of Rs.3,004-6-9.

CHAPTER X (VIII)

U. T. C. AND NATIONAL CADET CORPS

This Scheme was originated by the Government of India, and is known as the National Cadet Corps. It is divided into two divisions, (i) the Senior Division which is meant for Degree Colleges and Universities, and is the re-organized form of the old U. O. T. C. The entire expense of the National Cadet Corps is now borne by the State Government ; (ii) the Junior Division of the N. C. C. is meant to feed the senior division. Teachers have already been trained to undertake the work of the Junior Division.

The strength of the National Cadet Corps (N. C. C.) Unit is usually 90 Cadets, and 3 Officers of the J. C. O. rank. 192 periods of 40 minutes each are devoted to impart training in Squad Drill, Arms Drill, Field Crafts, First Aid, Hygiene and Sanitation, etc. In addition a 10 days Camp is held each year in which intensive training is given in the above Army. A messing allowance of Rs.3 per cadet and officer is given by the Government for running the Camp. There is a Co-ordinating Officer in every district to co-ordinate the work of all the Units in the District.

Besides this Scheme of the Government of India there is the State Scheme of Compulsory Military Training which was launched by the State Government in 1948 with a view to give Basic Military Training compulsorily to students of Higher Secondary Schools, in Intermediate classes. The Scheme was originally launched in 11 selected cities of the State, viz. Meerat, Agra, Aligarh, Bareilly, Moradabad, Kanpur, Lucknow, Gorakhpur, Allahabad, Faizabad, and Banaras. In 1950-51 the Scheme was extended to 6 cities with the addition of 6 Chief Military Instructors and 6 Havildars. This raised the strength of Chief Military Instructors from 11 to 17 and that of Havildars from 15 to 21. The Scheme, however, was not introduced in any new city in the year under report.

One hundred and thirty-four new teachers were trained at the Wellesley School Camp, Naini Tal during the year against the 80 trained at Faizabad last year. The number of teacher instructors was thus raised from 360 to 450.

The total number of colleges imparting Military Education increased from 90 in 1950-51 to 124 in 1951-52. The total number of Cadets who received training during the year under report was 26,450 as compared to 22,000 last year.

Special Cadre Courses for training N. C.' Os. were also held in each town.

For the benefit of the Chief Military Instructors and the Havildar Instructors, the Armed Training Centres of the Police located at Sitapur organized a six week course which was attended by 10 Chief Military Instructors and 20 Havildar Instructors.

The main purpose of the Scheme is to provide the young with an opportunity to participate in one of the healthiest activities, totally different from class-room teaching, to develop some personal qualities which otherwise remain dormant, and never get a chance for unfolding themselves. Qualities like self-confidence, independence of thought and straightforwardness, self-control, self-discipline, team-spirit, tolerance and spirit of accommodation are effectively cultured by the boys.

CHAPTER X(ix)

EXTRA CURRICULAR ACTIVITIES

(Junior Red Cross and St. John Ambulance Societies etc.)

There was considerable expansion in the work and activities of the Societies during the year under review. Twelve new Brigade Divisions were formed. The total number of divisions was 164 at the close of the year as compared to 152 last year. The total number of members was 3,951 showing an increase of 245 over the previous years.

During the year, 6 Ambulance, 3 Nursing, and 3 Cadet Ambulance Divisions were formed. Thus at the end of the year the total strength of the divisions was of 328 officers and 3,951 other ranks as given below :

Divisions	Number		Officers		Members	
	1951-52	1950-51	1951-52	1950-51	1951-52	1950-51
Ambulance	46	51	92	102	1,173	1,200
Nursing	11	14	22	28	280	319
Cadet	81	85	162	170	1,948	2,037
Cadet Nursing	14	14	28	28	305	305
	152	164	304	328	3,706	3,861

Members of U. P. districts were detailed for public duties in the various Melas and Fairs. A Social Service Camp was also organized on the occasion of Etawah Exhibition.

During the year, members attended 445 cases when on public duties, and 300 cases when not on public duties. On the occasion of Cadet Day Rally camps were organised at Lucknow and Kanpur.

Members of the Municipal Girls' Intermediate College, Nursing Division, Lucknow rendered good service at Kartiki Ashman Fair, and members of Lucknow (Government Training College for Women), Nursing Division were on duty at the First-Aid Post opened on the occasion of India v. Pakistan Cricket Test Match held at Lucknow.

There were 14 Cadet Nursing Divisions of Girls with a membership of 305 as follows :

(1) Agra	..	..	..	2
(2) Allahabad	..	..	..	3
(3) Kanpur	..	..	..	7
(4) Lucknow	..	..	..	<u>2</u>
				14

From the above it will be seen that the divisions have shown an all-round improvement in efficiency and enthusiasm of the members during the year under report.

CHAPTER X(x)

SCHOOL MEALS

Mid-day meals are considered necessary by school authorities all over the Pradesh, but the provision for these exists only where the arrangements have been possible. Owing either to the unavailability or high price of grain and other food material, the practice of Mid-day meal has either been given up or not started in most of the schools. But there is a good number of institutions all over the State where sprouted or parched gram, seasonal fruits like guavas, bananas, mangoes, etc. are provided to all school children at a suitable hour. Where available milk is also provided at this period. Some institutions have a voluntary milk scheme, while the gram scheme is compulsory.

The food articles are prepared under the supervision of the members of the staff and also distributed by them with the help of prefects. The expenses are wholly borne by the students, the amount being realized monthly along with fees or periodically according to convenience.

CHAPTER X(xi)

SCHOOLS MEDICAL SERVICE

The scheme of medical inspection of scholars was carried out under the direct supervision of the Assistant Director, Health Publicity, Uttar Pradesh during the year under report.

Bracketted figures for 1950 are given in the report for comparison.

Statistics of Medical Inspection: 1—Wholetime School Health Officers—The scheme remained in force in 14 big towns of the State. Our wholetime School Health Officers conducted detailed medical examination of scholars in 199 (175) out of 244 (237) institutions. They examined in detail 34,945 (30,854) scholars out of a total enrolment of 1,22,369 (1,17,544). They also examined for main defects 26,742 (12,966) scholars out of 93,413 (85,818) on roll in 229 (150) institutions out of 499 (504) under the scheme of ordinary medical examination. On an average each School Health Officer examined in detail 2,496 (2,209) scholars during the year under report.

2. *Medical Officers of Health*—In 37 (33) out of 41 (41) towns, Medical Officers of Health in their capacity as *ex officio* School Health Officers conducted detailed medical examination in 92 (77) out of 161 (163) schools and examined 15,361 (8,839) out of a total enrolment of 67,078 (60,853). They also visited 181 (173) out of 366 (449) other schools and conducted ordinary examination of about 22,445 (17,016) scholars out of 90,265 (70,278) on roll.

3. *District Medical Officers of Health*—In their capacity as *ex officio* School Health Officer 37 (40) District Medical Officers of Health out of 51 (51) visited 122(435) institutions out of 568 (475) for detailed medical examination and examined 24,368 (33,777) scholars out of a total enrolment of 1,01,607 (2,54,650).

They also visited 2,305 (1,950) out of 35,134 (14,069) institutions in rural areas and conducted ordinary medical examination of about 1,50,926 (1,10,115) out of about 16,99,069 (10,22,921). Average figure of ordinary examination for each District Medical Officer of Health comes to 4,079 as compared to 2,753 of last year.

Statistics of various defects—Comparative percentages:

Defects	Urban Area			Rural Area			1951	
	1948	1949	1950	1948	1949	1950		
Poor Nutrition ..	18.3	15.06	21.1	17.02	17.5	14.00	11.04	21.20
Teeth and Gums ..	8.2	7.76	9.1	9.36	8.8	11.33	..	7.67
Pyorrhoea ..	2.4	2.18	2.6	2.16	2.2	3.75	2.2	2.73
Enlarge Tonsils and Adenoids ..	11.8	8.52	10.8	8.80	5.4	7.97	4.2	5.82
Mouth Breathing ..	1.1	1.23	2.08	1.37	2.02	1.23	1.11	.68
Other Glandular Enlargements ..	4.3	1.25	1.6	0.89	5.6	0.80	0.97	2.00
Diseases of Eye Lids	3.7	4.68	5.1	4.65	7.4	2.76	1.8	2.20
Defective Vision	7.6	6.87	7.01	8.50	5.5	2.23	2.7	3.75
Enlarged Spleen ..	0.5	0.23	0.33	2.53	8.5	6.39	1.6	2.15
Skin Diseases ..	3.9	1.58	2.2	1.70	6.0	10.56	4.3	4.24
Defectives ..	22.6	23.90	39.80	23.04	29.4	10.27	16.7	18.58
Defectives with more than one defect ..	14.5	12.59	14.3	11.22	9.1	2.1	6.1	3.98

School dispensaries—Fourteen school clinics functioned throughout the year under the whole-time School Health Officers.

The total number of attendance at these clinics for the year under report as compared to that of last year was as follows :

		1950	1951
New	..	48,688	31,105
Old	..	38,066	39,419
Total	..	86,754	70,524

Honorary Ophthalmologists and Dentists visited, as a rule, almost all the clinics twice a week. The total number of refraction cases examined was 1,686 as compared to 1,082 in 1950 and that of Dental cases was 2,850 as compared to 2,783 in 1950.

Cases for special treatment—These were as usual referred to Sadar Hospital. Boys suffering from infectious diseases were temporarily excluded from schools. The number of such cases was 524 (727).

Milk supply—Ill-nourished and mal-nourished boys were fed on milk in the school on the recommendation of the School Health Officers and duly certified by the heads of institutions as indigent.

The number of such boys was 175 (336) and the cost met out of the allotment of Rs.6,450 (Rs.8,100) under the School Health Budget. Free distribution of skimmed milk under the UNICEF Scheme continued in part in certain schools of the five big cities.

Free Spectacles—334 poor boys with defective vision were supplied with pairs of spectacles free as against 425 of 1950.

Health Education—Apart from medical inspection of scholars and free medical aid at the various school clinics and Sadar Hospitals for correction of defects, health education was also imparted by means of lectures, demonstrations and organization of Junior Red Cross Groups.

Officers gave lectures on various public health subjects including First Aid, Hygiene and Sanitation. Special stress was laid by them on Nutrition, Prevention of Blindness, Tuberculosis and B. C. G. Vaccination, Malaria, Cleanliness, Health Habits and Epidemic diseases. They also examined 1,667 (1848) scholar in Mackenzie School Course and 1,627 (1,337) in First Aid to the Injured course of the St. John Ambulance Association.

In all 128 (120) First Aid boxes were given free to the schools having Junior Red Cross Group in districts.

Wholtime School Health Officers contacted 572 guardians of defective children against 587 of last year and gave them necessary advice.

Medical Fee—Total receipt from medical fee during the calendar year 1951 was Rs.54,147-5-10 as against Rs.51,041-13 of the last year.

B. C. G. Vaccination—It is being extended more and more. Nine teams are working at present. In all 9,58,022 scholars have been tested and 2,55,362 vaccinations performed. The Red Cross assisted in publicity and supply of publicity materials.

Anti-epidemic Work—The wholtime School Health Officers also performed 909(2,762) inoculations for cholera 434 (7,285) for plague and 4,433(1,258) for T. A. B. 32,687 (45,871) were vaccinated and re-vaccinated under their supervision. They also assisted the Municipal Medical Officer of Health in anti-epidemic work.

CHAPTER X(xii)

LIBRARIES

In all Higher Secondary Schools and in most of the Junior High Schools libraries are maintained which work under one of the members of the Staff. A sum of money is usually set apart for replenishing these with new books. These school libraries for the sake of convenience are further divided into class libraries or sectional libraries. Besides these there are three other types of libraries to help the reading public and students :

- (i) Government Public Libraries at Allahabad and Lucknow.
- (ii) Public Libraries maintained by private bodies ;
- (iii) Libraries maintained by the Education Expansion Department mostly in the rural areas. Attached to these libraries there are reading rooms as well.

The Government Public Libraries at Allahabad and Lucknow and also the Saraswati Bhawan Library of Government Sanskrit College, Banaras have very large number of valuable books, and are very popular. Research students find them very useful.

A new venture was taken by the State Government in establishing a Government Central Library at Allahabad in 1949 in the precincts of the Government Central Pedagogical Institute, Allahabad. This Library has on its catalogue all the copy-right books printed in the State. It has got some very useful books on Pedagogy and other subjects of educational interest. It is hoped that this Library when developed will serve a very useful purpose for helping the Research work conducted in the Central Pedagogical Institute and the Bureau of Psychology.

Some of the Public Libraries maintained by private bodies receive Government grant-in-aid. The notable among these are :

- (i) Hindi Sahitya Sammelan Library and Bharti Bhawan Library at Allahabad.
- (ii) Nagri Pracharini Sabha Library and Carmichael Library at Banaras;
- (iii) Ganga Prasad Library at Lucknow ;
- (iv) Nagri Pracharini Sabha Library and John's Public Library at Agra.

The Government grant-in-aid to Libraries for the year under report—is Rs.46,000 recurring and Rs.25,000 non-recurring as against 25,000 sanctioned during the previous year of which Rs.3,100 only was utilized.

CHAPTER X(xiii)

FACILITIES FOR EDUCATION OF REFUGEE STUDENTS

1. *Freeship and cash grants*—The Government of India revised their scheme for financial assistance to displaced students in July, 1950. According to this revised scheme the displaced students in primary classes were entitled to freeships and a cash grant of Rs.5 for purchase of books, stationery, etc. and deserving displaced students from classes VI to X to freeships only. The students above the High School stage pursuing technical and non-technical course were entitled to stipends/loans under certain conditions. The Government of India amended the scheme in question in July, 1951. Under the scheme as amended now deserving displaced students of primary classes (i.e. classes I to V) are entitled to freeships while only 50 per cent of them to cash grants of Rs.5 for books, etc. provided the income of their parents/guardians does not exceed Rs.100 per month. In classes VI to VIII and IX and X 50 per cent and 40 per cent students respectively are entitled to freeships ; they are also entitle to cash grants for purchase of books, etc. (unlike last year when no cash grants were admissible to students of these classes) at the following rates provided the income of their parents/guardians does not exceed Rs.100 per month (for students in classes VI to VIII) and Rs.150 per month (for students in classes IX and X) :

	Rs.
VI class	20 p. a. per head.
VII and VIII classes	30 "
IX and X classes	40 "

2. *Stipend*—The scheme regarding stipends has been liberalized as stipends have been made admissible in those technical institution also in which the entrance qualification is less than High School. Besides, those getting first class marks in their final examination, girl students getting 55 per cent in High School or Intermediate and male students getting even 58 per cent marks in High School but taking a science course in Intermediate can also be assisted. Deserving displaced students (both boys and girls) who are able to secure more than 50 per cent of the total marks in the Intermediate Examination can be given stipends for pursuing B.Sc. (Agriculture) or a Degree Course in Veterinary Science. Stipends are also admissible now for Post-Graduate and Law studies provided the student has secured not less than 60 per cent marks in the Degree Examination. The list of technical and professional courses has also been liberalized. The courses included in technical and professional studies are given below :

- (i) Technical Courses : including technological course, e.g. textile, leather, sugar, printing, cinematography and sound,
- (ii) Engineering Courses : including civil engineering, electrical engineering, mechanical engineering, chemical engineering, navigational engineering, radio engineering, mining and metalurgy.

course of study on the trainingship 'Duffering', marine engineering training course ;

(iii) Medical Course : including courses in hygiene, sanitation and public health ;

(iv) Teachers' Training Courses : (including basic) such as J. V. C. T., B.E., L.T., M.Ed., B.T. and H.T. C., etc.,

(v) Diploma or Degree Courses in fine arts, such as sculpture, painting, architecture.

3. *Loans*—No fresh loans are being granted for educational purposes though students already in receipt of a loan can get a loan if they so want for the completion of the studies for which the loan was initially advanced.

A statement regarding stipends and loans sanctioned in 1951-52 is enclosed :

Stipend for 1950-51—Under the revised scheme of the Government of India sanctioned during the current academic year, i.e. 1951-52 :

Item of Expenditure	No. bene- fitted	Expendi- ture
		Rs.
1. Stipends to students for general Arts and Science courses Intermediate, B.A., B.Sc., B.Com., etc. ..	26	5,120
2. Stipends to students for medical, professional, engineering and other studies not covered by (1) above ; ..	21	8,910
3. Stipends for post-graduate studies. ..	..	..
Total ..	47	14,030

Statement showing expenditure on displaced students in Uttar Pradesh under the amended scheme of the Government of India during the current academic year, i.e. 1951-52 :

Stipends

Item of expenditure	No. bene- fitted	Expendi- ture
		Rs.
1. Stipends to students for general Arts and Science courses : Intermediate, B.A., B.Sc., B.Com., etc. ..	206	38,640
2. Stipends to students for medical, professional, engineering and other studies not covered by (1) above ..	201	83,604
3. Stipends for post-graduate studies ..	7	2,230
Total ..	414	1,24,294

2. *Educational loans*—261 students have been sanctioned educational loans a total sum of Rs.3,01,220 since the beginning of the Educational Loan Scheme till March 31, 1952. The number of 261 students referred to above includes 14 displaced students to whom loans were continued in 1951-52 amounting to Rs.18,930.

CHAPTER X(XIV)

INDIAN STUDENTS ABROAD

The State students Advisory Committee with Director of Education as its Chairman, functions in the office of the Director of Education, Uttar Pradesh which advises the students in matters of admission to foreign Universities. There is also an advisory Committee in each of the five Universities of the State. During the year under report the advantage of foreign education was not taken by any appreciable number of students. One Sri Topa Nath from Basti, however, got admission through the Education Department of the State into a University in the U. S. A. for the study of Plant Pathology.

CHAPTER XI

A CRITICAL REVIEW OF EDUCATIONAL TENDENCIES AND DEVELOPMENT

After the attainment of Independence it became necessary to expand the facilities for education so that democracy may be fully realized in the State.

There was a large expansion of education at the Junior High School and Higher Secondary School stages. The basic system of education with its emphasis on Art and Craft has made education an attractive pursuit. All the subjects of the curriculum in the Basic system are taught through Art and Craft.

To cope with an enormous army of teachers required for the large number of Basic Primary Schools the Scheme known as Mobile Training Squad was introduced and worked successfully. Besides imparting training in the art of teaching, the squads have done very useful public service by organizing social activities in the rural areas. Significant changes in the set up of Higher Secondary education are expected as a result of the report of the Acharya Narendra Deo Committee which is expected to be out very shortly.

The Secondary education syllabus has been divided into 4 groups. With a view to help the candidates in the selection of proper group, regional psychological centres have been opened in different parts of the State. The students have derived benefits from these centres. To supplement the book knowledge various extra curricular activities have been introduced of which Grow-More-Food Campaign, the Tree Plantation, 'Each one teach one' Scheme, Self-help Squads, have been very popular. Along with the practical utility of the type of work done under these schemes, they have benefitted the pupils culturally also. They have got lessons in co-operation and dignity of labour.

The Military Education Scheme introduced earlier continued to function successfully. This education besides imparting physical education has fostered better discipline among the students. The proctorial system also has helped a great deal in checking the ever growing tendencies of indiscipline among boys. The extra curricular activities have given useful employment to boys and have restrained boys from being engaged in indisciplined behaviour.

Education in Agriculture has been made compulsory in one Higher Secondary School and the Government Normal Schools of every district. This measure has been very much welcomed by students. Advancement in this direction will be slow as it involves great expenditure.

There has been great progress in girls education also. But the need of rural areas in this respect is far greater than that of urban areas where sufficient provision for girls education ordinarily exists.

At the Primary stage the year has been more one of consolidation than of expansion.

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