

ANNUAL REPORT
ON
PROGRESS OF EDUCATION
FOR
1950-51



LUCKNOW:
Govt. Printing and Stationery, U. P. (India)

Price, Rs.2-4.]

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CHAPTER I

INTRODUCTORY

EDUCATION is the social process by which the State stabilizes and chastens its way of life. And that system of education is successful which brings about an integrated development of the mind, body and spirit, thus preparing the youth for the fulfilment of the three-fold purpose of life—individual development, civic responsibility and social usefulness. That is why Education is a State Department of paramount importance. A progressive scheme that the State or society may launch can yield the desired fruit only when the citizens of the State and members of society know how to apply their individuality and aptitudes in the performance of social duties and to place duties above rights.

Conscious of the position that Education occupies in national life, the Congress Ministry had, on assuming office in 1937, appointed a Committee under the Chairmanship of Acharya Narendra Deva and had a comprehensive scheme drawn up. Reforms had been started on its basis. But the resignation of the Ministry, the outbreak of the World War and its subsequent repercussions followed by financial stringency stood in the way of the resources of the State being properly utilized on Education. Only in 1947, when the country was independent and the Congress came once again in power, could the schemes be taken up. Four years have elapsed, and during these four years efforts have been made to implement them. When we take into account the delicate situation and the slender resources of the country on the eve of independence, the difficulties in respect of money and equipment that had to be faced and the demands made on the resources of the State by the legitimate necessities of the other Departments that had to be met, what has been achieved in the face of handicaps and obstacles cannot be belittled. In the year under report, the Department continued, in spite of difficulties, to carry on its comprehensive schemes while consolidating the resources for further development.

SUMMARY

BASIC PRIMARY SCHOOLS

(Stage I: Classes I to V)

All the primary schools opened by the Government since 1948 in pursuance of their Five-Year Plan were transferred to the Local Bodies. This has now made them wholly responsible for Primary Education and given them free scope for developing and directing it. The expenditure for 1950-51 under this head increased by Rs.84,50,900 over that of the last year. The number of schools opened under the Plan was relatively small.

Due to financial stringency, only 550 schools could be opened. The Local Bodies did not do much in this direction: even what was expected of them could not be realized. Part of the increase in the number of schools was on account of the merger of the States of Rampur, Tehri and Banaras.

The Mobile Training Squads continued to function during the year under report and sent up candidates for the H. T. C. examination.

JUNIOR HIGH SCHOOLS

(Stage II: Classes VI to VIII)

It appeared incongruous to the Hon'ble Minister of Education that there should be any distinction between the curricula of urban and rural schools. Another disability from which students from rural areas suffered was to make them spend an additional year learning English after they had passed the Hindustani Final Examination. This led to the abolition of all distinction between the Anglo-Hindustani Middle Schools of urban areas and the Hindustani Middle Schools of rural. The name 'Anglo-Vernacular Schools' had already been done away with, in connexion with the implementation of the Five-Year Plan. All schools now follow one curriculum from classes VI to VIII, and they are uniformly Classes VI to VIII have been retained, as are classes I to V in some Junior High Schools.

The last Hindustani Middle examination conducted by the Department was held in 1950. During the year under report the examination was decentralised and put in charge of the District Inspectors of Schools.

PRE-BASIC NURSERY CLASSES

Nursery education continued to be what it was last year. No new nursery schools were opened in the year under report.

HIGHER SECONDARY SCHOOLS

(Stage III: Classes IX to XII)

The Department continued their policy of reorganizing secondary education and encouraged high schools with adequate potential in money, material and equipment to open classes XI and XII. This encouragement by the Department gave good results.

SOCIAL EDUCATION

Social Education received a set-back at the close of the year because of the transfer of Adult Schools to the Planning Department. The Department maintained 1,317 libraries and 3,600 reading rooms in the State. About 9 lakhs of books were issued from these libraries and 20 lakh people visited the reading rooms.

The Central Library, maintained by the Government, continued to function at Allahabad.

Cultural activities, such as folk dances, folk music, etc., were organized to make Social Education attractive to the rural population.

VISUAL EDUCATION

In 1949-50 the Government of India gave a grant of Rs.11.5 lakhs for the purpose of Visual Education. The Department procured with this money several publicity vans fitted with projectors, and prepared a number of films of educational value. A film section was also opened, which distributed films for exhibition on special occasions in educational institutions. Propaganda officers occasionally gave instructive talk to villagers on matters of general interest. The vans proved to be a great attraction and did useful work on occasions of fairs and festivals.

ART AND CRAFTS

The teaching of Art and Crafts continued to receive due attention as an important means to developing the aesthetic sense of the child by directing his creative impulses into useful channels.

Provision exists for the teaching of these subjects at higher stages of education as well.

TRAINING INSTITUTIONS

The Teachers' certificate Examination was abolished in 1949, except for women teachers and for those meant for constructive schools. The Government (C. T.) Training College for Men at Bareilly was converted into a C. T. Training College for women. The Constructive Training College, which has now been shifted to Lucknow, continued to provide the T. C. course for constructive school teachers.

The three special training institutions—the Constructive Training College, Lucknow, the College of Home Science and the Basic Training College (both at Allahabad)—continued to function with success.

MOBILE TRAINING SQUADS

In the year under report, the number of Mobile Training Squads rose from 46 to 49—almost each district now having a squad of its own. Besides imparting training in the theory and practice of teaching, these squads did important work in village uplift. 3,172 teachers trained by the Squads took the H. T. C. examination in 1950.

EDUCATION OF THE PHYSICALLY AND MENTALLY DEFECTIVE CHILDREN

No increase could be made in the year under report in the number of institutions for mentally deficient and physically defective—dumb and deaf—children. The number remained stationary at 11. There was only a slight increase in the enrolment of students.

There is no institution in the State for the mentally defective. The Bureau of Psychology, Allahabad, helped 83 such persons with diagnosis and advice.

CENTRAL PEDAGOGICAL INSTITUTE, ALLAHABAD

The Institute continued to do useful work in regard to—

- (i) formulating and testing the syllabus in primary and secondary school subjects ;
- (ii) evolving methods of teaching various school subjects and preparing attainment tests in them ;
- (iii) correlating syllabuses and lesson plans ;
- (iv) assessing suitability of text-books, guiding authors, publishers, etc. ; and
- (v) organizing and conducting refresher courses for teachers, and vacation courses in higher pedagogy.

BUREAU OF PSYCHOLOGY

The Bureau completed two years of its useful existence in the year under review. As before, it received a number of cases for guidance. 40 of these were for vocational, 60 for educational and 15 for personal guidance.

Verbal Group Tests of Intelligence for students of age groups 13, 14, 15 and 16 were constructed and subjected to the process of standardization. Other tests, such as performance tests, etc., were tried and the process of adaptation to Indian conditions continued.

MILITARY EDUCATION

The State scheme of compulsory military training started in 1948 in seven towns was during the year under report extended to six more. In a training camp organized by the Department at Faizabad, 80 teachers were trained in military Education.

A State youth Rally was held at Lucknow, in January, 1951, in which 2,000 cadets and 40 teachers took part. General K. M. Cariappa, Commander-in-Chief, took the salute at the march past and was greatly impressed by the smart turn-out of the cadets and officers.

The *National Cadet Corps Organization* also worked in full swing. There were 19 Junior National Cadet Corps with 2,974 cadets and 49 senior cadet corps with an enrolment of 4,050. The Junior Corps was confined to classes IX and X, while the senior worked in Universities. The training personnel was provided by the Government of India. Arms, ammunition and equipment were also provided by the Central Government, while the payment for the salary and allowances of the Staff and the expenses on the training of cadets was made by the State Government.

TRAINING IN SOCIAL SERVICE

The original Social Service training of graduates was modified during the year on the model of the Guetawala scheme. In July, 1950, 10 towns in the State were selected, in which students of class XI were trained in social service. To start with, the scheme was confined to 5 selected institutions of each of the 10 selected towns brought under the scheme. Each of these institutions was to train 50 students and thus 250 students were trained in each town.

A Social Service Camp organized at Faizabad from September, 1950 to the close of the year trained a series of batches of cadets in a fourteen-day course. The trainees were taken to villages. There they gave lessons in Hygiene and sanitation to the village people, repaired roads and old houses, dug small tanks and worked night schools for adults.

PUBLICATION

A quarterly journal, the *Siksha* is being published by the Department since 1948. It continued to do useful work by way of acquainting readers of the progress of Departmental schemes and the sectional organizations.

To develop in the young an urge for Scientific work, a competition was organized in the State, and booklet, 'Scientists of Tomorrow' published. The booklet contained a collection of essays written by students on the basis of experiments performed in class. The section has a studio and 16 M. M. projectors of its own.

STATISTICS

Below is given in tabular form of the number of schools, run by different agencies in the State, and scholars therein.

Managed by	Number of Schools			Number of Scholars		
	1949-50	1950-51	Variation	1949-50	1950-51	Variation
Government ..	12,559	1,262	-11,297	8,26,559	1,45,596	-6,80,963
District Boards	16,142	28,051	+11,909	14,49,932	23,77,145	+9,27,213
Municipal Boards	2,143	2,282	+139	3,03,424	3,80,603	+77,179
Aided ..	4,222	4,027	-195	5,00,773	5,81,385	+88,612
Unaided ..	863	1,094	+231	76,227	1,06,804	+30,577
Unrecognized ..	147	956	+809	51,843	64,159	+12,316
Total ..	36,076	38,482	2,406	32,08,758	36,63,692	+4,54,934

CHAPTER II

ADMINISTRATION AND EDUCATIONAL PERSONNEL

A. ADMINISTRATION

THE portfolio of Education was held by the Hon'ble Dr. Sampurnanand during the year. Sri Anand Narayan Sapru continued as Secretary, and Dr. Ibadur Rahman Khan worked as Joint Secretary till he succeeded Sri Sudhir Kumar Ghosh as the Director of Education on the latter's retirement on 23rd February, 1952.

The Director of Education is the administrative head of the Department of Education. He is assisted at the Headquarters by two Deputy Directors of Education and an Assistant Director of Education (women) for facility of administration, the State is divided into five Regions, each of which is under a Deputy Director of Education (and a Regional Inspectress). The regions correspond with the Revenue Divisions of the State.

In every district within the regions there is a District Inspector of Schools who inspects all kinds of schools and exercises general supervision over the educational institutions in the district. There are also in each district one Deputy Inspector of Schools and a varying number of Sub-Deputy Inspectors, who inspect the District Board schools and are under the general control of the Chairman, District Board. An Assistant Inspectress has been appointed in every district to look after girls' education.

The Universities are administered by the Vice-Chancellors' who are assisted by Councils.

The Higher Secondary Schools are managed by Managing Committees, and run with public money and Government grant. The number of such schools maintained by Municipal Boards is small. Junior High Schools are mostly managed by District and Municipal Boards. In the year under report some such schools were also managed by private bodies, which depended for their expenditure on the fees of the students and Government grant. Some Junior High Schools are attached with Training institutions and are called Model Schools. Student teachers have their practice of teaching in these schools. Primary Schools are under District and Municipal Boards. Night Schools for Adults were also transferred to them in November. In addition to these there were separate Inspectors for Sanskrit *pathshalas* and Muslim and Arabic Schools.

B. EDUCATIONAL SERVICE

1. Provincial Educational Service.

This service is divided into two sections; (i) Senior Scale, and (ii) Junior Scale.

The Director of Education is Head of the Department and senior most officer in this Service and is in the grade of Rs.1,700-50-2,000.

(i) *Senior scale.*—In this scale are the two Deputy Directors of Education at Headquarters, the Principal Government Central Pedagogical Institute and the five Regional Deputy Directors. The scale is Rs.500—50—1,000—E.B.—50—1,200, plus Rs.100 as special pay.

Eight District Inspectors of Schools, the Principal of the Banaras Government Sanskrit College, the Secretary of the Board of High School and Intermediate Education, the Director of the Bureau of Psychology, the Director of Social Service, the Director of Physical Education and the Assistant Director (Women).

(ii) *Junior scale.*—The scale of pay is Rs.250—25—400—E. B.—30—700 E. B.—50—850. The total number of posts in the Junior scale were 120 permanent and 12 temporary.

The following were in this scale :

- 43 District Inspectors of Schools.
- 1 Inspector, Sanskrit Pathshalas.
- 1 Inspector, Muhammadan Schools.
- 1 Inspector, Arabic Madarsas.
- 15 Principals, Higher Secondary Schools.
- 3 Principals, Government Training Colleges.
- 1 Registrar, Sanskrit Examinations.
- 1 Registrar, Departmental Examinations.
- 1 Deputy Secretary, Intermediate Board.
- 10 Headmasters, High and Normal Schools.
- 1 Vice-Principal, Central Pedagogical Institute.
- 3 Psychologists, Bureau of Psychology.
- 2 Superintendents, Physical Education.
- 2 Assistant Professor and Librarian, Sanskrit College, Banaras.
- 1 Librarian Central Provincial Library.
- 1 Education Expansion Officer and Inspector, European Schools.
- 1 Personal Assistant to Director of Education, U. P.
- 1 Principal, College of Physical Education.
- 1 Principal, Constructive Training College.
- 1 Secretary, Council of Physical Education.
- 1 Keeper of Records.
- 1 Principal, Raza Degree College, Rampur.
- 1 Additional Deputy Secretary, Intermediate Board.

Women

- 5 Regional Inspectresses of Girls' Schools.
- 1 Personal Assistant (W.) to D. E.
- 8 Principal, Girls' Higher Secondary Schools.
- 3 Principals, Training Colleges.

Temporary

- 1 Deputy Registrar, Departmental Examinations.
- 1 Lady Superintendent, Physical Education.
- 1 Principal, College of Home Science.

CHAPTER III

PRE-PRIMARY AND NURSERY EDUCATION

PRE-PRIMARY (or Nursery) Education is still in its infancy in the State. In July, 1949, Government started at Allahabad a H. T. C. Training School for teachers of nursery schools, which has since turned out two batches of teachers. At the end of the year, however, it was decided to admit women candidates of higher educational qualification.

There are several kinds of Montessori, pre-primary and nursery schools in the State. These can be divided into the following categories :

1. *Montessori Schools that are a part of the Primary Schools to which they are attached*, Which serve more or less the purpose of feeders for the primary section. There were 113 such schools in the State of which 7 received grant-in-aid.

2. *Purely Montessori or Nursery Schools*, which admits children under 5 and send them out for primary education to primary schools. There are in this State 16 schools of this kind, of which 8 received Government grant in 1950-51.

3. *Government Nursery Schools*, which are attached to the Government Normal School for girls at Meerut and to the Government Nursery Training School at Allahabad.

Reports from these schools indicate that much has yet to be done to bring the schools up to the proper level of usefulness. Financial problems, lack of properly qualified staff, adequate provision for equipment—are the chief difficulties in the management of separate Nursery schools.

CHAPTER IV

PRIMARY EDUCATION

It was decided, in accordance with Primary Education Scheme, to open 22,000 Primary Schools in five years. During the last three years the State could open 11,000 primary schools, while in the year under report the number of schools opened had to be limited, due to financial stringency, to 550. In fact, this year was a year of consolidation, not of explanation.

Before 1949-50 there were two chief types of schools in the rural areas :

- (1) Managed by the Government, and
- (2) Managed by the Local Bodies or by private bodies.

This dual system was done away with in November 1950, when Government Primary Schools were transferred to the Local Bodies, which now manage them along with others already under their control. This measure has resulted in the District Boards being wholly responsible for Primary Education. The significant step is likely to help the District made more education-conscious.

In 1948-49 the District Board Statutory Education Committee was abolished and the administration as a whole was transferred to the District Board and its Chairman. The Deputy Inspector of Schools who is the *ex-officio* secretary of the Education Committee was given some powers according to which he controlled all teachers drawing a salary upto Rs.40, while those drawing over Rs.40 were under the control of the Chairman. Sections 63-A and 82 of the District Board Act were so amended as to empower the Chairman of the Education Committee to hear the appeals of teachers drawing up to Rs.40 and the Chairman of the District Board to punish those drawing over Rs.40. The Commissioner of the Division hears appeals of those teachers drawing up to Rs.100. The appeals of those drawing over Rs.100 and of those appointed by the Chairman of the District Board are forwarded to the Government for decision.

SCHEME OF SCHOOL CLASSES

Primary Education in the State extends over a period of five years, roughly synchronizing with the development of children between 6 and 11 years of age. The course is spread over five classes from class I to class V. Though the minimum age-limit for admission to class I has been fixed at age five, the usual age of children admitted to this class is between five and six. In the absence of any arrangement for Pre-primary education in the rural areas, children in this class start with the alphabet and numbers. In the year under report, there was no necessity to hold double-shift classes to complete the syllabus.

SIZE OF CLASSES

The size of classes differs from one Primary school to another. Generally, however, the size of a class does not exceed 40 scholars and the average attendance is between 30 and 35. In rural areas, the number of scholars in the lower classes of a primary school is much larger than in the higher.

Under the rules, one teacher is provided to a school on an average attendance of 30 scholars. Thus, if the average attendance of a school is 60, the school will have only two teachers, despite the fact that it has five classes. One teacher has, therefore, to deal with more than one or two classes at a time. Some schools have only one teacher though the number of students is between 20 and 40.

It is generally noticed that most scholars in rural areas are kept at school for a year or two, after which they are withdrawn by parents to help them in their professional and domestic pursuits. This problem of annual withdrawal will persist so long as (1) classes are not made more attractive for the learners and (2) illiterate parents and guardians are not made more education-conscious.

SCHOOLS

The year opened with four types of schools managed by—

1. the State,
2. the District Boards in rural areas,
3. the Municipal Boards in urban areas, and
4. private bodies from local subscriptions and other financial aids.

In November 1950, the Government primary schools were transferred to the different Districts Boards, so that by the end of the year there were few schools directly managed or maintained by the State. The total number of Government primary schools opened during the last four years from 1947-48 to 1950-51 was 11,550.

The following table gives a comparative statement of schools opened during the year under report :

Managed by	Number in 1949-50	Number in 1950-51	Variations
1. Government ..	11,000	805—10,195	(550 schools were opened in 1950-51, but all the 11,550 were transferred to the District Boards. The number 805 shows the number of schools taken over as the result of the merger of Rampur, Banaras and Tehri States).
2. District Boards ..	14,437	26,405	+11,968 (This includes the 11,550 schools transferred to the District Boards).
3. Municipal Boards	1,840	2,080	+240
4. Others—			
(i) Aided ..	2,694	2,430	—174
(ii) Unaided ..	1,138	253	—885
Total ..	31,019	31,973	+954

The increase under District Boards is due to the transfer of Government Primary Schools. Aided and unaided schools show a decrease in number as most of these schools have been either taken over by District Boards or closed for paucity of funds. The District Boards find it difficult to pay them substantial grants, and the managements of these schools do not obtain sufficient money from the public to run them. It is but natural, therefore, that the number of such schools should gradually dwindle.

SCHOLARS

The schools show a considerable rise in the enrolment. Last year this increase was reported to be 25 per cent, but this year it is only 15 per cent.

The following statement gives the comparative figures of scholars in different types of schools :

Managed by	Number in 1949-50	Number in 1950-51	Variations
1. Government	6,41,698	55,711	This number has been included in the District Boards this year.
2. District Boards	12,66,460	21,85,671	
3. Municipal Boards	2,70,674	3,45,534	
4. Aided	1,05,492	1,20,916	
5. Unaided	33,158	19,572	
Total	23,17,462	27,27,404	+3,54,205

The distribution of scholars receiving general education, according to the various age-groups, is given in Table VI-A pages 56-A-59-A of part II of the report.

Thus 45 percent of the total number of scholars are in class I, wherein the ages range between below 5 to 9 and 10. This clearly shows that a good percentage of these scholars stagnate in class I.

SINGLE-TEACHER SCHOOLS

In spite of the best efforts of the Inspecting Officers single-teacher schools continue to exist. A single-teacher cannot be expected efficiently to deal with 3 or 5 classes simultaneously. Such schools may have to be tolerated in hilly, sparsely populated areas, like the hilly tracts in the Tarai of the Jamuna or in the Dudhi area in the south of Mirzapur or in the Kumaun region, but they can serve no useful purpose in densely populated areas unless they act as feeders to some Primary Schools near by or have an opportunity to grow into full-fledged Primary Schools. This year these schools registered an increase in number for the special reason of the merger of the three states of Rampur, Banaras and Tehri. The following table shows the number of schools and their enrolment :

Year	No. of Schools	Enrolment
1949-50	1,108	31,938
1950-51	5,679	1,86,790

The average enrolment per school comes to, roughly, 33.

TEACHERS

(a) *Number.*—The total number of teachers working in Primary schools under the management of local bodies increased from 42,105 in 1949-50 to 65,201 in 1950-51. One reason for this increase is that 19,849 teachers working in the Government Primary Schools were transferred under the service of the District Boards. If this figure is left out of account, the increase in the number of teachers is but nominal.

According to the figures given above, the average number of students per teacher is 42. Really speaking, this figure is too high for a system of education, in which the child is the centre of education and individual attention is the prime need. Further in most of our Primary schools with five classes, the number of teachers is usually 3 or 4. In a majority of cases, therefore, the teacher has simultaneously to look after 2 or 3 classes.

(b) *Qualifications.*—The minimum professional qualification for a teacher was the possession of the Primary Teacher's certificate: This examination was abolished in 1943 and has now been substituted by the Hindustani Teacher's Certificate, which catered up to 1947 to the needs of the Hindustani Middle Schools, now called Junior High Schools. In 1948 this course was reduced to a one-year one and is now a qualifying examination for the primary-school teacher. Thus two types of trained teachers are now working in primary schools—

- (i) those holding the old Primary Teachers' Certificate,
- (ii) those holding either the old Vernacular Teacher's or the Hindustani Teachers' Certificate, and those holding the new Hindustani Teachers' Certificate.

The dearth of trained teachers prompted the prescription of a lower minimum qualification for a temporary appointment in a primary school, which is the possession of a Hindustani Middle Certificate. These teachers are educationally and professionally ill-equipped, nor do they possess adequate enthusiasm for their work.

The following table shows the number of trained and untrained teachers working in Primary Schools :

Managed by	1949-50			1950-51		
	Trained	Untrained	Total	Trained	Untrained	Total
Government ..	3,788	15,216	19,008	317	822	1,128
District Boards ..	23,397	8,838	32,265	30,727	23,447	54,174
Municipal Boards	3,918	2,986	3,904	3,379	2,922	6,301
Aided ..	357	3,395	3,752	767	2,365	3,132
Unaided ..	29	392	420	28	347	375

(c) *Scales of pay.*—The following scales of pay were sanctioned by the State with effect from April 1, 1949, for teachers of Primary Schools.

Headmaster.—Rs.45—1—50—E. B.—1—56—E. B.—1—60.

Trained Assistant.—Rs.35—1—40—E. B.—1—45—E. B.—1—50.

Untrained Assistant.—Rs.30.

The Dearness Allowance sanctioned was Rs.12 upto a salary of Rs.40 and Rs.13 for that above Rs.40.

Some District Boards have not yet been able because of financial stringency, to pay their teachers according to the sanctioned scale. They are being persuaded to do so, and it is expected that with a little aid from the State, they would be able to give effect to the sanctioned scales.

SCHOOL BUILDINGS

There has been no appreciable improvement in primary school buildings. An insignificant number of buildings could be constructed during the year under report. This was mainly due to scarcity of building materials and high cost. Further, the District Boards are finding it difficult to maintain the existing school buildings in good repairs—not to speak of new constructions. In fact, the position in some districts has grown alarming.

The buildings of the former Government Primary Schools (now transferred to District Boards) were constructed by the public with the help a State subsidy of Rs.1,000 per building. Before the transfer, 4,148 buildings had been completed, but available reports show that the District Boards may not be able to maintain these in good repair. The Self-Help squads of some schools have come to the rescue of their buildings in the matter of repairs and have kept them in good trim.

EQUIPMENT

Most schools were poorly equipped. Even the *tat pattis* on which students sit were just rags. There is no furniture worth the name.

EXPENDITURE

The expenditure on Primary Schools for Boys is given in Table V-A on pages 28-A—41-A of part II of the report.

The following figures are quoted from that statement :

<i>Total Direct Expenditure</i>		Rs.
1. State Funds	.. .. .	2,11,98,968
2. District Boards Funds	.. .. .	67,96,142
3. Municipal Board Funds	.. .. .	29,07,157
4. Fees	.. .. .	13,48,506
5. Endowment	.. .. .	2,257
6. Other Sources	.. .. .	4,15,266
	Total ..	<u>3,26,65,296</u>

The average expenditure per boy thus works out to Rs.13, as against Rs.13-13-7 in 1949-50 and only Rs.10 in 1948-49. In 1939, the Primary and Secondary Education Re-organization Committee worked out this average Rs.7-3-10.

METHODS AND STANDARDS OF TEACHING

The Primary Schools followed the curriculum prescribed by the Education Department. All these schools are now Basic Schools, which aim at all-round development of the child who is to be the centre of education.

Teachers in Basic Schools are expected to follow the lines of the natural tendencies of the child and to provide a suitable environment for the development and strengthening of these tendencies. The child thus learns more from experience. The principal of self-activity is the guiding principle which every teacher is expected to follow. This aim can be achieved by teaching through the Basic Crafts and by correlating the different subjects of the curriculum. The teacher thus occupies the position of a helper and guide, whose business is to watch the child and to encourage him in expressing himself.

Reports from some districts show that even trained teachers have often failed to follow the methods and principles on which Basic Education is based. It is necessary to improve and reform teacher training on these lines, and to hold refresher courses from time to time. The untrained personnel still follows the traditional method of teaching the whole class or the group, instead of taking care of the individual.

Emphasis is laid on Basic Crafts and the work in art and crafts is said to be improving. The teaching of General Science and Social Studies is unsatisfactory. Lack of necessary, and even essential, equipment is also responsible for the low standard of teaching.

Since the establishment of a Normal School in every district, it is expected that better equipped teachers would be turned out, which would be reflected in the standard of teaching.

WASTAGE

The incidence of wastage has considerably gone down in our Primary Schools. Vigilant supervision has greatly reduced the number of cases of stagnation. The following table gives an idea of wastage in Primary Schools :

Serial number	Year	Enrollment in class	Number
1.	1946-47	I (old infant)	6,31,611
2.	1947-48	II (old class I)	3,37,105
3.	1948-49	III (old class II)	3,85,070
4.	1949-50	IV (old class III)	3,40,905
5.	1950-51	V (old class IV)	3,17,326

The above figures are only approximate, for they include boys reading in the primary section of the old Anglo-Hindustani Schools. The percentage of wastage according to the figures work out to 49.7.

CONTROL

Primary Education is now exclusively under the charge of local bodies of District Boards in rural areas and of Municipal Boards in urban.

The Inspection of schools under district Boards is done by Deputy and Sub-Deputy Inspectors of Schools who are all Government Servants. They also help the chairman, District Board, in the general administration of the schools. The number of the Inspecting Staff continued to be what it had been last year. The Municipal Boards have their own Superintendents of Education who are assisted by attendance officers.

NEW DEVELOPMENT AND RE-ORGANIZATION

Due to popular demand, the control and administration of all the primary schools opened by the Government were transferred to the District Boards in the year under report. This was in consonance with the democratic set-up of the State, which, to realise the true democratic ideal, requires the public to be instructed in the administration and management of Local Self-Governing bodies, and the powers to be decentralized. The Primary School Curriculum underwent extensive changes, and all distinctions that existed between Hindustani Schools in rural areas and Anglo-Hindustani in urban were done away with.

Another feature was the scheme of marketing the articles produced at schools. Formerly the yarn spun by students, newar, clay models, writing pads, etc., were stored up in schools, but arrangements are now being made to sell off the articles produced in previous years and to produce such articles as may find a ready market.

New black-boards have been put up in most schools, and headmasters instructed to record thereon for the benefit of the students the important events of the day. Students are being trained in good habits, manners and general knowledge. Self-Help squads, formed in schools, contributed much to social uplift and constructive activities in rural areas. Experiments in Grow More Food, Tree Plantation and Social Services were also carried on.

Some of the teachers in Primary and Junior High Schools of the Allahabad district were trained in fruit preservation under the auspices of the Industrial Chemistry section of the Government Constructive Training College, with a view to helping them to utilize the seasonal fruit available in their localities.

COMPULSORY EDUCATION

(a) *In Rural Areas.*—In 1947 was sanctioned the scheme of opening Government Primary Schools on behalf of the State, and it was estimated that 22,000 schools would be needed to saturate the State in respect of compulsory Primary Education.

The number of schools opened every year in accordance with this scheme is given below :

1947-48	..	..	..	..	..	2,311
1948-49	..	..	..	..	..	4,569
1949-50	..	..	..	..	..	4,120
						<hr/>
					Total	.. 11,000
						<hr/>

In three years only 50 per cent. of the estimated number of schools could be opened. During the year under report the scheme had to be abandoned because of financial stringency. Had the scheme progressed at this rate, the expectation was that within the next two or three years the whole State would be saturated. In fact, only 23 districts could be saturated in four years, and that is why compulsory education could not be extended to any new area. It was confined to 357 selected areas under 26 District Boards.

In most areas, the scheme is not working to satisfaction. It is reported that literacy did not extend beyond 30 to 40 per cent. The rural population is all too eager to employ their sons in domestic duties at ten years age. The economic strain and stress compel them to engage the boys in work at the fields or in grazing cattle. Consequently, children in most cases fail to attain literacy after two or three years at school. Courts of law, too, are responsible for the failure of the scheme, for they are not alive to the importance of Compulsory Primary Education. The local committees, too, take only a lukewarm interest. They incline to be lenient to the parents and the public try to keep the wards away from school.

According to the census figures, the number of boys of school-going age (from 6 to 11) was 83,585, out of whom 52,078 boys were actually admitted to schools. That is to say, 60 per cent. boys were on roll and the average attendance was 84 per cent.

(b) *In Urban Areas.*—In July, 1948, the Government took in hand the scheme of introducing compulsion in all urban areas, as a result of which compulsion was enforced in 86 municipalities. The year under report was the third year of the scheme, and in spite of obstacles in the way work in these areas is progressing satisfactorily.

Census of Children.—According to it, the number of boys of compulsory age in these areas was 3,42,524, of whom 2,95,451 gained admission in schools. The percentage of boys on the rolls thus came to 86.3.

The problem of transportation of boys to school was not acute in urban areas, except in the case of a few poor guardians, but in the present conditions there is a great dearth of suitable school buildings in every town. This interferes with the arrangement of accommodating requisite number of boys in a school.

Some respectable people prefer their sons to be educated at home rather than send them to these primary schools.

In 1949-50, only 2,70,674 had been admitted, this year, therefore, there has been an encouraging increase. The average attendance did not show an appreciable change. Last year it was 85 per cent. and this year, 83.

Schools.—In the previous year the number of schools in these areas was 1840. It increased this year to 2,044.

School Buildings.—No satisfactory progress was made this year in this direction. The increase in number necessitated the opening of classes in whatever buildings were available. Some are but residential houses with small rooms and without adequate ventilation and lighting arrangements. Teaching work was mostly done in the courtyards or verandahs.

Equipment.—Since 1948, four lakhs of rupees are given as grant to municipalities for purchase of equipment. In the year under report, only two lakhs of rupees could be granted for the purpose.

Teachers.—There was a paucity of trained teachers. Before the year 1948, 2,214 teachers were working in these areas. Last year the number went up to 7,703 and 1950-51, it was 7,847. Most teachers however were untrained.

Inspection.—Under this scheme each Municipality appointed a Superintendent of Education who had some Attendance Officers under him. Each of the latter looked after 2,000 boys at the most. The work of inspection, therefore, proceeded well.

Finances and Expenditure.—The total expenditure in 1950-51 was Rs.65,87,473, as against 45 lakhs in 1949-50. The Government provided out of its fund three-fourths of this expenditure. Before 1948 the Government paid only two-thirds.

CHAPTER V

BASIC EDUCATION

For some years prior to 1947, two types of Primary Schools ran side by side—one followed the principles of Basic Education and the other of the traditional variety. In July 1948 it was decided under the Educational Reorganization Scheme, to follow the Basic curriculum in all Primary Schools. To implement this decision, teachers unacquainted with the Basic curriculum were put through a short-term refresher course at the Basic Training College, Allahabad. Thus, in 1949-50 all the Primary Schools in the State were enabled to follow the Basic Curriculum.

The Basic curriculum rationalizes the content of education and also the teaching procedures, for it has been conceived in terms of experience and activity rather than of facts to be memorized and stored. Whatever the child learns, he does in a scientific manner and from experiencing the

environment. The chief purpose of this education is to acquire knowledge and proficiency in a socially useful and productive art or craft. All the other subjects are correlated with this basic craft, and they come naturally to the learner. This Education makes heavy demands on the teachers, for success can come only as the result of much thoughtful work and of an insistent effort to keep all teaching in accord with the natural development of the child. Every subject of the curriculum has to be integrated with the home and the life of the community. Not every teacher can, therefore, achieve success in teaching in accordance with the principles of Basic Education.

Every school in the State arranges for some activities in art and some craft e.g., Spinning and Weaving, Gardening, Paper work, Card-board work, etc., children are naturally attracted towards art and take to it with interest, for art gives them great scope for self expression and helps them in the cultivation of their aesthetic sensibilities.

Schools with some open space and watering facilities have beautiful gardens, maintained by boys.

Besides the three R's, the students of the Basic School are taught Social Studies, Art and Hygiene and Sanitation. Physical Education occupies a prominent place. Most schools have class rooms tastefully decorated with art work done by pupils. In the Lucknow region, teachers have been provided with thread and needles to mend the torn clothes of the pupils. In some districts provision has been made for pupils to wash their clothes once a week with *ritha* or soap.

The scarcity and high cost of materials required for Art and crafts work proved to be a great handicap in the way of the development of Basic Education. Other factors to be reckoned with are the fossilized teacher with his traditional and age worn ideas, his inadequate training and lack of facilities for private study to equip himself. The rapid extension of education, needed by the democratic set-up of the country to educate the maximum number of its citizens, meant the opening of a large number of schools which had to be run by untrained teachers, ill-equipped, ill-informed and ill-aptated. These factors are not less potent as obstacles to the development of Basic Education.

To meet the difficulty faced in marketing the articles produced by the children at school, a Marketing Officer has been appointed. His specific duty it is to see that children produce articles that may be marketable and fetch a price. The yarn spun by boys at schools is now mostly woven into cloth, which is used as dusters for schools or napkins for the children.

To improve Basic Education, it is very necessary so to adapt the Curriculum for Normal Schools as to turn out really qualified teachers, efficient to teach in accordance with the fundamentals of education. Organizing Refresher Courses for teachers every third year would also prove very helpful.

CHAPTER VI

SECONDARY EDUCATION

SECONDARY Education is now imparted in two stages :

1. Junior High School stage which comprises classes VI, VII and VIII.
2. Higher Secondary stage which comprises classes IX, X, XI and XII. During the interim period some schools have only classes IX and X with Junior High Schools attached to them.

1—JUNIOR HIGH SCHOOL STAGE

(1) *Schemes of school classes :*

These schools have classes from VI to VIII. In the present set up a Junior High School can have a separate identity specially in rural areas or can attach Primary classes from I to V to it. It could also form part of the Higher Secondary school. With the abolition of the distinction between Hindustani Middle Schools and Anglo-Hindustani Middle Schools the Junior High Schools have a uniform syllabus whether these be situated in rural or urban areas. In the reorientation a large number of Junior High Schools are either managed by District Boards or Municipal Boards or by privately managed bodies. There are 8 Junior High Schools attached to the Government Normal Schools of the State which serve as Model schools. These are under the direct control of the Department. The Junior High School is the third step in the educational ladder and enjoys a pivotal place in the Educational system.

2. *Size of class :*

The maximum number of students allowed in each class is 35 but in the event of pressing demand 5 more additional special admissions can be made with the permission of the District Inspector of Schools.

Reports received from District Inspectors clearly indicate that the number of students in a class hardly exceeds 40 in any of the schools. However due to shortage of space in the rooms in a few places instead of providing 10 cubic feet of space only 8 cubic feet of space could be provided for each individual child.

The following table gives the number of Junior High Schools :

Management	1949-50	1950-51
Government	103	108
District Board	1,268	1,455
Municipal Board	93	94
Aided Institutions	297	223
Unaided Institutions	397	506
Unrecognized	106	163
Total	2,264	2,549

Schools under the State management have increased due to the merger of the three States—Tehri-Garhwal, Rampur and Banaras and also on account of the taking over of some of the enclaves in the districts of Hamirpur, Banda, Jhansi and Jalaun.

4. Scholars :

The total enrolment during the years 1949-50, and 1950-51 is given below :

Management	1949-50	1950-51	Variations	Number of Girls reading in Boys Schools.	
				1949-50	1950-51
Government	16,273	17,038	765	2,153	3,093
District Board	1,61,860	1,78,857	16,997	..	..
Municipal Board	12,862	13,823	961	..	..
Aided Institutions	28,864	23,618	5,246	..	..
Unaided Institutions	32,501	46,433	13,932	..	..
Total	2,52,360	2,79,769	27,409	2,153	3,093

In 1949-50 the average enrolment for each school was 117 while during the year under report it was 118. There is very little appreciable change in this direction.

According to the age group the enrolment was as follows. The figures given include scholars reading in classes VI, VII and VIII of Higher Secondary Schools :

Age group	1950-51		
	Class VI	Class VII	Class VIII
7 to 8	2,352	1,645	114
8 to 9	5,026	3,420	516
9 to 10	12,494	7,002	2,153
10 to 11	23,926	15,315	6,299
11 to 12	35,617	24,309	14,421
12 to 13	28,597	24,357	22,085
13 to 14	21,128	26,960	28,777
14 to 15	14,467	16,991	29,635

Boarders and Day Scholars :

There is an appreciable decline in the number of scholars living in hostels. This is due to starting of a large number of schools near the home of the scholars in rural areas, and hence the necessity of going to distant places does not arise. The number of residents in approved hostels is given below :

Management	1950-51	1949-50
Government	435	303
District Board	16,331	17,666
Municipal Board	24	42
Aided Institutions	1,367	1,775
Unaided Institutions	1,490	1,048

Average attendance :

Following is the average attendance of the scholars in different recognized institutions :

Management	1950-51	1949-50
Government	14,227	13,728
District Board	1,59,762	1,39,181
Municipal Board	11,740	10,685
Aided Institutions	20,632	25,027
Unaided Institutions	39,425	28,013
Total ..	2,45,786	2,16,634

The percentage of attendance comes to 87.9 which can be considered satisfactory. There is very little difference in the average attendance of different types of institutions.

5. *Teachers :*

With the increase in the number of schools, the number of teachers has also increased. It is a matter of satisfaction that the majority of teachers are trained (H. T. C.). In order to provide teachers for Junior High Schools J. T. C. training for High School passed candidates has been introduced since 1948.

Following table gives the number of trained and untrained teachers in Junior High Schools :

Trained			Untrained		
1949-50	1950-51	Variations	1949-50	1950-51	Variations
7,922	8,886	964	2,296	3,043	747

Scales of Pay :

Following scales of pay were sanctioned for the staff of the Junior High Schools working under the Local Bodies :

Head Master—55—2—57—3—60—E. B.—4—80.

Assistant Teachers.—40—2—50.—E. B.—3—65.

English and other special Teachers.—45—2—65—E. B.—3—80.

Although the above scales were sanctioned from July 1, 1949 still some of the Local Bodies have not yet been able to implement them. Hence liberal loans and grants were given by the Government to different Boards for this purpose and it is expected that the above grades will be given by the Boards in the near future. In 1949-50 twenty District Boards were sanctioned loans amounting to Rs.10,14,200 and in 1950-51 a loan of Rs.6,52,000 was given to 11 more Districts.

Government has sanctioned the scale of Rs.45—2—65—E. B.—3—80 for J. T. C. teachers but such teachers are not coming forward on this low salary. Hence revision of scales is under consideration.

In Junior High Schools which are attached to the Higher Secondary schools, under-graduate trained C. T., or graduate trained L. T. or untrained teachers are still engaged for teaching. Their scales are mandatory and are paid regularly.

6. School buildings :

Due to financial difficulties and lack of building material no progress in the direction of the school buildings for the Junior High schools could be made during the year under report. The condition of buildings of Board Schools is generally unsatisfactory. They are incomplete, *kachcha* and ill-ventilated. Most of the newly started schools are housed in temporary thatched huts, while the buildings of others are borrowed residential houses. Most of the buildings owned by the District Boards have also not been kept in good repairs. Few of them possess open play-grounds.

7. Expenditure :

The following table, shows the expenditure incurred on Junior High Schools from different sources :

Sources	1949-50	1950-51
Government	24,74,978	29,76,096
District Board Funds	6,27,667	10,01,446
Municipal Board Funds	4,92,206	7,43,833
Fees	30,86,274	47,64,559
Other Sources	7,51,211	10,23,430
Total ..	74,32,336	1,05,09,364

The increase in the number of schools and scholars is mainly responsible for the increase in expenditure. The increase was also partly due to the increased increments in salary of teachers accruing from year to year.

The expenditure per scholar was Rs.37.57 as compared with Rs.29.45 in 1949-50. This was mainly due to dearness and increments in the salary of the teachers.

8. Curricula :

The curricula of the Junior High Schools was thoroughly revised in 1948 so that the undesirable distinction between the Hindustani and Anglo-Hindustani Schools may disappear. Accordingly the subjects of study were divided into the following three groups.

A—Art and Basic Craft.—Art is compulsory. While the students are given to choose a craft out of the following, so that they may learn the craft according to their own interests, spinning and weaving, Wood-craft, Metal-craft, Book-craft, Agriculture, Rural Knowledge. Girls have been allowed to offer House-craft.

B—The following subjects were compulsory—Hindi, Mathematics, Social-studies and Physical Culture.

C—The students had to offer any two of the following optional subjects—Music, Commerce, Physiology and Hygiene, one classical language, English, one Modern Indian Language (Bengali Punjabi, Sindhi, Urdu, Gujrati, Marathi) and General Science.

In addition to these a student may take one more optional, but he is not to be examined in that subject.

General Science remained optional, but it was to be made compulsory as soon as the funds were available to equip the school with necessary appliances. As a first step towards this Government sanctioned during the year 1949-50 a special grant of Rs.2,25,000 for the purchase of apparatus and equipment for the introduction of General Science in 225 Junior High Schools of the District and the Municipal Boards in the State at the rate of Rs.1,000 per school. Government also sanctioned another sum of Rs.1,25,000 at the rate of Rs.500 per school for the purchase of furniture primarily to equip science classes in these, and 25 more schools were to be given General Science grant during the next year. In addition a recurring grant of Rs.73,450 was made available for the salary of General Science teachers in these Junior High Schools. During the year under report, too, the Government has sanctioned a sum of Rs.1,12,000 for the introduction of General Science in 112 District and Municipal Board Junior High Schools. It has also sanctioned a sum of Rs.63,000 for the purchase of furniture for these schools. In addition a recurring grant of Rs.46,950 has been given towards the salary of Science teachers.

9. *Medium of Instruction :*

The medium of instruction in the Junior High school subjects is Hindi. It has been declared the State Language and all the boys of the Junior High Schools have to read Hindi compulsory as the first language.

10. *Indian Languages :*

Along with compulsory Hindi there is a provision for teaching the following modern Indian Languages—Urdu, Bengali, Gurmukhi, Sindhi. Among the oriental languages Sanskrit, Persian and Arabic are taught. The number of students offering Persian and Arabic have considerably declined.

11. *Discipline :*

No incident worthy of attention was reported in the year under report which indicated any lack of control or discipline.

12. Inspection :

The Deputy Inspector of Schools and Circle Sub-Deputy Inspector of Schools belonging to the District inspecting staff inspect the Junior High Schools in the State. Schools under the Municipal Boards are under the jurisdiction of their Education Superintendents. The District Inspector of Schools visits and inspects these schools as the Chief Education Officer in the District.

13. Scholarships, stipends and freeships :

100 Scholarships are awarded each year on the results of the Hindustani Middle School Examination to meritorious students under para. 352 of the Educational Code. Each District Board also awards a scholarship to a student who stands first in order of merit and is recipient of a Government scholarship under District Board Educational Rules. The State also awards stipends to poor students belonging of Scheduled castes, backward classes, Momins and Ansars. The Indian Christian students are also awarded separate scholarships. The sons and daughters of Indian soldiers also get scholarships.

A scheme has been launched to award scholarships to destitute students. Some scholarships have also been reserved for the sons and dependents of Political Sufferers and to Refugee Students.

The number of scholarships and stipends awarded to students at the Junior High School stage during 1950-51 are given in the table below :

Scholars	Number of Scholars receiving scholarships and stipends	Amount spent on scholarships
		Rs.
A—Stipends to Political sufferers	253	45,779
B—Stipends to destitute children	228	5,640
C—Stipends to Refugee children	136	11,468
	35	2,329

Fees.—Fixed rates of fees given in the Education Code are realized from students of all the Junior High Schools in the State.

14. Examination results :

The Registrar Departmental Examinations, U. P., conducted the last Hindustani Middle School Examination in 1950. The number of students who appeared at this examination was 72,671. Out of this 47,085 were successful giving a percentage of 64.7 per cent.

2—HIGHER SECONDARY EDUCATION

1. The scheme of School classes :

Although this stage includes four classes IX to XII only still except for two or three institutions in the State almost all institutions have also Junior High School sections i.e. classes VI to VIII attached to them. A few institutions specially of Girls' have retained Primary Sections as well.

Following is the prescribed scheme of Courses available :

1. Literary.
2. Scientific.
3. Constructive.
4. Aesthetic.

A student has to go through a complete course of a particular type or group in a period of four years. If a student desires a change, it is permitted after two years to enable him to select out suitable course of study to suit his interest and aptitudes.

Provision has also been made for the study of Allied Courses in all the four different groups, to enable the child to select out suitable courses of study to suit his individual interest and needs. Two types of subjects have been prescribed—main and subsidiary. Main subject however forms the centre of a particular group. Subsidiary subjects are of the nature of optional subjects which are included to subsidise the study of the main subjects.

Hindi is compulsory in all groups, while in Literary and Scientific groups, English is also compulsory. Teaching of the four types of subjects—Literary, Scientific, Constructive and Aesthetic existed even before grouping. Science and Crafts were grouped as optionals and the students were free to select one or two of the optionals not according to their aptitudes and interests but to circumstances and needs.

Due to financial stringency it has not been possible to raise all High Schools to the status of a Higher Secondary Schools. There are still a large number of schools with classes VI to X only. A few Degree colleges also have the two top classes of the Higher Secondary Schools commonly called intermediate classes attached to them.

2. Due to pressing demand for education the sizes of the classes have also been increased. The maximum number of students to be admitted in classes IX and X is 40, while for classes XI and XII, 50 is the number provided in the rules.

20 per cent more students can be admitted with the permission of the District Inspector of Schools. New institutions are also gradually coming into existence in each District. This increased strength of the classes presents difficulties specially in Practical work in the correction of written exercises, and adversely affects the efficiency.

3. There had been a considerable increase in the number of Higher Secondary Schools during the year under report. Following table gives the increase in the number of such institutions during the last two years:

Management	1949-50	1950-51
Government	73	8 1/5 Central Government
District Board .. .. .	..	2
Local Bodies	15	12
Aided	592	646
Unaided	78	92
Total	758	833

It is clear from the above that there had been a considerable increase in the number of privately managed Higher Secondary Schools. This is an evidence of public interest and encouragement.

Out of a total of 987 schools 635 have classes only upto class X and the rest 352 have been raised to Higher Secondary Schools with classes up to XII class. The fully developed Higher Secondary Schools have selected groups as under. The aim of the re-organization was to start multilateral schools which may provide all facilities to children of a locality to select suitable type of education for them.

Literary	Scientific	Constructive	Aesthetic
930	225	388	121

Some of these have received recognition in one, some in two, some in three and a few in all the four groups. Literary and constructive groups are more popular. Scientific group is not advancing due to lack of equipment and provision for Laboratories which are essential for science teaching.

A list of the different crafts included in constructive group is given below :

1. Commerce.
2. Agriculture.
3. Book Craft.
4. Wood Craft.
5. Spinning and Weaving.
6. Tailoring.
7. Industrial Chemistry.
8. Ceramics.
9. Leather works.
10. Metal Works.

4. Scholars :

With the increase in the number of institutions the increase in the number of scholars is quite natural. The number of Scholars in Higher Secondary Schools is shown in the table below :

Management	1949-50	1950-51	Variations
Government	29,903	33,675	3,772
District Boards .. .. .	..	587	587
Municipal Boards	5,725	5,590	135
Aided Institutions	2,50,374	2,97,442	47,068
Unaided Institutions	14,715	20,915	6,200
Total ..	3,00,717	3,58,209	57,492

According to the distributions given above the average number of students in each school comes to a little above 425. This clearly indicates that almost all the institutions had full enrolment and the number of scholars in a school ranges from 200 to 1,500.

Age group :

In this paragraph only age-wise distribution of the scholars of classes IX to XII have been considered and the distribution according to age is shown in the table below :

Age ranging from 8-9 up to 16-17 years	Class IX	Class X	Class XI	Class XII
8-9	9	1	..	..
9-10	39	25	4	1
10-11	255	89	5	..
11-12	1,363	266	7	..
12-13	3,543	1,292	65	2
3-14	6,628	3,161	268	104
14-15	13,016	7,476	1,071	359
15-16	12,469	10,282	3,271	1,602
16-17	10,794	11,652	3,802	2,603

These figures are taken from the statement VI-A of the statistics given on pages 34 and 35. The figures given in the above table clearly indicate that in some of the institutions the classes are of heterogeneous nature according to age distribution. From the disciplinary point of view such classes often present difficult problems.

The number of residential scholars has considerably decreased. Satisfactory Hostel accommodation is provided only in State managed schools or in a few first rate aided institutions only. The decrease in the number of residential scholars is partly due to the opening of a large number of schools in rural areas, which the scholars attend either on cycle covering distances ranging from 8 to 10 miles or travel by trains. After their days work in the schools, these scholars prefer to utilize the rest of the day at their respective homes.

The total number of scholars residing in approved hostels was 11,865, which is only 3 per cent. of the total enrolment.

Average attendance :

The average attendance had been reported to be very satisfactory. Under Regulation 4 Chapter XVII of the regulations of the Board of High School and Intermediate Education a scholar has to put in 75 per cent. of the attendance before he can be allowed to take up the High School or Intermediate Examination.

The average attendance as shown in the statement IV-A of the statistics is 90 per cent.

5. Teachers number and scales of pay :

The number of teachers has also increased with the increase in the number of scholars. Training institutions have failed to meet the demand for trained teachers, with the result that the number of untrained teachers

has been on the increase. The figures given in the table below give a clear picture of the same :

	1949-50	1950-51	Variations.
Trained Teachers ..	6,581	7,588	1,007
Untrained Teachers ..	7,260	7,956	696
Total ..	13,841	15,544	1,703

Thus the average number of teachers per school is about 19, while the average number of scholars per teacher comes to 24. But the number of scholars is not always the same, because in the top classes of the Higher Secondary Schools specialist teachers are employed who teach a particular subject of a group in which the number of candidates is not very large.

Scales of pay :

The following scales of pay have been prescribed for teachers with different qualifications in Government Higher Secondary Schools.

1. M. A., M. Sc., preferably trained for classes XI and XII—Rs.200—10—250—E. B.—10—E. B.—14—450.
2. Trained Graduates for VIII, IX and X Rs.120—8—200—10—300.
3. Trained undergraduates for VI, VII and VIII Rs.75—5—120—E. B.—8—200.

Besides the above categories of the teachers there are teachers of Oriental and Modern Languages, Art Masters, Physical Training instructors and teachers of different crafts who are given grades according to their qualifications.

Non-Government Institutions :

In 1948, Government introduced mandatory scales of pay in all the non-government institutions. Practically all institutions pay the same scales of pay to their teachers as it is compulsory condition for receiving grant-in-aid from the Government. In some of the institutions the teachers were receiving higher scales of pay, hence they were allowed to enjoy the same. These grades are, however, less than the grades sanctioned for *Provident Fund Scheme :*

Provident Fund Scheme :

There is a Provident Fund Scheme for all the teachers serving in aided institutions.

Advantage to contribute for Provident Fund has been extended to teachers of over 40 years of age and other employees of the institutions receiving aid from the Government. According to this scheme each teacher has to contribute one anna per rupee per month out of his salary to which

the management adds, an equal share. At the time of retirement of the teacher the State contributes one-third of the amount thus accumulated. This provision is a great relief to the teachers as they do not get any pension or gratuity after retirement.

Teachers in the Government institutions are governed by the General Provident Fund Scheme and the newly introduced Pension-cum-Provident Fund-cum-Insurance Scheme. Both these schemes have proved to be of great advantage to the Government servants.

6. School Building :

No significant progress could be made in the construction of school buildings due to scarcity of building material. Extensions in the existing buildings and additions of new buildings are urgently needed. However the older institutions have good buildings of their own. This is due to the fact that the possession of a good building was a necessary condition for receiving recognition for the school.

The newly started Higher Secondary Schools in rural areas have either converted residential houses into school buildings or have constructed temporary sheds. Such a condition is far from satisfactory. Besides inadequate these are, illventilated, insufficient and unattractive.

Most of the Government institutions have good buildings except for the newly converted Government schools in hilly tracts of Almora and the enclaves.

The total grant-in-aid paid to non-Government aided institutions for building purposes during 1950-51 was Rs.3,02,250.

In the Government institutions Rs.3,51,200 were distributed for new construction and special repairs of buildings.

Expenditure :

The following table gives the amount spent on Higher Secondary Schools :

Management	1949—50	1950—51	Variations
Government	90,81,010	1,10,32,604	19,51,594
District Boards	24,705	34,061	9,356
Municipal Boards	3,40,656	3,33,488	7,168
Fees	1,37,17,460	1,84,85,332	47,67,872
Religious endowments .. .. .	.. .. .	6,38,379	6,38,379
Other sources	27,95,737	34,54,973	6,59,236
Total	2,59,59,568	3,39,78,837	80,19,269

From the statements above it is clear that the percentages of expenditure on Higher Secondary Education through different sources is as follows :

Government	32.5
District Boards .. .. .	.1
Municipal Boards	1.0
Fees	54.4
Religious endowments	1.8
Other sources	10.2

The majority of the institutions function with the help of Government aid and the fees. The contribution from the public is quite negligible.

The average expenditure per boy comes to Rs.95. Out of the total expenditure Rs.1,50,00,875 are spent on the salaries of the teachers alone.

8. *Standard and Method of Teaching :*

Both the standard and method of teaching need improvement. Appreciable improvement could not be achieved in this direction due to the dearth of trained teachers and the inefficient knowledge that they possess. On account of the high cost of living a large number of teachers had to engage themselves in private tuitions or similar other pursuits and hardly get any time for class preparation and self study. Inadequate equipment and absence of suitable teaching aids are also factors responsible for the low standards. Comments on the teaching of a few subjects are given below :

1. *English.*—Standards of English have gone down due to the shifting of emphasis on Hindi which has been declared the language of the State. Good handwriting, correct pronunciation and expression have now become rare. The deterioration is partly due to the lack of methodical teaching and careful corrections of written exercises of the scholars by the teachers.

2. *Social Studies.*—The teaching of this subject has been of average standard. Most of the Higher Secondary Schools have little provision for necessary Books, Charts, Maps and other equipment for teaching Geography. Similarly no provision is made for pictures, Time-charts, models etc. for the teaching of History. Efforts are being made to have separate well equipped Geography and History rooms.

3. *Languages.*—It is a matter of great satisfaction that the teaching of Hindi is now placed in the hands of the trained graduates or teachers with post-graduate qualifications.

Urdu.—There is a gradual decrease in the number of students offering this subject.

4. *Art and Craft.*—There had been a considerable improvement in these subjects. In a few cases the subject is being taught by untrained and unqualified teachers and their standard is slightly lower. Wood Craft and Book Craft are widely popular subjects.

5. *Science.*—In the syllabus Science is included under a separate Scientific group. Although it is a very useful subject still satisfactory provision for its teaching has been made in only a few institutions, due to expensive apparatus and equipment necessary for its teaching. The subject is becoming very popular and efforts are made for its expansion. The general standard of teaching had been quite satisfactory.

6. *Music.*—This subject has not been attracting a large number of scholars. Due to high cost of the instruments and equipment only a few institutions could provide facilities for its teaching.

7. *Agriculture*.—This is a technical subject with the addition of Botany, Zoology and Physical Sciences in classes XI and XII the subject has become more specialized and extensive. The teaching of this subject is possible only in institutions with well equipped laboratories and large tract of land attached to them. The study of the subject demands more hard work, hence it has not acquired the popularity it deserved.

8. *Medium of instruction*.—Hindi is the medium of instruction in all institutions at this stage.

9. *Indian Languages*.—Provision has been made for the teaching of the following Indian Languages in the Higher Secondary Schools of the State :

1. Urdu, 2. Bengali, 3. Gurmukhi, 4. Sindhi. There is hardly any institution giving teaching in Gujrati and Marathi. In Oriental Languages Sanskrit is more popular and only a few study Persian. Arabic is studied only by a very few students.

10. *Control*.—The entire responsibility for administration of Government Higher Secondary Schools is with the Education Department. In all institutions there is an Advisory Committee which is under the general control of the District Inspector of Schools. Government Girls institutions are also under the control of the Education Department. These are under the general control of the Regional Inspectress of Girls Schools. Five Higher Secondary Schools are financed by the Central Government. Such institutions are either Railway Schools or Schools attached to the Ordinance Depots. Only fourteen Schools are managed by the Local Bodies.

A large majority of institutions are run by the public, which receive suitable grants from the Government. In each institution there is a managing Committee which keeps a control on the annual budget and general administration.

Of late there had been great dissatisfaction with the management of these schools and the relations of the staff and the management had not been very cordial. The Government therefore appointed a better management Committee. Efforts are being made to implement the recommendations of this committee in almost all institutions. It is hoped that the administration of these schools will improve when all the recommendations have fully been implemented.

The District Inspector of Schools inspects all institutions having classes upto class X ; while the Intermediate Colleges and the Higher Secondary Schools are inspected by a panel of Inspectors.

12. *Scholarships, Stipends and Freeships*.—Two types of Scholarships are awarded in these schools by the State—(i) Under para. 352 of the Education Code, to poor and meritorious students and (ii) to the poor students belonging to schedule castes, Back-ward classes, Momins and Ansars.,

Communities etc. Indian Christian students are also entitled to separate scholarships. Scholarships to sons and daughters of Indian soldiers are also awarded. Destitute Refugee students and the sons and dependents of Political sufferers have also been awarded separate scholarships.

Free-ships.—All students belonging to the Schedule Castes receive free-ships. Same is the case with destitute ; Refugee children who also are free. Free-ships and Half-Free Ships under para 113 and 116 of the Education Code are given to the poor and needy children.

13. *Examination Result.*—The old system of examinations still continues. The District Inspectors of Schools have emphasised the importance of monthly tests which should form an important part of the promotion rules. In some districts the work of the whole session is taken into consideration while promoting the boy to the higher class.

High School Examination is conducted at the end of class X and Intermediate Examination at the end of class XII. Both these examinations are conducted by the Board of High School and Intermediate Education. The number of students appearing for different examinations together with the number of passes is shown in detail in Appendix 8 on examination.

14. *Development of Federal Languages.*—In this Pradesh the majority of the population is Hindi speaking hence the question of the development of Hindi does not arise. Hindi has made considerable advance in this State and even the Muslims have adopted it as their own language. In the High School and in the Boards examination Hindi is a compulsory subject. Universities of Allahabad, Agra and Benaras have already started teaching a few subjects in Hindi.

15. *Reorganization and New Developments.*—As already stated the question of the Reorganization of Secondary Education was raised in 1947. During the last three years the Reorganization has advanced considerably. The distinction between Hindustani and Anglo-Hindustani schools has been completely scraped and the students reading in classes VI and VII during the year under report in both the types of schools are following the same syllabus.

In the scheme of Reorganization it was also decided that the Higher Secondary stage should be a complete unit of four years and that all the High Schools should have classes IX to XII attached to them and to be named Higher Secondary Schools. The scheme has not yet been implemented in full owing to financial difficulties. It has however been admitted that the scheme was based on the latest educational concepts provided for the education of the adolescent according to age interest, abilities and aptitudes.

According to this scheme the courses were classified under the following four different groups :

- (1) Literary, (2) Scientific, (3) Constructive and (4) Aesthetic.

This grouping is still at an experimental stage Literary, Scientific and Constructive groups are more popular. The last Aesthetic group could not be started in a large number of institutions due to prohibitive cost in its equipment.

The other schemes of new developments are as follows and will be discussed in more detail in other Chapters :

1. The formation of Self Help Squads.
2. Grow More Food Campaign.
3. Tree Plantation.
4. Provincial Competitions in St. John Ambulance and First Aid.
5. Visual Education.
6. Marketing of goods.

16. *Health and Physical Education.*—The Higher Secondary Schools are generally visited at least once a year by the District or Municipal Officer of health. Students are given inoculations during epidemics. No adequate provision for medical inspection of scholars reading in rural areas have so far been made. The entire scheme of medical inspection has been given at a different place.

Physical Education.—Physical Education in the form of physical drill is given in all the institutions. Some of the institutions have also arranged for Agility exercises.

The scheme of compulsory Military Training has also been started in classes XI and XII of big cities. In a large number of schools N. C. C. had been started. This is discussed in detail in chapter on Military Education.

The above scheme has already improved the health of the scholars.

17. *Discipline.*—Discipline in the schools leaves much to be desired. Healthy Channels for the outlet of some of the surplus energy of the youths have no doubt been provided by the Provincial Educational Corps and the National Cadet Corps, still it needs more serious attention to provide for a leeway. Scouting, Ambulance, Excursions, Social Service Leagues have been able to improve the discipline in the schools. It is felt that a little vigilance on the part of the teachers and some understanding by the scholars will help in improving discipline to very large extent.

CHAPTER VII

CONTINUATION CLASSES

Continuation Classes have an important place in the Reorganization of Secondary Education. One of the objectives of the Reorganization Scheme was to recommend suitable device which should provide easy facilities for the helpless boys and girls who had to discontinue their studies at a tender age either to help the parents in their professions or for

a search for service in order to support the family. In order to provide facilities for the continuation of education to such persons, it was considered desirable to make provision for the teaching of such crafts which may improve their future. Scheme for continuation classes was therefore started to give prosperity to those boys and girls who are busy with their family professions during the day. Hindi and General Knowledge have been made compulsory in these classes. Provision for the teaching of any two of the following crafts has also been made in them :

1. Book Craft.
2. Tailoring.
3. Basket Making.
4. Spinning and Weaving.
5. Wood Craft.
6. Metal Craft.
7. Paper Making.
8. Fruit Preservation and Bee-keeping.
9. Leather Work. (designing).
10. Ceramics.
11. Watch repairing.
12. Stitching, Knitting and Embroidery.
13. Carpet making.
14. Clay Model and Toy Making.

Language teaching is organized by the teacher and teaching conducted with the help of books containing lessons which are both interesting and useful for the students. Provision for the teaching of English has also been made at some places to meet the demand of students who desire to continue the study of the subject at a later stage.

These classes function in the evening and are meant for those boys and girls who had to spend the day time in earning their living, and who are anxious to utilize their evening time in study, in order to improve their future prospects. Teaching of Hindi and General Knowledge on one hand helps in maintaining interest in education and on the other helps in making useful citizen. Training in crafts provides facilities for developing skill and also making skillful crafts-man and thus increase their capacity to earn a better living.

These continuation classes are attached to the Higher Secondary Schools, so that they may function without much additional expense. Tables, chairs, and other special instruments and material is also obtained from the institution to which they are attached. Such classes are attached to those schools only which provide special facilities for teaching in the Constructive group,

Mainly two types of courses have been prescribed for these classes. A six months course for general training in the crafts, and a two years course which give intensive training for specialization in it. After completing this course students can join schools, but as a sufficient number of technical institutions have not yet been started hence it is not practicable for the present.

Ordinarily students after completing Junior High School stage or after passing class VIII are admitted in these classes. Non-Government institutions have been allowed to charge a fee of annas 8 per month.

In these classes usually the number of teachers is three. These teachers are either members of the school staff or outsiders. An allowance of Rs.30 to Rs.10 per month can be received by teachers teaching these continuation classes. A teacher attached to these classes is permitted to attend the institution late during the day but such teachers are not given an extra allowance.

Teachers in 17 big cities of the State receive an allowance of Rs.40 per month and the rest get Rs.30 per month only. Government grants allowance for a maximum of three teacher in each of such classes. In addition to this Rs.10 per month is given to them as contingency.

These classes do not function in May and June hence no allowance is given for these months. On the opening of the school each continuation class receives a non-recurring grant of Rs.1,000 for the purchase of necessary equipment.

During 1949-50 the number of continuation classes was 64 out of which 59 were with non-Government and 5 with Government institutions. In 1950-51 the number with non-Government institutions was 50 and 5 continued to function with Government institutions.

Detailed information is available from the table given below :

Number of continuation classes				Grant-in-aid
Government Institutions		Non-Government Institutions		
Boys	Girls	Boys	Girls	
5	..	42	8	40,250 recurring

Average number of students in these classes is 21.9. Some of these have no doubt done commendable work. In some classes the enrolment of the students is 65, 70, 93 and 110. A few institutions have shown great interest and they give training in Photography, Radio and Toy making to their students.

These continuation classes need more development. How to employ these classes to the best advantage is under consideration.

CHAPTER VIII

GIRLS' AND WOMENS' EDUCATION

(1) *General review :*

DURING the year under report the greatest change has been made in girls' education. The girls of today are the future mistresses of the house. Their education should be such as to help them to make their future domestic life a success. With this aim in mind educational institutions were encouraged to introduce group C subjects. Subjects like Domestic science, music, Dyeing and Cooking, etc., are included in this group. Girl's education has been organised on lines similar to those of the boys. The number of the pre-primary schools was 176. Most of them were run by private managements. The Government primary schools were transferred to Local Bodies. Compulsory Primary Education for girls continued to work in three municipalities and two District Boards. Due attention was also paid to Physical Education as before.

(2) *Educational Institution and their enrolment :*

The types of institutions, their number and the enrolment of students in them during the year under report and the year preceding are shown in the following table :

Type of the Institutions	Number			Enrolment		
	1949-50	1950-51	Variations	1949-50	1950-51	Variations
Degree Colleges ..	3	3	..	477	1,163	+686
Intermediate College	7	5	-2	379	337	-42
Higher Secondary						
Schools ..	131	154	+23	47,954	59,196	+11,242
Junior High Schools	448	468	+20	67,575	68,368	+793
Primary Schools ..	2,385	2,520	+135	151,096	200,464	+49,368
Total ..	2,974	3,150	+176	2,67,481	3,29,528	+62,047
Unrecognised Institutions ..	17	41	+24	1,855	2,631	+776

The number of Degree Colleges remains unchanged mainly due to their admission in greater numbers in men's Degree Colleges and Universities. The increase in the number of girl students in the degree classes is considerable. From the increase in the number of girl students in the field of higher education it is clear that the demand for higher education for girls is increasing. There has also been an increase in the number of primary schools for girls.

Expenditure.—The following table shows the increase in the recurring and non-recurring expenses by Rs.24,83,018 and Rs.138,366 respectively as against last year :

(a) *Recurring :*

	1949-50	1950-51	Variations
Government	53,74,265	65,06,763	+11,32,498
District Board	5,11,740	6,39,041	+1,27,301
Municipal Board	18,09,559	22,78,242	+4,68,683
Fees	23,08,385	28,34,762	+5,26,377
Miscellaneous		1,01,597	+1,01,597
Other sources	10,23,214	11,49,776	+1,26,562
Total	1,10,27,163	1,35,10,181	+24,83,018

(b) *Non-recurring :*

	1949-50	1950-51	Variations
Inspection	2,31,742	2,75,684	+43,942
Building	1,75,841	2,23,572	+47,731
Miscellaneous	3,31,311	2,00,393	—1,30,918
Scholarship	61,493	2,81,870	+2,20,377
Hostel Charges	61,876	19,110	+42,766
Total	8,62,263	10,00,629	+1,38,366

So far as recurring expenses are concerned the Government bore 45 per cent. as against 38.09 per cent. during the preceding year. On the other hand the Local Boards bore only 20 per cent. instead of 52.5 per cent.

Thus there has been a considerable decrease in their share. So far as non-recurring expenses are concerned there has been an increase of Rs.2,20,377 in Scholarship and financial aids. This additional grant was necessary for the encouragement of education amongst girls.

Services and Administration :

Srimati T. K. Gandhi, Assistant Director (women), U. P. remained on leave from April 1, to 26 June, 1950. During this period the then Personal Assistant (women) to the Director of Education, U. P., officiated on her post. Five Inspectresses of Girl's Schools remained incharge of the five regions. Each region comprises of two Divisions.

There has been no change in the number of women officers. There is one post in the U. P. E. S. Senior Scale, 18 in the U. P. E. S. Junior Scale and the rest 45 posts in the Subordinate Gazetted Scale. There were 49 Assistant Inspectresses of Girls' Schools as against 43 in the preceding year. During the preceding year there were 8 districts without Assistant Inspectresses but this year only two districts were without them. Seven officers were selected by the Public Service Commission.

(1) *Primary Education.*—During the year under report there were 2520 Primary Schools for girls in the State. During the preceding year their number was only 2385. The Government Primary Schools, started under the Primary Education Expansion Scheme, were transferred to the District Boards.

(2) *Students.*—During the year under report 200,464 girls were receiving education in these schools as against 1,51,096 during the previous year. From this commendable increase in the number of girl students it is clear that even in villages the need for girls' education has begun to be felt.

(3) *Control.*—Primary Education is under the direct control of the District and the Municipal Boards. There are Assistant Inspectresses of Schools in each district to control and guide these schools.

(4) *Organisation.*—The Primary Schools include classes I to V in which girls from 6 to 10 years in age receive their education.

(5) *Medium of Instruction.*—The medium of instruction in these schools is Hindi.

(6) *Single Teacher Schools.*—There are still 664 Single Teacher Primary Schools for girls running in this State but their number is decreasing because more teachers are being appointed in them due to the increase in the number of students.

(7) *Compulsion.*—This scheme was in force in two districts and two municipal towns.

Year	Number under Compulsory Education	No. enrolled	Percentage	Expenditure
1949-50	11,761	9,470	..	54,923
1950-51	22,082	11,810	53.5	68,000

Although the number of girls coming under compulsion in the three Municipal towns was 20,275 but only 11,428 girls were receiving education. Similarly in these District Boards their number was 1,807 and 382 respectively. On account of well-to-do-Officers the income of the city schools is comparatively greater.

(8) *The number of mistresses and their grades etc.*—There are 5,246 mistresses in the girls' primary schools. On account of the dearth of trained teachers almost 50 per cent. of them are untrained. The grades are as follows :

Head Mistress—45—2—65—E. B.—3—80.

Asstt. Mistress—25—1—30—1—40—1—45.

On account of the poor grades sufficient number of mistresses is not attracted.

9. *School Buildings*.—The buildings of most of the girls' schools are unsatisfactory. Some of the schools depending solely on the generosity of the villagers, meet in Varandahs. The District Boards, on account of lack of funds are not in a position even to repair their buildings.

Secondary Education :

(1) *School*.—The reconstructed Secondary Education is divided into two sections—Junior High Schools, from classes VI to VIII and Higher Secondary Schools from class VI to XII or from class IX to XII. The following table shows their number in a classified form :

	Government	District Board	Municipal Board	Aided	Unaided	Unrecognised	Total	
Higher Secondary Schools for Girls	37	..	9	107	1	..	154	
Junior High Schools for Girls	..	55	186	77	137	13	1	469

2. *Girls*.—The facilities provided for higher education under the reconstructed scheme and the increase in the number of mixed schools have attracted a larger number of girls to the secondary schools where co-education is given. Now the students are to study the subjects of their choice. The number of girls studying in the Higher Secondary Schools shows that the girls in the urban areas have begun taking greater interest in education. In 1949-50 their number in Higher Secondary Schools was 47,954 which has increased to 59,196 in the year under report.

3. *Expenditure*.—Like the Higher Secondary Schools for boys there is increase in the expenditure of the schools for girls also. This increase is due to the introduction of Science in some of the Higher Secondary Schools and the provision for fast vehicles. The non-recurring expenditure for girls' schools is as under :

- (i) Rs.41,000 for the equipment of Science laboratories of Gorakhpur, Jhansi, Faizabad and Bareilly Higher Secondary Schools for girls.
- (ii) Rs.7,000 for opening class XI in the three Government Higher Secondary Schools for girls, at Jhansi, Fatehgarh and Naini Tal for the purchase of furniture for opening class XI into the latter.
- (iii) Rs.4,800 for the library of schools given (ii) above.
- (iv) Rs.13,700 for the purchase of furniture for 23 Govt. Schools.
- (v) Rs.34,400 sanctioned as aid for the equipment and apparatus etc. for 100 private Higher Secondary Schools under the new scheme.

The total expenditure on both the types of schools given above is as follows :

Higher Secondary Schools for girls Rs.60,46,726.
 Junior High Schools for girls Rs.28,40,536.

4. *Control.*—Out of 154 Higher Secondary Schools for girls, 37 are managed by the Government, 9 by the Municipal Boards and the remaining 108 by the Government aided private managing committees.

5. *Reconstruction.*—The difference between the Hindustani and Anglo-Hindustani Schools has gone under the reconstructed scheme. The same syllabus is being followed in both the types. One year has also been saved as they now get admission direct into class IX instead of in the special class. Above the Junior High School stage the syllabus is divided into groups namely Literary, Scientific, constructive and Art. The girls can choose any one of these. Recognition to schools is granted only in that group or groups for which facilities exist. Ten schools have been granted permission to open class XI in the year under report.

6. *Languages.*—Hindi has been made compulsory, it being the mother tongue of a very large majority of people. Facility has also been provided in the syllabus for the study of other Indian languages e.g. Urdu, Persian Sanskrit, as optional subjects.

7. *Mistresses, their number and grade.*—There is a great dearth of trained teachers. It is very difficult to get trained Science teachers for girls schools, with the result that retired teachers are generally appointed for Science teaching. To make provision for Music teachers is also a problem. Suitable mistresses are not available for teaching the subject in the Higher Secondary Schools although music is a popular subject. We have to depend on men teachers for this subject as well.

8. *The size of the class.*—The condition of Higher Secondary Schools is better than that of the primary ones but the class rooms are generally so small that there is great confusion. The provision for two shifts has also been made by some of the schools on account of increase in the number in the Junior High School classes. We have sometimes to relax the rule regarding the size of the class where it was not possible to open new sections either on account of lack of funds or lack of space.

9. *Tution.*—As it has been said above, experienced teachers are not easily available for Science, Music, Art, etc., girls are encouraged to offer group C which has subjects suitable to them. The tutional work in the literary and the Art groups is satisfactory. The standard on the whole is also satisfactory.

10. *Medium of instruction.*—The medium of instruction in both these types of schools is Hindi.

11. *Scholarships, stipends and freeships.*—The following types of scholarships and stipends are given in the girls schools :

- (1) One merit and poverty scholarship of Rs.16 per mensem for two years' study in classes XI and XII in every Government and aided Higher Secondary School for girls.

- (2) Six scholarships of Rs.16 each are given every year for the first six girl students standing in order of merit in the High School Examination. These are in addition to 48 scholarships given to both boys and girls standing in order of merit in the High School Examination.
- (3) Two special scholarships of Rs.16 per mensem are given to the girl students of the Intermediate Colleges in Alomar, Naini Tal and Garhwal. These scholarships are known as Kumaon Senatory Scholarships.
- (4) In addition to these some scholarships are given to the girl students of the scheduled castes, Harijans and the Middle classes, of these the former ones are granted by the Harijan Officer and the latter by the Director of Education.

In the Junior High Schools and classes IX and X scholarships and stipends are given according to paras. 352 and 354 of the Education Code.

Free-ships and half-freeships are granted to those girls whose parents are too poor to pay the fees. The number of free-ships is 10 per cent. and of half freeships 15 per cent. of the total enrolment. In addition to these the wards of the staffs of educational institutions having an income up to Rs.200 per month are granted full freeship in both the Government and the aided institutions. This concession is granted in their conveyance charges as well.

12. *Result of Examinations.*—The results of the various public examinations held in the State are shown in the following table.

13. *New Developments.*—A Guide camp for girls was held at Allahabad in October, 1950. Forty-two teachers participated in it. Practically every type of school took part in it. In the concluding function the gentry was invited to witness its multifarious activities. These activities no doubt would be very useful in the development of character and creating the spirit of service in girls. After the investiture ceremony the teachers returned to their schools. They have started work in their own institutions with enthusiasm.

Self-help activities :

These activities were started with great interest in girls' schools. It is evident from the reports received from the various parts of this State that our girls helped a great deal in keeping the school building neat and tidy. Girls of some of the institutions in Allahabad and Bareilly districts even have made arrangements for their mid-day meals. Some of the students have done commendable work in decorating their schools.

Under the auspices of the Red Cross Society some schools celebrated the health week. Story and reading competitions were also held successfully in some institutions debates and story competitions are very popular in every district. In these, both boys and girls take part simultaneously. The scheme of periodical inspection of the mistresses has been started in some of the schools at Allahabad and Lucknow.

Van Mahotsava was observed properly in almost all the girls schools.

Social Service work was also taken up by some of the schools. Instructions in reading, writing and Arithmetic, personal cleanliness and child welfare were given to village women.

Physical Culture Committee, Uttar Pradesh organised a six week physical education camp at Banaras during the summer vacation. Thirty-seven girls received instruction in this camp. Prantiya Raksha Dal imparted training to the students of Higher Secondary Schools at Almora and Normal Schools at Meerut.

Training of Women Teachers.—(1) Normal and Training Schools—There are 13 Government and 11 aided Normal Schools for girls to train Junior High School passed teachers.

(2) *Training Colleges.*—There are three Government Training Colleges, Agra, Lucknow and Bareilly to train women teachers for girl's schools. In the Training College at Agra, graduate teachers are trained and in the rest two Training Colleges under-graduates. In addition to these three training colleges, there is one College of Home Science of C. T. Standard. There are three attached Training Classes to aided institutions at Dehra Dun and Agra where the training of C. T. standard is imparted.

New Developments.—(3) The present Government Nursery Training School at Allahabad was in the form of a Normal School preparing candidates for H. T. C. Examination. This has now been converted into a Nursery Training School imparting training to High School passed candidates in the Montessori System of teaching.

(1) The Training College for Women at Allahabad was transferred to Agra.

(2) A refresher course for women teachers was organised in General Science at the Government Training College, Bareilly. On receiving this training the teachers are now working in the various girls' Normal Schools and junior High Schools.

(3) A 'refresher course' for the teachers of primary and junior High Schools was organised in the Government Normal Schools at Jhansi and Allahabad. This refresher course was meant for the already trained teachers.

(4) The sewing and cutting classes from the Government Girls' Normal School, Allahabad and the Training class attached to the Junior High School, Sigra, Banaras have been abolished during the year under report

Commercial Schools.—(1) There is no commercial school or college meant for girls.

(2) There are three Government Training Colleges which impart teacher's training to girls. In addition to these, training classes are attached to aided institutions which impart training to women teachers for the Junior High School.

The College of Home Science imparts training of a special kind. In addition to the teacher's training, education, is also given in such other crafts as Fruit Preservation, sewing, cutting, weaving, gardening, etc. In the College of Physical Education women teachers are trained for imparting physical education in Higher Secondary Schools and for discharging duties as District Superintendent.

CHAPTER 9

UNIVERSITY EDUCATION

Number.—There are now six universities in this State, i.e., Allahabad, Lucknow, Agra, Banaras Hindu University, Aligarh University and the Roorkee Engineering University.

During the year under report the Allahabad University permitted Chaudhary Mahadeva Prasad College, Allahabad, to start B.Sc. classes. It had 90 students in the first year.

The Agra University continued as an affiliating and examining body with jurisdiction all over this State consequent upon the formation of Rajasthan into a separate province and the establishment of a separate University for Rajasthan—the Colleges of Ajmer-Merwara have also been affiliated to it.

The following colleges were started in the Agra University with faculties noted against each :

- | | |
|--|-------------------|
| (1) D. A. V. College, Orai. | Arts. |
| (2) Saraswati Vidyalaya College, Hapur. | Arts. |
| (3) Saket Mahavidyalaya College, Faizabad. | Arts. |
| (4) State Degree College, Naini Tal. | Arts and Science. |
| (5) V. N. College, Gyanpur (Banaras). | Arts and Science. |

The following Colleges of the Agra University were granted affiliation :

- | | |
|---|--------------------------|
| A—(1) Women's Training College, Dayalbagh. | } For the B. A. Degree. |
| (2) Barahseni College, Aligarh. | |
| (3) Maharana Pratap College, Gorakhpur. | |
| B—(1) Coronation Hindu College, Moradabad. | } For the B. Sc. Degree. |
| C—(1) Radhaswami Educational Institute, Agra. | |
| (2) D. A. V. College, Dehra Dun. | } For the B. T. Degree. |

Enrolment.—The total number of students in the Degree and Post-graduate classes at the Universities and Colleges of the Uttar Pradesh was 29,829 during the year under report as against 24,141 during the previous year. Thus the enrolment during the year under report shows an increase of 23.5 per cent. over that of the preceding year. The increase was shared by all the faculties except Agriculture in which the number fell to 625 from 645 of the previous year. The percentage increase in the number in the various Faculties was as shown below :

Arts .. .. .	..	..	..	..	..	28.9 per cent.
Science .. .. .	..	..	..	..	..	25.8 „
Commerce .. .. .	..	..	..	..	..	17.0 „
Law .. .. .	..	..	..	..	..	8.3 „

Statement showing the number of students (Faculty-wise) during the year under report is given below :

	Arts	Science	Commer- ce	Law	Agricul- ture	Total
1950-51						
Universities ..	7,370	3,818	1,517	1,789	56	14,550
Colleges ..	7,949	3,493	2,195	1,076	569	15,279
Total ..	15,316	7,311	3,712	2,865	625	29,829
1949-50						
Universities ..	6,543	3,033	1,398	1,780	126	12,880
Colleges ..	5,340	2,761	1,768	873	519	11,261
Total ..	11,883	5,794	3,166	2,653	645	24,141

Teachers —The teaching Universities of Allahabad and Lucknow employed teachers in the following three grades :

Professor .. .. .	..	..	..	Rs.800—50—1,250.
Reader .. .. .	..	..	..	Rs.500—25—800.
Lecturers .. .. .	..	..	..	Rs.300—20—500.

The Degree colleges had the following scales of pay approved by the Government. In addition they also employed a limited number of teachers in other scales of pay.

(1) *Colleges with Post-graduate teaching :*

Principal	..	..	..	Rs.	700—40—900—50—1,000.
<i>Others teachers—</i>					
Senior Scale	..	..	..	Rs.	300—20—500—E. B.—20—600.
Lower Scale	..	..	..	Rs.	200—15—350—E. B—20—450.

(2) *Colleges with no Post-graduate teaching :*

Principal	..	..	..	Rs.	600—30—750.
<i>Other teachers—</i>					
Senior Scale	..	..	..	Rs.	200—15—400—E. B—20—500.
Lower Scale	..	..	..	Rs.	200—10—300—E. B.—20—400.

A number of teachers in the colleges, drawing pay in the senior scale, who possessed research qualifications and were actually engaged in research work were granted a special pay of Rs.100 per mensem in addition to the time-scale. After three years of continued research work, the allowance was to be increased to Rs.125 per mensem and after another three years to Rs.150 per mensem.

Size of the class.—In the Degree Colleges affiliated to the Agra University the maximum number of students allowed in class preparing for the first Degree is 60 and may go up to 80 in case tutorial instruction is provided for the class. Enrolment in many of the colleges is below this number. In the larger colleges sections conform to these limits with minor exceptions.

In the teaching Universities of Allahabad and Lucknow no uniform rule is followed. Enrolment in the first Degree classes being larger they have to be split into many sections the size of which is determined by the capacity of the lecture rooms available and the size and convenience of the teaching staff. In the colleges teaching for the B. Sc. Degree of the Lucknow University classes are reported to comprise of 40 to 50 students.

Tutorial and Seminar work.—Limited arrangements exists for tutorial instruction both in the Universities and in the Degree Colleges. In the smaller Degree Colleges the need for tutorial instruction does not arise since the small number of students makes individual attention feasible in the class. Even in the Universities tutorial instruction is not provided in the Science subjects as a rule. The Allahabad University had three 'University Colleges', during the year, which provided tutorial instruction to the students residing in or attached to them. The size of a tutorial group varies from 6 to 12 and a larger in many instances. The group meets its tutor once a week.

Practical work is provided in all Science subjects and also in certain other subjects like Geography, Psychology, Military Science and Music. The number of students doing practical work together under the supervision of a teacher is usually 20 but where laboratory halls are larger, 30 to 50 or even 60 students carry on their practical work in the same hall under the supervision of 2 to 3 teachers. Supervision work is more strenuous in Physics and Chemistry than in Biology since the entire group of 20 or 30 students may be engaged in examining the same specimen in Botany or Zoology while they may be engaged in entirely different experiments in Physics. Usually each student is required to do six periods' practical work in the laboratories in each Science subject though in some cases where enrolment is large he does only four periods' practical work per week.

Scholarships and other forms of aid to students.—Under the mandatory orders of the Government free tuition is provided in the teaching universities of Allahabad and Lucknow and the Degree Colleges to 10 per cent. of the total number of students on roll and half free tuition to 15 per cent. of the enrolment. In addition to this students belonging to the scheduled castes are exempted from paying tuition fees.

Scholarships are available in varying numbers at different institutions from the following sources :

(1) *The State Government.*—The Government of Uttar Pradesh awards scholarships of Rs.20 per mensem for students in the first degree classes and Rs.30 for those preparing for post-graduate degrees and certain additional scholarships for the hill regions.

It awards stipends of Rs.150 to Rs.200 per mensem (rising with length of service to higher figures) for Research Assistants working with Professors in the universities and Degree colleges on research schemes under the last head alone the Government spends about Rs.80,000 a year.

(2) *Universities.*—Each university has a number of scholarships awarded on the result of its examinations to students going up for higher degrees. Information regarding these scholarships is contained in the university calendars.

(3) *Local Boards.*—The colleges at Dehra Dun, Moradabad, Bareilly, Aligarh, Shahjahanpur, Lakhimpur and Jaunpur have a number of scholarships of small values granted by 'local bodies'.

(4) *Managements.*—Certain colleges including the N. R. E. C. College, Khurja, the D. J. College, Baraut, the D. A. V. College, Muzaffarnagar, the two colleges at Aligarh, the Christ Church College, Kanpur, Tilakdhari College, Jaunpur, the Ewing Christian College, Allahabad and the I. T. College, Lucknow, have scholarships provided by their managements. The most considerable of these were 39 scholarships of Rs.30 each a month at the I. T. College, Lucknow, of a total cost of Rs.11,700 during the year under report.

(5) *Scholarships for Refugees*.—A number of refugees were in receipt of scholarships from the Government in colleges in the western parts of the State from Kanpur and Shahjahanpur to Meerut and Dehra Dun.

(6) *Scholarships for Scheduled Caste candidates*.—Students of the scheduled castes receive scholarships from both the Central and Provincial Governments but the same student cannot hold scholarships from both the sources. The amount of the scholarships ranges from Rs.16 and 20 to Rs.40, 50 and 55 per month. The total number of these scholarships cannot be given in the absence of information from all institutions concerned.

Buildings.—Construction of new buildings was severely restricted and the Government gave no grants for buildings during the year under report because of financial difficulties and lack of building material. With their own funds and funds saved from earlier grants the universities and colleges carried out some constructions as follows :

	Rs.
(1) Allahabad University—Hindi Bhawan, Delegacy Building, extension of Stadium, extension of D. J. Hostel	
(2) Lucknow University—Mathematics Block, Geology Block, Psychology Block, extension of Mycology and Zoology Blocks	85,000
(3) St. John's College, Agra—Entomology Block . . . . .	..
(4) Meerut College—Lecture Theatre, Laboratory Halls . . . . .	..
(5) D. A. V. College, DehraDun—Office Block, Chemistry Laboratory and Physics Laboratory	24,700
(6) Bareilly College—Three Laboratories extensions, Type-writing Room.	
(7) M. M. H. Vidyalaya College, Ghaziabad—8 rooms . . . . .	..
(8) S. D. College, Kanpur—Eleven rooms . . . . .	..
(9) D. S. College, Aligarh—Two rooms . . . . .	..
(10) Barahseni College, Aligarh—4 Lecture Rooms	39,000
(11) N. R. E. C. College, Khurja—Chemistry Laboratory . . . . .	..
(12) Jat College, Lakhaoti—Twelve rooms in Hostel . . . . .	..
(13) K. G. K. College, Moradabad—Five rooms . . . . .	..
(14) K. K. Coilege, Lucknow— Zoology Block, Physics Laboratory . . . . .	..
(15) D. J. College, Baraut—Biology Laboratory . . . . .	..

Finances :

The total income of all institutions excluding the D. A. V. College Kanpur and the Shia College, Lucknow was Rs.53,03,229 of which Rs.30,35,447 (or 57.8 per cent.) was derived from fees paid by students

and Rs.12,96,198 (or 24.6 per cent.) was received from Government as grant-in-aid. The total expenditure of the year amounted to Rs.51,56,252 of which Rs.33,85,316 or (65.6 per cent.) was on teachers' salaries.

The following table shows the total regular income and expenditure (in lakhs of rupees) of the universities and colleges of Uttar Pradesh excluding the Central Universities of Banaras and Aligarh :

	Income		Expendi- ture Total
	Total from all sources	Govern- ment grant	
Allahabad University (Recurring)	Rs. 22.17	Rs. 11.00	Rs. 24.11
Lucknow University (Recurring)	20.46	10.16	22.57
Agra University (Total)	10.46	.62	9.47
Degree Colleges (Total)	53.03	12.96	51.56
Total	106.12	34.74	107.71

Work of the Scientific Research Committee U. P. :

On the recommendations of the Scientific Research Committee the Government made the following grants for researches at the universities and Degree Colleges :

Allahabad University	Rs. 44,130
Lucknow University	24,435
Banaras Hindu University	36,600
Aligarh Muslim University	6,680
Total	1,11,845

Degree colleges affiliated to Agra University :

Agra College, Agra	Rs. 2,260
St. John's College, Agra	58,65
B. R. College, Agra	1,500
Meerut College, Meerut	2,420
D. A. V. College, Kanpur	3,235
Bareilly College, Bareilly	315
Total	15,595

Grants aggregating Rs.52,336, were made for researches at the following institutions outside Universities :

Government Agricultural College, Kanpur	Rs. 20,241
H. B. Technological Institute, Kanpur	12,735
Government Constructive Training College, Allahabad	4,840
Swadeshi Cotton Mills Ltd. Kanpur	2,420
Public Analyst to Government of U. P., Lucknow	3,420
Sugar Technological Institute, Kanpur	5,340
Horticultural Fruit Research Station, Saharanpur	2,420
Birbal Sahni Institute of Palaeo Botany, Lucknow	920
Total	52,336

Work of the University Grants Committee U. P.—

The University Grants Committee, Uttar Pradesh, continued to function during the year under report. It recommended grants for fresh developments including the teaching of new subjects like Geo-Physics Linguistic Philology, Foreign Languages (French, German and Russian) and General Hindi, expansion of provision for the teaching of Science and provision of facilities for scientific education of women. It also recommended loans and grants for the building of hostels for men and women students respectively in the teaching universities as well as in Degree Colleges. Government was able to accept only a few of these recommendations viz., those relating to expansion of provision for the teaching of Science and for a few additional teaching posts including a professorship of Geology in Lucknow University. It also sanctioned grants for Scientific researches at the universities and degree colleges on the recommendation of the Scientific Research Committee supported by the University Grants Committee and some grants direct like those to Dr. A. N. Singh for research into the History of Indian Mathematics, to Dr. Baljit Singh for researches in Public Finance and to Professor Kali Prasad for researches in Industrial Fatigue. Government advanced a loan of Rs.1½ lakh to Allahabad University to avert a financial crisis.

The committee strongly expressed the view that consolidation rather than expansion was the need of the moment, that the Agra University should be sparing in the grant of affiliation to new colleges and in permitting existing colleges to start new courses of study and pressed the Government the necessity of making it known that the grant of affiliation would not carry an assurance or even a promise of Government aid. It similarly recommended that the colleges which were growing up in the territorial jurisdiction of Lucknow and Allahabad Universities should be few and should be of a size to make a healthy and active social and athletic life possible among their students. It advised further against the growth of single Faculty Colleges. It recommended grants for the Chaudhary Mahadeo Prasad College and Madan Mohan Malviya College at Allahabad which have been started to give relief to the teaching university from the heavy pressure of student members.

During the year under report the committee made far reaching recommendations in regard to coordination of teaching and research among the universities and colleges with a view of preventing duplication and waste of effort. It recommended concentration of certain subjects particular institutions (e.g., Anthropology and Statistics in Lucknow University and Diplomacy and Archaeological Field Work in Allahabad University) and strongly recommended restriction of the numbers admitted to courses in the Faculty of Law and in Education. It recommended reduction in the enrolment of colleges like the Meerut College by curtailing the number of Intermediate students. Government accepted the committee's views in regard to the desirability of improving the quality of teachers and students in the training institutions and appointed a Deputy Director of Training to see to this.

CHAPTER X

EDUCATION FOR MINORITY COMMUNITIES

In this chapter light is thrown on the educational facilities provided for European and Anglo-Indian Communities Scheduled Castes, Backward classes and the Muslims.

Education of European and Anglo-Indian classes.

Article 337 of the Constitution of India, guarantees the existence of the Anglo-Indian Schools for 10 years i.e., from January, 1950 to 1960. The racial discrimination that existed in European and Anglo-Indian Schools before the attainment of Independence has disappeared. Indian students are now being admitted in them without any restriction and Indian teachers are also being appointed on their teaching staffs in larger numbers. Hindi has been made a compulsory subject in these schools. Anglo-Indian Schools are to fall in line with Anglo Hindustani Schools after a period of ten years.

Number and classification of the recognized institutions.

All Saints Training class which was closed temporarily in 1949-50 was transferred to the St. Mary's Convent School, Allahabad, and opened there from 1st November, 1950 :

Classification	No. of institutions on 31st March, 1950		No. of institutions on 31st March, 1951		Total	Increase or Decrease
	Boys	Girls	Boys	Girls		
Inter College	4	..	4	..	4	..
High Schools	7	17	8	17	25	+1
Middle Schools	1	2	..	2	2	-1
Primary Schools	1	5	1	5	6	..
Training Classes	..	..	..	1	1	+1
Total ..	13	24	13	25	38	..

The number of Inter Colleges for boys and High, Middle and Primary Schools for girls remained the same as last year.

Religions	Inter Colleges	High School		Middle School		Primary	School
	Boys	Boys	Girls	Boys	Girls	Boys	Girls
1. Roman Catholic	2	4	8	..	1	1	1
2. (a) Church of England (Protestant)	1	2	3	..	1	..	1
(b) Exclusively Protestant,	1	..	1	..	..	..	3
(c) Protestant but not exclusively	..	..	1	..	..	..	..
3. (a) American Methodist.	..	..	1	..	..	..	..
(b) American Union Church.	..	..	1	..	..	..	..
(c) Church of England Methodist.	..	..	1	..	..	..	..
(d) Seventh day Adneentist	..	1	..	..	..	..	..
4. Non-Inter-denominational,	1	1	1	..	..	..	..
Total ..	5	8	17	..	2	1	5

All the institutions except the two i.e. Oak Grove School and Vincent Hill School, Mussoorie, received grants-in-aid from the Government. Six institutions were maintained by the Railway Board. They were all non-denominational institutions. The schools were primarily meant for the children of the Railway employees. Four of them received grants-in-aid from the State Government.

The number of the aided and unaided institutions in the State was as follows :

Class of Institution	No. of institutions aided by Government		No. of unaided institutions		Total
	Boys	Girls	Boys	Girls	
Intermediate ..	4	..	..	..	4
High Schools ..	6	16	2	1	25
Middle Schools ..	..	2	..	..	2
Primary Schools ..	1	5	..	..	6
Training Class ..	..	1	..	..	1

The enrolment in the recognised institutions increased from 8,028 in 1949-50 to 8831 as detailed below.

	Enrolment on 31st March, 1950			Enrolment on 31st March, 1951		
	Boys	Girls	Total	Boys	Girls	Total
Intermediate ..	107	..	107	104	..	104
High Schools ..	2,039	4,558	6,597	2338	5,109	7,447
Middle Schools ..	103	500	603	..	541	541
Primary Schools ..	118	603	721	153	572	725
Training Class ..	..	..	..	..	14	14
Total ..	2,367	5,661	8,028	2,595	6,236	8,831

The enrolment of non-Europeans in recognized institutions on March 31, 1951 was 5,889 against the total enrolment of 8,831, i.e. 66.4 per cent. as compared with 61 per cent. in 1949-50.

Unrecognized Institutions

The statistics of the unrecognized institutions for the last two years were as follows :—

	Number of Schools		Enrolment		Total
	Boys	Girls	Boys	Girls	
1949-50 ..	3	5	1,902	1,240	2,242
1950-51 ..	2	6	961	1,271	2,233

From the above table it is clear that the number of unrecognized institutions for boys decreased from 3 to 2 and that for girls increased from five to six.

Training of Teachers :

All Saints' Training class which was transferred to St. Mary's Convent School, Allahabad, from November 1, 1950, is the only Institution for the training of Anglo-Indians girls as teachers.

Teachers				1950	1951
Total no. of teachers	..	..	..	471	523
No. of trained teachers	..	..	..	379	393
No. of untrained teachers	..	..	..	92	130
Percentage of trained teachers	..	..	..	81	75

The total number of trained teachers increased from 471 in 1949-50 to 523 in 1950-51.

All Anglo-Indian Schools have a Provident Fund Scheme which all the trained, untrained teachers, matrons, clerks, and members of the domestic staff can join. The Government contributes at the rate of $6\frac{1}{4}$ per cent. of the approved salary. The Railway Schools however have their own provident fund scheme. The La Martiniere College, Lucknow, had drawn up a separate scheme which was approved by the Government.

Examinations .—

Anglo-Indian institutions in the State prepared candidates for the Higher School Certificate, School Certificate and Junior Certificate Examinations conducted by the Cambridge University. The Junior Certificate Examination has been discontinued from 1951. The Higher School Certificate Examination is taken two years after passing the School Certificate Examination and the School Certificate Examination is taken in class X. Besides these, the candidates are also prepared for the Intermediate Examination of the Board of High School and Intermediate Education, U. P. by the four Intermediate Colleges. The Anglo-Indian schools have also been permitted to send their candidates for the High School Examination of the Board of High School and Intermediate Education as private candidates.

The results of the various examinations for which Anglo-Indian schools presented their candidates were as follows :

		1949-50			1950-51		
		Number appeared	Number passed	Per cent.	Number appeared	Number passed	Per cent.
Cambridge	Boys	6	5	83	..	..	..
	Girls	2	2	100	2	2	100
Higher Certificate	Boys	160	114	71	132	94	71
	Girls	86	75	87	91	79	87
Junior Certificates	Boys	147	93	64	138	120	87
	Girls	131	102	78	109	86	79
Intermediate	Boys	53	36	68	45	38	84
	Girls	..	..	..	..	..	..

Candidates are also prepared by some institutions for the Trinity College of Music Examinations and the Commercial Diploma in Pitmans' course and London Chamber of Commerce Examination.

Expenditure :

The total expenditure decreased from Rs36,42,159 in 1949-50 to Rs.33,50,787 in 1950-51.

The tables below give the expenditure during the year under review :

Year under review	1949-50	1950-51
Direct expenditure	25,11,394	20,44,116
Indirect expenditure	11,30,765	13,06,671
Total	36,42,159	33,50,787

The total expenditure of Rs.33,50,787 during the year 1950-51 was made up of the following items :—

	Direct	Indirect	Total
Government Funds	6,07,018	1,43,190	7,50,208
Board's Railway Funds	2,73,217	1,28,272	4,01,489
Fees	10,04,744	7,33,159	17,37,903
Other Funds	1,59,137	3,02,050	4,61,187
Total	20,44,116	13,06,671	33,50,787

Hostels :

The number of scholars who were boarders increased from 2,917 in 1949-50 to 3,434 in 1950-51.

Games and Extra curricular activities.—

The recreational side continued to receive proper attention under the supervision of competent teachers. Organized games, i.e. Cricket, Football, Hockey, Tennis, Badminton, Basket Ball, etc., were regularly played in all the schools. Friendly matches, Inter-class and Inter-school tournament and Annual Sports were arranged and in some schools special arrangements for training in swimming and boxing were made. Due attention was paid to the extra curricular activities, i.e., Literary Societies, Music, fetes and concerts, etc.

No meeting of the Board of Anglo-Indian Education was held during the year under report.

General report on Muslim Education in Uttar Pradesh for the year 1950-51**I. GENERAL SUMMARY**

The following comparative statement shows the number of Muslim institutions and scholars in Islamia Schools and Maktabs, as also the number

of Muslim scholars and Primary institutions maintained or aided by the Local Boards for the year 1949-50 and 1950-51.

Year	Nunbr of Muslim Scholars in Ordinary Primary schools maintained or aided by the Boards	Islamia Number of Schools	Schools Number of Muslim Scholars	Aided Number of Maktab	Maktab Number of Muslim Scholars	Unaided Number of unaided Maktab	Maktab Number of Muslim Scholar	Total number of Muslim Scholars
1950-51	1,48,497	495	25,732	976	45,496	244	16,049	2,35,774
1949-50	1,31,045	504	26,300	1,098	50,702	993	23,951	2,31,998
Variation	+17,452	-9	-568	-122	-5,206	-749	-7,902	+3,776

The decrease in the number of Islamia Schools and Maktab and a corresponding decrease in the number of scholars attending them was in tune with the progressive decline noticed during the last several years. While last year there was a decrease in the number of unaided Maktab, but increase in their enrolment, this year there has been a decrease both in their number and in their enrolment. The increase in the number of muslim scholars in the ordinary primary schools of all kinds is attributable to the over-all increase in the enrolment as a result of the opening of more and more Government Primary Schools. The education in the number and enrolment of aided Maktab has been quite substantial. The reasons are not far to seek. The dearth of qualified teachers, the meagre grant-in-aid ranging from Rs.8 to Rs.10 or Rs.12 per teacher, and the lack of provision for grant-in-aid to Maktab under the scheme of Compulsory Primary Education in Municipal Board areas—all these factors could not but lead to this unhappy result.

EXPENDITURE

The following table gives the expenditure of Islamia Schools and Maktab for each of the years 1950-51 and 1949-50.

Year	Islamia Schools		Aided Maktab		Total			
	Allotment	Expenditure	Allotment	Expenditure	Allotment	Expenditure		
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
1950-51	4,58,570	4,21,637	1,65,618	1,65,979	6,24,188	5,87,616
1949-50	4,75,370	4,67,100	1,87,804	1,72,976	6,63,174	6,40,076
Variation	-16,800	-45,463	-22,186	-5,997	-38,986	-52,460

With a steady decline in the number of Islamia institutions of all kinds noticed in the forgoing paragraph a decline in expenditure on their account was inevitable and calls for no particular comment.

3. TEACHERS

The following statement shows the position with regard to the qualifications of teachers serving in Islamia Schools and Maktabs :—

Year	No. of teachers in Islamia Schools				No. of teachers in aided Maktabs			
	Train- ed	Quali- fied.	uncertifi- cated.	Total	Trained	Quali- fied	Uncertificat- ed	Total
1950-51 ..	633	287	27	947	105	820	558	1,483
1949-50 ..	679	269	24	972	103	847	677	1,627
Variation ..	+46	-18	-3	-25	+2	-27	-119	-144

The reasons for the decrease in the number of teachers serving in Islamia Schools and Maktabs are obvious. The number of teachers in Board Schools decreased by 46 this year, presumably, because of their being drafted for service in mixed schools. The decrease of 122 Maktabs led naturally to the decrease in the number of their staff by 144.

4. TUITION

The Board Islamia schools followed the basic curriculum while the Maktabs did the secular and religious curricula laid down for them by the Department. These schools did as well, as most of the Board ordinary and aided primary and preparatory schools did. A few Maktabs here and there acquitted themselves creditably, both in the matter of enrolment and tuition. The majority, however, could not but be small schools with traditional teaching and time honoured methods. Urdu remained in most of these schools the medium of instruction throughout the school course. Hindi was also taught with efficiency and willingness and showed good results.

5. REWARDS AND SCHOLARSHIPS

Few Boards now award their teachers cash prizes for meritorious works. Scholarships are, however, set apart for Muslim scholars only in certain district boards, but the general tendency seems to be to put a stop to this special treatment to a particular community or class of people.

6. BUILDINGS

Position is the same as last year. Some District Board Islamia Schools are housed in their own buildings, but new constructions are few and far between. Maktabs are housed in borrowed buildings but a few have buildings of their own.

7. EQUIPMENT

The position in this respect is unsatisfactory. Paucity of funds is the chief reason assigned. Maktabs are worst sufferers in this respect, as they depend on private charity for their existence.

8. ADMINISTRATION

Inspection of Islamia Schools and Maktabas

The office of the Inspector of Mohammedan Schools was held throughout the year by Sri Z. Ahmad. He was out on tour for 100 days and inspected 85 schools of all kinds. The figures in this behalf last year were 67 and 71 respectively.

9. MUSLIM EDUCATION COMMITTEES

- (1) The Provincial Muslim Education Committee.
 - (2) The Special Maktab Text Book Committee.
- None of these committees met under Government orders.
- (3) District Muslim Education Committees.

Some District Boards which had not reconstituted their committees till last year, did so this year, but some still remain defaulters. Meetings of the District Muslim Education Committee are held of and on, and their work is not of a serious type, as members' attendance is poor and their interest lukewarm. The total number of meetings held in the districts is falling from year to year.

CHAPTER XI

TRAINING OF TEACHERS

There has been a progressive increase in the demand for trained teachers during the last few years. Since the Government could not start its own institutions to meet the growing need of trained teachers during the year under report, several institutions managed by private bodies were recognised by the Government for the purpose.

The following kinds of training institutions are at present running in the State for the training of teachers :

- (1) Normal Schools for the training of teachers for Basic Primary Schools
- (2) Normal Schools for the training of teachers for Junior High Schools
- (3) Training colleges for women for Teacher's certificate.
- (4) Training colleges for men and women for the training of teachers for Higher Secondary Schools.
- (5) Constructive Training College for the training of teachers in constructive subjects.
- (6) College of Home Science for the training of women teachers in Home Crafts.
- (7) Besides these, there is a Mobile Training Squad working in every district to train teachers for the primary schools and to prepare them for the H. T. C. Examination.

Normal Schools .—

There was one normal school in each district of the State except Unnao and Hamirpur. The Basic Normal School at Faizabad was transferred to Pilibhit and the Normal School at Aonla to Bijnor. These schools train teachers for primary schools. There are also some normal schools managed by private bodies. These also train teachers for the basic primary schools.

Period of Training.—Formerly the period of training was two years, but in 1949 this was reduced to one year and the curriculum was also shortened. Before the introduction of the J. T. C. Examination, these teachers were trained in two years course and were considered to be fit to take up the primary as well as the Junior High School classes.

Junior Training Colleges.—

With the abolition of the distinction between the Hindustani and Anglo-Hindustani institutions, the new course for training of teachers for Junior High Schools was started in 1948 at the eight old normal schools. High School passed candidates were admitted to this course, and after the training of a year were given the J. T. C. certificate, and were eligible for teachership in the Junior High Schools. These Junior training colleges have not been able to attract better qualified teachers because the grade offered to them is very low. A high school passed clerk without proper training is appointed at Rs.60 p.m. while a high school teacher having a training for one year at the J. T. C. to his credit gets only Rs.45 p.m.

The number of Government institutions remained the same, while recognition was given to privately managed J. T. C. Training Institution. There was no such institution for girls.

Training Colleges for women for the Teachers Certificate .—

On the introduction of J. T.C. Examination it was thought that the training colleges for the Teachers Certificate (T. C.) were not necessary and so such colleges formerly known as C. T. Training Colleges were abolished in 1949. There were three such Government institutions for men in that year at Banaras, Agra and Lucknow and all the three were converted into L. T. Training Colleges.

During the year under report there were only two such institutions for women—one at Bareilly and the other at Lucknow. The institution at Lucknow has two years course while the institution at Bareilly has one year course.

L. T. Training Colleges .—

The minimum qualification for admission to the L. T. College is graduation. During the year under report the Training College for women was transferred from Allahabad to Agra while the Government Training

College for men at Agra was abolished. Thus at the close of the year there were only two ordinary L. T. Training Colleges for men at Banaras and Lucknow and one for women at Agra besides the Basic Training College at Allahabad. Besides these six such Colleges were being managed by private bodies and provision for such training existed in five other colleges.

The general report is that we are not able to attract the best talent to these training institutions. At the Basic Training College, Allahabad out of the total admission of 43 candidates in 1950-51 only one was a first class B. A., while in the previous year there was none. The simple reason is that the start given to the L. T. teachers after a training of one year is Rs.120 or Rs.4 per day which is so low that the better talents prefer to do some other jobs rather than be a teacher. The position cannot be improved unless the existing scale of pay, i.e., Rs.120-300 is raised, or at least a better initial start is given. That the calibre of a teacher should be superior is admitted by all interested in the education of the State.

In Government institutions no fee is charged from candidates and candidates belonging to the scheduled caste are given a stipend of Rs.30 p.m. The privately managed institutions, however, charge fees. The women candidates in the Government institutions are given stipends of Rs.30 p.m. Almost all the institutions have a hostel attached to it.

Special Training Institutions :

(i) *Government Basic Training College, Allahabad.*—The College was started in August, 1938, to work out the scheme of Basic Education and to evolve a suitable technique in the principle of Basic Education. The trained graduates from this College were to be appointed as instructors on the staff of the Training Centres. In 1948 the Government Training College at Allahabad was converted into Government Central Pedagogical Institute in accordance with the recommendations of Acharya Narendra Deo Committee and the Basic Training College was attached to it.

This college like the other institutions prepares the pupil teachers for the L. T. Diploma with this difference that the teachers specialize in one of the Basic subjects, viz., Art, Crafts—Metal Craft, Book Craft, etc., or spinning and weaving. The practice is done generally at a Junior High School attached to it.

The total number of students enrolled during the year was 42, but two of these left the institution during the session. In the previous year, i.e., 1949-50, the number was 34. According to academic qualifications one was first class B. A., 8 second class M. A., 16 second class B. A. and B. Sc., 6 third class M. A. and 9 third class B. A. and B. Sc.

Courses.—Of the 40 candidates 13 took up Art, 15 crafts and 12 spinning and weaving. 39 candidates were declared successful at the L. T. Diploma examination.

(ii) *Government Constructive Training College, Allahabad.*—This institution continues to cater for the needs of the Higher Secondary Schools and trains teachers of constructive subjects. The standard in theory and practice is almost the same as at the regular Training Colleges except that intensive workshops practise is given in different crafts, viz., Agriculture, Ceramics, Industrial Chemistry, Spinning and Weaving and Wood-craft.

The courses were of two kinds. The graduates were given the L. T. Diploma, while the under-graduates received the T. C. Diploma. Industrial Chemistry had special courses in soap making, preparation of oils, manufacture of cosmetics, fruit preservation and the preparation of inks, polishes, etc. The total number of students at this institution was 41.

(iii) *Government College of Home Science and Home Crafts for Women.*—Government College of Home Science was established in July, 1918 to train women teachers in Home Science subjects. Since then it is running successfully. At present the following two courses are being run in the institution :

1. Home Science T. C. Course.
2. Home Science Diploma Course.

Home Science T. C. Course.—54 women teachers secured a I class in practice of teaching in the T. C. Final Examination. These trained teachers are competent to teach Home Science in Junior High Schools.

The courses include many practical subjects such as washing, sewing, cooking, gardening, mother-craft, etc.

Home Science Diploma Course.—This course was started in July, 1950. This year 12 students appeared in the first year examination of this course. All of them were successful. After completing their courses these teachers will be competent to teach Home Science in the Higher Secondary Schools.

Sports and Games, etc.—The students took keen interest in all types of games as they could get suitable grounds for playing them this year. They also took part in sports and games competitions with other local girls institutions.

They visited local historical and other important sites. They successfully staged a drama. During the sports week in January this year, they also took part in the various activities for the whole week.

Other Activities.—Classes for the teaching of sewing, washing and cooking to local women were run from October 25, to January 25, and the number of women joining these respective classes was 17,4 and 8. Class in machine embroidery and cloth printing were run from February 1 to April 30 and the number of women joining the respective classes was 20 and 5.

In the month of November, 12 students and 3 teachers received training in fruit preservation under the auspices of the All India Swadeshi Exhibition.

Nursery class.—There was a total of 45 boys and girls in this class and two teachers looked after them. The classes were run satisfactorily.

(iv) *College of Physical Education, Allahabad.*—This institution was started in 1945 to fulfil the demand for the supply of trained teachers and organisers for Physical Education. The trainees include both men and women, graduates and under-graduates. There is no practising school attached to the college but the pupil teachers go to the different local schools for teaching practice.

Physical Training, indigenous games, athletics, folk dances and games, swimming, etc., form part of the practical work.

The total number of students this year was 50 (40 boys and 10 girls).

The students gave a good account of themselves in extra mural activities. Annual sports were organised on the lines of the olympic games, and demonstration of physical exercises was given in the University in aid of Assam Relief Fund. The students of this institution were specially invited by the Naini Agriculture Institution to take part in their Annual Day celebrations.

(v) *Nursery Training School for women, Allahabad.*—The institution, known as the Central Training School, was converted into the Nursery Training School in July, 1949, with a view to train women teachers for children of per-basic age i.e., 2–5 years. There is a model Nursery School attached to the Training class. The enrolment was as follows:—

Year	Training class	Increase
1949-50	18	
1950-51	24	+6

Year	Model Nursery School	Increase.
1949-50	54	
1950-51	108	54

The training which lasts for one academic year provides instruction in the theory and practice of Nursery School methods of teaching children under 5 years of age.

The manifold extra-curricular activities of the school include work of self-help squads produce more manure campaign activities in connection with adult-literacy, excursions and debates. It is worth mentioning that the school has started a parents' and teachers' league to secure the co-operation of the parents of the children of the nursery school.

Though the institution is new yet it has acquired great popularity during this short period. The institution stands greatly in need of equipment in order to run it more efficiently.

(vi) *Teachers Training for the Deaf at Lucknow.*—This institution is attached to the school for the deaf. It trains teachers for the deaf and is the only institution of its kind in Uttar Pradesh. During the year under report there were 77 pupil teachers as against 11 in the previous year. The courses of study include educational psychology, history of education of the deaf, class management and practical training.

Besides the above training colleges which prepare teachers for the different diplomas and certificates awarded by the U. P. Education Department, the different universities in the state also maintain their departments of education and prepare a fairly large number of candidates for the M. Ed., B. Ed. and B.T. degrees or the L. T. diploma of the Department. The Agra University also grants affiliation for the B. T. degree. There are three such institutions in this state.

(vii) *Mobile Training Squads.*—Originally the Basic Normal Schools used to provide trained teachers for the basic primary schools of the district and Municipal Boards. But with the opening of a very large number of primary schools under the Basic Education Expansion Scheme, it became necessary to find ways and means to impart training to the untrained new recruits. Hence Mobile Training Squads were formed. These squads prepared teachers for the two year H. T. C. Course. The work of these teachers are supervised by the Mobile Training Squads while they are working in their own schools, and lectures in theory are given at convenient centres. Thus they receive training in rural surroundings without being disturbed in their regular work.

The number of squads during the year under report was 50 as against 49 during the previous year. There were 2,515 teachers getting trained in the first year class and 7,586 teachers in the second year. The total number of teachers trained by the squads up-to-date was 4,797.

CHAPTER XII

SOCIAL EDUCATION (ADULT EDUCATION)

As in previous years, the Education Expansion Officer, Uttar Pradesh, conducted all the work in connection with social (adult) education in accordance with the orders of the Director of Education. There were subordinate officers to help him and one of them was a lady.

Since February, 1950, a grant of Rs.11,59,231 by the Government of India has been regularly received. A new scheme of social education was prepared to utilise fully the sum allotted by the U. P. Government in the budget and the grant received from the Government of India, and this

scheme was put into effect in February, 1950. The scheme was prepared for the education of adults between the ages of 12-40 years in accordance with the recommendations of the Sidhanta Committee appointed by the U. P. Government and the Central Advisory Board. It aimed at an all round education of the uneducated rural population. In the previous years the work of the Education Expansion Department was confined only to the expansion of literacy and "the follow up".

1. 1500 new part time adult schools were opened by the Government. The syllabus of Social Education was made interesting and suitable for adults by including in it reading, writing, elementary mathematics, hygiene, civics, welfare work, recreation etc.

2. 51 Superintendents of Social Education and 102 men and 8 women organisers were appointed to organise and supervise properly the working of the scheme of Social Education.

3. In order to pay special attention to the education of women adults, an Assistant Education Expansion Officer (women) was appointed at the Headquarters. In the districts this work was assigned to women organisers and Assistant Inspectresses of Schools.

4. Proper arrangement was made for the production and publication of suitable literature for Government adult schools and new literates. Special attention was paid to village libraries and reading-rooms. Assistant officers were appointed for the publication of books and magazines and to look after the village libraries.

5. Six vans fully-equipped with projectors, radios and gramophones were purchased for propaganda work and recreation of the village folk. Five Propaganda Officers were appointed for propaganda work in the villages.

6. For the production and distribution of films, a film department was opened, and an assistant officer was appointed for this work.

7. Arrangement for the training of organisers and other officers connected with social education work was made at the headquarters of the Education Department to enable them to train the teachers of the adult schools in art and crafts, recreation and other activities in addition to the methods of teaching.

8. A museum of rural art and crafts was established at the headquarters. The museum contains articles of rural art and crafts, pictures, different types of dresses and samples of musical instruments.

9. During the summer vacation, Social education camps were opened in each district with the purpose of bringing about an all round progress in the life of the village people along with the propaganda for literacy. It was accomplished by the teachers and the students in camp were the attendance of village adults was satisfactory.

10. There were 3,779 adult schools in U. P. on April 1, 1950. Of these 1,342 were full time, 1500 half-time and 37 aided adult schools. The revised syllabus of social Education was adopted. Suitable equipment for teaching and recreation was provided for all the schools. Up to December 31, 1950, 70,152 adults including 4,023 women were made literate. The Department maintained 3,600 reading-rooms and 1,317 libraries including 40 libraries for women. Besides these there were 474 aided libraries. According to the figures received from the districts 8,57,599 books were issued from the libraries and 20,01,352 persons visited the reading-rooms for books and news-papers. From the Central Library at the Head-quarters, books were supplied to the districts in accordance with their requirements. The new scheme of Social Education could be fully carried out till June, 1950. After this period unexpected financial difficulties cropped up. The annual grant by the Government of India was stopped in 1950-51 and the U. P. Government also was in the grip of financial stringency. Hence 1,500 half-time schools were closed in June, 1950. All the newly recruited officers, excepting the Assistant Education Expansion Officer (women) and the officers of the film-section had to be dismissed.

With the increase of financial difficulties, the Education Expansion Department had to curtail its field of work. Consequently, 1100 full time schools were converted into half time schools in August, 1950, and the number of full time schools was only 232 during the period September 1950 February 1951. Of these 167 schools were for men and 148 for women. Of the 1100 half-time schools, 952 were for men and 148 for women. This year only 83 schools were given Govt. aid. The number of aided libraries was reduced from 474 to 201. Due to financial deficit all the full time and half time Govt. as well as aided adult schools were closed in March, 1951.

CHAPTER XIII

AESTHETIC EDUCATION

With the reorganization of Education in the State, aesthetic education has received due recognition at all stages of education of the child. Educationists attach great importance to the influence of aesthetic education on human life. Such an education enables the child to become a good citizen by directing his creative impulses to useful channels. Aesthetic education is both a recreation and a discipline for the child. On the one hand the child satisfies his love for activity, and on the other he feels an urge to make the school surroundings pleasing and beautiful.

The teaching of art requires both an aptitude and an intensive training. Unfortunately, dearth of trained teachers as reported last year, continued. The short supply was partly made up by encouraging the teachers under training to specialise in art and music.

Art work in basic schools continued to flourish and bring joy into the life of the young. Although the Boards do not provide funds for the purchase of material, yet the children are so interested in this work that they purchase the requisite materials themselves.

In the higher secondary schools good progress has been maintained. For the examination of 1951, recognition in group C was granted to 51 institutions and in group D to 38 institutions. Subjects like music, dancing, pottery, clay modelling etc., are quite popular and in increasing number of boys and girls are offering them.

There is no provision for the training of women students in large numbers in the Govt. School of Art and Craft, Lucknow, which is the only institution in the State to train art masters. The main obstacle is the lack of residential accommodation. There is adequate provision for men students but only 8 women students are admitted each year due to lack of accommodation for the classes.

The various training colleges in the State are doing their best in the sphere of aesthetic education. The Govt. Training College for Women, Agra did useful work in this direction. It was attempted that students should inculcate in themselves an interest for art and that their love for these subjects be maintained. The Govt. Training College, Banaras, imparts practical training in art and crafts and has continued to maintain all round progress in these subjects.

A prominent feature of aesthetic education during the year has been the attempt at the revival of cultural activities through folk dance and classical music with the help of Mobile Training Squads and Social Service Staff.

Music colleges such as the Prayag Sangit Samiti and the Marris College of Music continue to enjoy their popularity with the students of both sexes. They attract students from all over India and musicians of repute visit these institutions on special occasions. The Allahabad University also runs senior and junior diploma classes in vocal and instrumental music and diploma classes in painting. Under the auspices of these classes an exhibition of painting was held this year. The number of students in the difference classes, during the year, is given below :

	Boys	Girls
(1) Painting I Year	29	30
Ditto II Year	11	2
(2) Photography	102	6
(3) Music :		
II Year Senior Diploma (Vocal)	1	1
II Year Junior Diploma (Vocal)	4	4
(4) Instrumental	7	3

A short account of the different institutions imparting aesthetic education—

The Lucknow University maintains its Arts Gallery and Museum which was visited by several distinguished persons during the year. The Banaras Hindu University received a donation of two lakhs from the Maharaja of Banaras for a music college. The Agra University allows music and drawing or painting to be taken as subjects for the B. A. degree, while the Raghunath Girls College, Meerut affiliated to this university, was already teaching music. Recognition in music was granted to the D. A. V. College, Dehradun this year. Recognition in drawing was granted to D. A. V. College, Kanpur and K. R. College, Mathura, while the Agra and Meerut Colleges, and the Mahanand Mission Harijan College, Ghaziabad already had such recognition. Classes in these subjects were, however, not started in the newly recognised colleges during the year.

The enrolment in these subjects was as follows :

College	Music	Art or Drawing
1. Agra College, Agra .. .. .	.. .. .	18
2. Meerut College, Meerut. .. .. .	.. .. .	43
3. Raghunath Girls College, Meerut.	5	..
4. Mahanand Mission Harijan College, Ghaziabad .. .. .	.. .. .	39

The Marris College of Hindustani Music, Lucknow.

The college completed its 25th year in 1950-51. The old Managing committee of the college successfully managed the institution till March, 1949. After this a new organisation, named the National Academy of Hindustani Music, was formed as a result of the settlement arrived at between the Central and Provincial Governments and the old Managing Committee of the college. The management of the Academy was placed in charge of a board of directors consisting of 19 persons and the name of the institution was changed to Bhatkhande College of Hindustani Music. The first meeting of the board of directors was held on March 29, 1949.

The new session of the college started on July 19, 1950, and 170 new admissions and 36 readmissions were made as against 119 new admissions and 51 readmissions of last year. The enrolment on 31st March, 1951 was 331 (182 men and 129 women), while it was 236 last year. (127 men and 109 women).

The students were from all over India, Ceylon. Pakistan and other foreign countries as per table below :

Uttar Pradesh	.. .. .	222
Bihar	.. .. .	16
Madhya Pradesh	.. .. .	1
Bengal	.. .. .	41
Madras	.. .. .	9
Ceylon	.. .. .	7

Bombay	..	..	..	..	1
Nepal	..	..	..	..	2
Assam	..	..	..	..	15
Punjab	...	..	..	..	10'
Pakistan		..	..	..	3
Other Foreign Countries			..	..	4

(1) *Expenditure.*—The total expenditure of the College was Rs.81,498-8-1.

(2) *Teachers.*—Their number was 21.

(3) *Size of classes.*—The number was limited to 12 in the practical and 35 in the theory classes.

(4) *Instruction and Method.*—In this institution teaching is done according to the Bhatkhande system which is very scientific and systematic. The medium of instruction is Hindi.

(5) *Working days.*—The total number of working days was 145 and the classes were held between 3 and 8 p.m. The theory of music was taught by special lectures.

(6) *Examinations.*—The annual examination of the college was held in December under the auspices of the Bhatkhande Sangit Vidyapith. Students in Intermediate and Bachelor of Music classes were examined by a board consisting of both internal and external examiners, while the 1st, 2nd and 4th year classes were examined by internal examiners only.

(7) *Library.*—The college has a small library of its own which contains books on modern as well as ancient music. Some of these books are on Indian music while others are on European music.

(8) *Performances and Music Functions.*—There was a great demand of teachers and students of this college from the different parts of the country on different occasions for participation in various functions and performances. The college staged a dance-drama—'Malti Madhava' which was very much appreciated by the public.

(9) *The College Building.*—The present building of the college does not suffice its requirements. Many alterations are required for which the Main Building and the Camp Secretariat must be transferred to the college and at the same time enough funds are to be provided. The boundary wall in front of the college was constructed this year and the remaining part of the boundary had to be left incomplete for paucity of funds. Some alterations were also made in the Camp Secretariat Building.

Sangit Samaj College of Hindustani Music, Meerut.

This college was established in 1939 by the executive council of the Sangit Samaj. The election for the council is held every year from among the members of the Samaj.

In the beginning there were only 5 students in the college, but the enrolment in 1950-51 was 126. The college gives instruction in all the three branches of music (instrumental, dance and vocal). This institution is affiliated to Bhatkhande Sangit Vidyapith, Lucknow and the same 5 year course for the Bachelor of Music is taught here.

Building.—

At present the college is housed in a rented building and admissions have been limited due to paucity of space, funds and teachers. Dances and music performances are held in the college from time to time. The students of the college successfully staged the drama 'Pratishodha' this year, and held other functions in which artists of all-India fame participated.

Teachers and Enrolment.—

Vocal Music	..	..	..	..	..	41
Instrumental Music	..	..	..	..	..	45
Dance	..	..	..	..	..	40

There were six teachers for instrumental music.

Income and Expenditure.—

The total income of the college was Rs.8,764 which included a grant of Rs.660 by the U. P. Government and Rs.400 by the municipality.

The total expenditure of the college was Rs.11,279.

Avadh Sangit Vidyalyaya.

The following table shows the enrolment in the different classes.—

Vocal Music	..	..	..	..	..	15
Dancing	..	..	..	..	..	14
Folk Dance	..	..	..	..	..	3
Instrumental Music	..	..	..	..	..	27

The college has two teachers. The total income for the year was Rs.2,879 and the expenditure Rs.2,906. The college has no building of its own.

Prayag Sangit Samiti, Allahabad.

There were 400 students in the institution this year. The institution provides instruction in music up to the M. A. degree. Classes in folk dance and religious songs are also held. Various music performances and competitions are held every year in which musicians of repute participate.

Allahabad University.—

Allahabad University also provides courses for Diploma in Music. It grants junior and senior diplomas in music every year. The music classes were run satisfactorily.

In the two years diploma course other branches of art are included.

CHAPTER XIV

. EDUCATION OF THE PHYSICALLY AND MENTALLY HANDICAPPED.

The physically and mentally handicapped children have as much right to education as others have. Any neglect in this respect would be detrimental to national interest. The increased recognition of human values and modern educational thought both emphasize the importance of the rights of these neglected citizens. The education of the handicapped requires a specialised technique which is fairly well advanced in other countries. The following tables show the progress made in this direction by the State.

	Boys	Girls
(1) Mentally defective .. .. .	..	..
(2) Blind	137	55
(3) Blind and Deaf .. .. .	..	..
(4) Deaf	104	..
(5) Deaf-Mutes .. .. .	..	..
(6) Handicapped in Speech .. .. .	..	..
(7) Crippled .. .. .	..	..
(8) Others .. .. .	..	..

In the previous year there were 8 schools for the blind and 3 for the deaf-mutes. There was also a Training College to train teachers for the Deaf Schools.

	Boys	Girls
(1) Mentally defective .. .. .	..	..
(2) Blind	175	61
(3) Blind and Deaf .. .. .	..	..
(4) Deaf	59	11
(5) Deaf Mutes	72	..
(6) Handicapped in Speech .. .. .	..	..
(7) Crippled .. .. .	..	..
(8) Others .. .. .	..	..

The number of teachers working in these institutions was 45. Of these 29 men teachers and 1 woman teacher received special training. The total number reported last year was 43.

Number of students employed after completing the course.—

The reports received from various institutions show that the students who passed out after completing their courses were earning their livelihood in the different professions. This is a happy indication.

Scholarships, Stipends and Concessions.—

During the year under report the scholarships and stipends awarded to students were as follows :

	Number	Value in Rs.
Government	8	250
Others	8	1,550
Total	16	3,880

The number of students enjoying freeships and other financial help during the year was as follows :

Number of Students	Yearly Amount
154	Rs. 46,086,

Expenditure.—

The following table gives the details of expenditure :

	1949-50 Rs.	1950-51 Rs.
(1) Government Funds	66,040	1,77,445
(2) Funds from Local Boards	2,882	8,417
(3) Fees	1,327	3,032
(4) Religious Endowments .. .. .	..	6,169
(5) Other sources	19,705	28,604
Total	89,954	2,23,667

It is evident from the table given above that the major portion of this expenditure is met by the Govt.

The schools for the blind used the Braille System. Most of the schools provided instruction in music, weaving, tailoring, carpentry, calico-printing, book-craft and clay modelling. Other useful activities such as Durrie-weaving, Newar and Towel making, rope making, canning of chairs etc. were also undertaken.

A short account of some of these institutions is given below :—

I. *Training College for the Teachers of the Deaf.*—

(1) *Curriculum.*—The college offers a course of one year duration to prepare teachers of the deaf in the use of the oral method, which is universally accepted to be the only method of educating deaf children. The courses included phonetics and speech, Rhythm and speech correction, Loud reading, Special methods of language teaching, Adaptation of methods of teaching school subjects, History of the Education of the Deaf, Testing and Training of residual Hearing, use of Hearing Aids, Sense Training and other activities for mental development.

2. *Staff.*—The college has a qualified Lady Principal specially trained in America and a trained teacher of the deaf who works under her direction. There is one medical practitioner to conduct courses in Anatomy, Physiology and Hygiene and a lecturer in Educational Psychology with particular reference to the deaf.

The institution lent the services of its teachers to other institutions to give demonstration lessons. The craft instructor trained each student in one of the crafts—weaving, tailoring or clay-modelling.

Representatives of various welfare organisations visited the college and evinced keen interest in this progressive step taken by the Uttar Pradesh Govt. It is the only recognised college in India where the training is in line with the latest developments in this field. Hence other States are keen to send their own personnel for training, in order to start this movement in their own States. Most of the students trained in this college have been absorbed in the existing institutions including the one at Delhi and another at Lahore as the Pakistan Govt. is attaching great importance to this movement.

3. *Student-Teachers*.—Twelve candidates were selected for admission. Out of these only ten joined and six were sent up for the 'T. D. examination of the Education Department. Lack of hostel accommodation made it impossible to select more candidates.

Of the six candidates who appeared five were successful. One of them secured second division in theory and first division in practice, two got double second and the remaining two got third in theory and second in practice.

4. *Stipends*.—A stipend of Rs.30 was paid to the candidates who belonged to the State.

5. *Expenditure*.—The total expenditure for the year under report was Rs.9,031 while Rs.740 were received as grants from the Government.

II. *School for the Deaf, Lucknow*.—

This institution caters for the education and rehabilitation of three types of handicapped children, i.e. the deaf, the blind and the mentally retarded. Each comprises a separate unit requiring different techniques in education. The aim is to make these children useful members of the society and to prevent them from becoming human derelicts and a burden and menace to the State and the community.

The Deaf Section of this institution also serves as a practising school for the Training College which supplies trained personnel for the education of the deaf in this and other Hindi speaking States.

Many handicapped children who were not educable in the field of general education under the scheme of compulsory education, received specialised training which would enable them to become economically and socially adjusted to their environment.

The management has started building its own premises from the funds it has been able to raise, although the amount is much too inadequate to complete even one unit in its entirety.

Sixty four children were enrolled during the year as against 47 during the previous year. Of these 41 were deaf, 15 were blind and 5 were mentally retarded. The number would have been greatly increased if hostel facilities could have been provided as requestes for admission were received from all over the State.

Children are taught their special subject matter by means of special methods. Vocational training is given in tailoring, weaving, clay-modeling, basketry and cane work. Music is taught to the blind as it is specially useful to them in earning their livelihood. They also receive physical training which is specially adapted to their handicaps.

The total expenditure during the year under report was Rs.27,074 against a recurring grant of Rs. 12,900 and a non-recurring grant of Rs.3,000 received from the Department.

III. *Deaf and Dumb School, Agasta-Kund.*—

Enrolment.—The total number of boys and girls who received training was 14. A number of intending trainees had to be refused admission due to lack of suitable hostel accommodation.

Expenditure.—The total expenditure for 1950-51 was Rs.2488-9-6 against a total receipt of Rs.2685-5-6 obtained from different sources.

Reorganisation.—There is no need of a change in the method of training as it is carried on scientific lines and in accordance with modern researches in method carried out both in India and abroad.

Teachers.—At present there are only two teachers including the head master who is qualified. The head master receives Rs.100 p.m. in the scale of Rs.100—15—200 and the assistant master Rs.25 in the scale of Rs.25—5—75.

Medium of Instruction.—The medium of instruction is Hindi for those students whose mothertongue is Hindi and Bengali for those whose mother tongue is Bengali.

Scholarships etc.—No scholarships are awarded to the students. However, some free and half-free students-ships are granted to poor and meritorious children or to the children of displaced persons.

Examination Results.—There are no public examinations for the Deaf and Dumb in this country and students are promoted on the basis of a home examination at the end of each academic year. This year out of 14, 6 students have failed to come up to the standard, while the remaining 8 have been promoted to class B.

Building.—The institution is housed in a rented building.

IV. U. P. Deaf and Dumb Institute, Allahabad.

Curriculum.—The curriculum includes subjects such as Hindi, Arithmetic, Geography, Drawing, Hygiene etc., as prescribed for Basic Schools. Besides these, children are trained in speaking by the hearing aid-method and lip-reading. Training in some of the constructive subjects, such as carpentry, calico-printing and tailoring is also given.

Building.—The hostel of this Institute is located in a rented building where all usual facilities available to students of other institutions are provided.

Enrolment.—The number of students has increased from 16 (in the year 1949-50) to 48 in 1950-51. In the hostel the number has increased from 10 to 19.

Expenditure.—The total expenditure during the year came to Rs.27,130-2-6 including the old deficit in April, 1950 as against Rs.20,320-5-3 of the previous year. In the hostel the expenses increased from Rs.2,050-12 to Rs.3,719-8-6.

Teachers.—The total number of teachers is 10 of whom 6 are in the literary section and the rest in the constructive sections. Their scales of pay are as follows :

- (1) Principal—Rs.200—15—290—10—300.
- (2) Other Teachers—Rs.75—5—120—E.B.—8—200.

Enrolment and Examination Results—

The table given below gives the enrolment and the number of successful candidates in the different classes.

		Class				No. of students	No. of successful candidates
Elementary	A	..	..	..	..	12	5
	B	..	..	..	..	..	..
1	..	..	..	..	..	10	6
2	..	..	..	..	..	8	5
3	..	..	..	..	..	4	2
4	..	..	..	..	..	4	2
5	..	..	..	..	..	2	2
Total					..	40	22

Scholarships, stipends and concessions—

During the year under report the scholarships received from different sources were as follows :

Name of the source	Amount in Rs.
(1) Harijan Sahayak Office, Lucknow	184
(2) Municipal Board, Kanpur	90
(3) Municipal Board, Almora	272
(4) E. I. Railway, Calcutta	390
(5) Kanya Pathshala	48
(6) Rajendra Narain Women Scholarship	30

Besides this, 16 students were given freship and 4 half-rateship.

New Developments.—An important development in the education of the deaf and dumb in this Institute was the introduction of the individual hearing aid set this year. With the use of this set a deaf and dumb child starts hearing and regains speech. This has helped a good deal in the conversion of a deaf and dumb child into a more or less normal child. Efforts are being made to obtain more of these sets, and it is expected that by July next the Institute will be able to get about a dozen sets more for the use of children. As each set costs Rs.500, an appeal has been made to the public to contribute liberally towards the purchase of these sets. It may be mentioned here in this connection that this institution is the first of its kind in India to have successfully introduced the teaching of the deaf and dumb through hearing-aid-method. Also it has been now proved beyond doubt that deaf and dumb children can hear as well as speak.

V. Kashi Seva Samiti School for the Blind.

During the year under report the enrolment of the school was 16 and the students were taught by teachers who had qualified themselves from the Patna Blind School. The admission of boys had to be restricted for want of funds, though a large number of parents and guardians were anxious to get their children admitted to the school.

Staff.—In the previous year trained teachers (qualified from Patna Blind School) were appointed who coached the boys in Braille, Music and cane work, but one of the teachers left the institution for further studies.

Equipment.—There is shortage of equipment and the financial position of the Samiti does not permit any further expenditure on this account.

Progress in Studies.—There has been a steady progress in this direction. One boy has appeared in the High School Examination.

Income and Expenditure—

Total income—Rs.2,313.

Total Expenditure—Rs.3,976-2-3.

Deficit paid by the Samiti—Rs.1,683-2-3.

VI. *Blind School Bhadaini—*

*Enrolment and number of teachers—*There were 18 students and 3 teachers in the school during the year under report.

*Teachers' pay.—*The Principal was paid Rs.150 p.m. and the remaining two teachers received Rs.100 p.m.

Size of Classes and School Hours—

Each class contained 5 or 6 students. They were given instruction in school subjects for general education from 7–10, training in cane work from 1–4, and in music from 6–8.

*Curriculum.—*The usual school subjects for general education are the same as prescribed for junior high schools. Besides this, it includes making of cane tables, chairs, baskets etc., and training in music.

*Medium of Instruction.—*The medium of instruction is Hindi as the students who join the school have Hindi as their mother tongue.

*Building.—*The school has no building of its own. A house has been rented for the purpose on Rs.20 p.m.

CHAPTER XV

ORIENTAL INSTITUTIONS

THE Oriental institutions consist of Government Sanskrit College, Banaras, Sanskrit Pathshalas and the Arabic Madarsas.

The Board of Sanskrit studies with the Principal of Government Sanskrit College, Banaras as chairman organised the courses of Sanskrit studies. The office of Registrar, Sanskrit College Examinations, was separated from that of the Principal, Government Sanskrit College, Banaras, this year. This has increased the efficiency of the office of the Registrar who conducted the various Sanskrit examinations in 1951.

The Sanskrit College, Banaras and the Sanskrit Pathshalas all over U. P. prepared candidates for the various Sanskrit examinations. The Anglo-Sanskrit Department of the Sanskrit College, helped those scholars who learnt English along with Sanskrit.

GOVERNMENT SANSKRIT COLLEGE, BANARAS

Government Sanskrit College Banaras is the oldest Sanskrit institution of this country. It was established in 1901. It has developed gradually and the question of raising it to the status of a University is under the consideration of the Government. 'Sarswati Bhawan' library attached to it has about 60,000 valuable manuscripts and classical books. Both the institutions are housed in a beautiful and grand building.

Courses :

The syllabuses of the Prathama, Madhyama and Shastri Examinations have been redrawn in order to place the students studying for them at par with the general student community. The subjects taught in the Junior High Schools have also been introduced.

Organization of Goshthis or debating societies has been a special feature of this year. In these Goshthis papers were read by the students and discussions were held on topics of philosophic and scientific interests such as sound, heat, light, colour, atomic theory etc. Educational films were also exhibited. The establishment of a modern type of observatory at the Sanskrit College is also under the consideration of the Government. In view of this some Astronomical instruments have already been purchased. Modern Mathematics has also been introduced in the curriculum to equip the students of astronomy for the observatory work. This observatory will be like the common observatory. It shall be on one hand, a step further in the development of the college and on the other it will bring into lime light the famous Man-Mandir of Kashi.

The introduction of subjects like English, History, Economics, Political Science and Modern Mathematics in the syllabus for the Madhyama and Shastri has resulted in the development of Anglo Sanskrit Department.

Refresh courses :

A refresher course for the training of teachers in the Sanskrit Pathshalas was organised in the year under report. About 80 teachers attended it.

Scholarships :

120 scholarships were awarded to students during the year under report. Some Merit scholarships were also awarded on the results of the Sanskrit examinations. The total number of students at the college as classified below was 410 :

Acharya 106,
Shastri 153
Madhyama 151.

There were 92 students in the Anglo-Sanskrit Department and 6 research scholars.

The result of the Government College is as follows :

Name of the Examination	Number appeared	Number passed	Percentage
Acharya	67	46	69
Shastri	82	59	72
Madhyama	64	36	56

Sarswati Bhawan Library :

It is a very important part of the Government Sanskrit College. A catalogue of books is under preparation.

Research Department :

The Sarswati Bhawan Library is being converted into a Research Institute for ancient Indian Culture and allied subjects. Six Sadholal and two Vishishtacharya research scholarship holders are doing the research work at present.

Sarswati Sushuma :

It is an organ of the Sanskrit College, Banaras and is being published regularly. Papers read in Goshthis are published in this journal. Bhaskari Volume II was also published during the year under report. The total number of books purchased at a cost of Rs.4,700 for the library of the Government Sanskrit College was, 1,188. 4,633 books were issued from the library, 604 manuscripts were also purchased at a cost of Rs.1,378.

Sanskrit Conference :

In May, 1950, an All India Sanskrit Conference was held at the Government Sanskrit College, Banaras in which eminent scholars were invited. The object of the conference was to make an attempt at the standardisation of the courses, to fix the nomenclature of the different examinations and to bring them in level with the four stages of general Sanskrit Education.

Convocation :

The fifth convocation of the college was held in January, 1951.

Sanskrit Examinations :

In the year 1950-51 the examinations were held at 61 centres (42 in U. P. and 19 outside) on March 8, 1951 and the following days. The examination passed off satisfactorily at all the centres. 26 candidates were expelled from the examination for using unfair means.

2. This year 10,390 candidates were enrolled for the Government Sanskrit College Examinations from the States of Uttar Pradesh, Nepal and others as against 13,820 enrolled last year. This shows a decrease of 3,431 candidates from the last year. It is mainly due to the introduction of the revised curriculum in the examination of 1951. According to the new syllabus the number of examinations in Madhyama has been reduced from four to two. The first part of Madhyama Examination according to the new syllabus will be held in 1952. As the first part of the Madhyama Examination was not held this year the number of candidates decreased by two thousands. In Prathama three modern subjects viz., Hindi, Mathematics and Social Studies have been made compulsory and the number of papers has also been increased from 6 to 9. As the standard of this examination has been raised considerably, many students could not appear this year for want of preparation. It is expected that the number of candidates will increase next year.

Besides, the opening of numerous Higher Secondary schools in rural areas and abnormal high cost of living are partly responsible for the decrease in enrolment.

The following table gives the figures for the last three years as compared with the present year :

Name of Examination	Number of candidates enrolled.			
	1948	1949	1950	1951
(1) Prathma	4,406	4,679	4,467	3,715
(2) Madhyama	6,638	6,463	6,304	3,966
(3) Shastri	2,162	2,065	2,116	2039
(4) Acharya	823	843	779	762
(5) Jnan Prabha	94	114	109	140
(6) Jnan Shri	24	30	42	59
(7) Bharti	1	..	3	9
Total	11,248	14,194	13,820	10,390

3. The total examination fees realised during the year amounted to Rs.53,506-1-0 as against Rs.40,245-10-0 of the previous year. This increase in the amount of examination fees is due to the increase in the rates of fees for Prathma and Shastri first Khand examinations which were held for the first time according to the new curriculum.

4. The total number of Pathshalas which sent up candidates for the Banaras Sanskrit College examinations during this year was 1,069. Of these 785 belonged to U. P. and 284 to other States.

5. This year 250 women candidates, as against 198 of the last year were enrolled for the Prathma, Khand Madhyama, Shastri, Acharya, Jnan Prabha, Jnan Shri and Bharti of whom 183 appeared and 87 passed.

6. This year 18 blind candidates as against 25 of the last year were enrolled for the various examinations of whom 12 appeared and 10 passed.

7. It is worthwhile to note that this year one Mohamadan candidate appeared in the Sampurna Madhyama Examination.

8. In view of the present unsatisfactory condition of the management of Sanskrit Pathshalas the results of the examinations on the whole are satisfactory. The percentage of passés is as follows :—

Name of Examination	Percentage of Passes
(1) Prathma	45.7
(2) Madhyama	68.09
(3) Shastri	55.79
(4) Acharya	56.6
(5) Jnan Prabha	40.77
(6) Jnan Shri	54.7
(7) Bharti	50

As Banaras Sanskrit College examinations enjoy high reputation, they are very popular and attract students from all over the country including Nepal. There is a constant demand for opening new centres not only in this State but also outside it.

Arabic Madarsas :

There is some improvement in the condition of the Arabic Madarsas as compared with that of the last year. A large number of applications was received for the grant of recognition of Madarsas. Arabic Education under the supervision of Education Department has been more popular than that in the hitherto unrecognised Arabic institutions. The total number of candidates registered for different examinations and the number actually appeared also increased.

Inspection :

During the year under report 35 Madarsas were inspected. The number inspected last year was 39.

Institutions and their grant :

The number of Arabic Madarsas in receipt of regular grant-in-aid from the Government during the year 1950-51 was 84 as against 76 of the last year. Grant-in-aid paid to the Madarsas amounted to Rs.85,768 as against Rs.82,416 paid last year.

In addition to this the following grants were also paid to the Madarsas :

1. Additional maintenance grant—Rs.2,148.
2. Library grant—Rs.1,000.
3. Building grant—Rs.7,000.
4. Special grant to Madarsa Subhania, Allahabad—Rs.1,200.
5. Five more Arabic Madarsas were given token grant of Rs.50 each and it is hoped that they will be brought to the list of regular recipients of Grant-in-aid next year.

Two more Madarsas which so far received aid from the Banaras State (now merged in U. P.) received grant-in-aid to the total amount of Rs.420 from the State revenue.

Tuitional condition :

There is little improvement in the tuitional standard of Arabic Madarsas, which can be seen from the fall in the percentage of passes of different examinations. The reasons for this are as follows :

1. Teachers are untrained and cannot prepare candidates for examinations conducted on modern lines.
2. The staff is generally inadequate and over worked.
3. The students are not very keen on their studies as unfortunately there is hardly any prospect before them.

Finance :

The financial position of Arabic Madarsas remains as it was. Owing to general economic depression their income from private sources fell much below the expenditure which on the other hand is rising with the cost of

living. Grant-in-aid from the State Government remain the same as before. Grant-in-aid from Hyderabad which for some of the Madarsas was a substantial source of income, has not so far been released. Income from private donations, always dependent on the economic conditions of the donors, is far from satisfactory. The result is that the financial difficulties with the most of management, have adversely affected the academic activities of the institutions.

Examinations :

The number of men candidates that appeared and passed the different Arabic and Persian Examinations has been given in statement 'C'. The number of girl candidates who appeared and passed these examinations is given below :

Name of Examination	Number registered	Number Appeared	Number Passed	Percentage.
Munshi	54	30	16	53
Mamii	1	1	1	100
Kaulvi	2	1	1	100

SANSKRIT PATHSHALAS AND THEIR ENROLMENT

There are about 1,400 Sanskrit Pathshalas at present in the State of Uttar Pradesh. They include 6 Pathshalas wholly run by the Government in the merged Tehri-Garhwal State, 2 in the merged State of Banaras. 380 Pathshalas receive government grant-in-aid. Last year only 336 received the aid and in 1948-49 only 260 Pathshalas were aided by the Government.

During the current year only 785 out of 1,400 Pathshalas as against 890 in 1949-50 and 1,085 in 1948-49 have sent their students for the various examinations of Banaras Sanskrit College. It is clear from these data that the number of Pathshalas sending candidates for the various examinations is gradually on the decrease.

Number of candidates from 785 Pathshalas that appeared at the various Examinations.—5,886.

Number of candidates from the aided Pathshalas—3,179.

Number of candidates passed—1,859 (58.4 per cent.)

Number of candidates from unaided Pathshalas—2,707.

Number of candidates passed—1,507 (55.6 per cent.)

The number shown in the above statement is only of those that have appeared at the examinations of Government Sanskrit College, Banaras. Besides, there is Praveshika (Admission class) class also in the Sanskrit Pathshalas in which the student's starting reading Sanskrit are taught. After reading for two years in this class, the students are eligible to appear at the Prathama examination of Banaras Sanskrit College. The number of such students is quite large in the Pathshalas. The number of students in the Praveshika class of 388 aided Pathshalas is 3,789 thus the total number of candidates reading in the aided Pathshalas is 18,924.

There are still 1,000 Sanskrit Pathshalas in Uttar Pradesh which do not receive any government aid. About 15,000 students receive education in these Pathshalas.

The number of teachers :

The number of teachers in the 388 Pathshalas including managed and aided by the government is 1,408 and in the remaining 1,000 Pathshalas is about 2,800. Thus the total number of teachers in all the Pathshalas is 4,208.

Sanskrit Pathshalas and the result of the candidates sent by them for the various examinations.

The following table shows the number of candidates sent by the Government and Aided Pathshalas for various examinations and their result :

Name of the Examination	1951			1950		
	Number of Pathshalas	Number appeared	Number passed	Number of Pathshalas	Number appeared	Number passed
Acharya ..	68	167	88	59	230	77
Shastri ..	142	558	338	109	575	261
Madhyama ..	370	1365	920	207	1,687	908
Prathma ..	373	1,011	482	207	862	450
Jnan prabha ..	25	58	21	15	27	10
Jnan Shri ..	17	19	9	6	9	3
Bharti ..	3	1	1	0	0	0
Total ..	798	3,179	1,859	603	3,390	1,709

The number of Sanskrit Pathshalas and their enrolment examination wise is given in the following table :-

Examination	1951			1950		
	No. of institutions	No. appeared	No passed	No. of institutions	No. appeared	No. passed
Acharya ..	116	120	88	118	192	90
Shastri ..	203	318	198	220	512	247
Madhyama ..	291	1,255	772	598	3,093	1,390
Prathma ..	305	974	431	598	2,305	828
Jnan Prabha ..	21	20	7	27	64	27
Jnan Shri ..	17	15	10	19	23	12
Bharti ..	3	5	1	2	2	1
Total ..	956	2,707	1,507	1,582	6,191	2,595

It is clear from the above table that the aided institutions are doing better and the unaided Pathshalas are deteriorating. In order to improve them it is necessary to grant aid to as many Pathshalas as possible.

Girl's Education :

We have so far dealt with in the preceding paragraphs the Pathshalas which are meant for teaching boys primarily. The State Government has made special arrangement for Sanskrit Education of girls in the last 2-3

years. The State Board of Sanskrit Education framed a separate syllabus for girls in the year 1946-47 and started three examinations namely Jnan Prabha, Jnanshri and Bharti. It is needless to state that the study of Sanskrit literature is so necessary for girls in order to inculcate in them love for Indian culture and traditions. It is to be regretted that there had so far been no arrangement for sanskrit education of girls having in view their special needs and conditions. The old syllabus of Sanskrit College Examination was too difficult for them. The number of girl candidates sitting for these examinations was negligible. It was for removing these difficulties that the above special syllabus was framed in 1946-47 and these examinations started. There is no Sanskrit Pathshala exclusively for girls as yet.

Examination	1949		1950		1951	
	No. appeared	No. passed	No. appeared	No. passed	No. appeared	No. passed
Jnan Prabha ..	79	22	91	37	58	21
Jnan Shri ..	24	9	32	15	19	9
Bharti ..	..	..	2	1	1	1

Tuition :

There is slight improvement of tuitional work in the Pathshalas but it is not satisfactory.

Fortunately our National Government has noticed the unsatisfactory condition of Sanskrit Pathshalas. The people also have been awakened to appreciate the need of improving the condition of Sanskrit education. It has also been felt that it is not easy to make it popular without making it paying. The Government have made necessary changes in the syllabus of Prathama, Madhyama and Shastri. The course of the Prathama examination was extended to three years and the modern subjects of Junior High Schools were included in it. Madhyama examination was divided into two parts—Previous and Final. Two years' course was prescribed for each part and the modern subjects of High School and Intermediate Examinations respectively were included in each. To bring the Shastri examination in level with the B. A. examination its course was reduced 3 to 2 years and the useful and modern subjects of the B. A. course were included in it.

The examinations of 1951 have been conducted according to this new syllabus and it is hoped that the Government would soon declare them equivalent to the respective Board and University examinations.

To acquaint the teachers with the modern methodology the Government have been arranging refresher courses for them during the last three years. This training is being given every year in the Government Sanskrit College. In the previous year this training was held only for a month and

a half and there was no practice of teaching. During the year 1950-51, seventy-six teachers attended the three months' refresher course from May 20 to August 21. Arrangements for practice of teaching were made in the local schools.

Organisation and Inspection of Pathshalas :

The arrangement for inspection cannot be said to be satisfactory during the previous years. It was difficult if not impossible for one Inspector to inspect 1,400 Pathshalas spread over to the remotest villages. The Inspector has to attend to sufficient office work as well. It is a matter of satisfaction that three Assistant Inspectors have been appointed and it is hoped that the inspection work will now begin in an orderly form when the schools reopen. The details of this year's inspection have been given above.

Financial conditions of the Pathshalas :

The financial condition of the Pathshalas cannot be said to be good. Most of their expenditure is met from private donations. The income from donations has decreased considerably due to high cost of living. The Government aid is very insufficient. Only 380 Pathshalas out of 1,400 receive Government grant. Eleven Pathshalas of the merged Banaras State are included in it. They receive State aid before the merger. Last year only 336 Pathshalas received aid. This year 37 Pathshalas have been given token grant. The year's figures are as follows :—

				Rs.
The total grant to 332 Pathshalas for this year.	..	..	..	2,53,512
Token grant to 37 new Pathshalas	..	..	..	1,750
Special grant to Pathshalas	..	..	..	13,686
Grant for libraries	..	..	..	3,000
Buildings grant	..	..	..	43,000
Grant given to 11 Pathshalas of the merged Banaras State	..	..	..	2,700
			Total grant	3,17,648

Undoubtedly the State Government has given attention to Sanskrit education. Formerly only 1,000 rupees were fixed for the token grant. Some of it was given to Arabic Madarsas. Rs.700 to 800 were left for Sanskrit education, which amount was very meagre for the large number of Sanskrit Pathshalas of the whole State. This amount has been raised to Rs.2,000. But even now, considering the number of institutions, this amount is insufficient. The following table shows the total expenditure and the amount of Government grant.

1949-50

1	2	3	4	5
No. of Pathshalas receiving aid from the Government.	Total expenditure	Government grant	Income from other sources	Total of columns 3 and 4
336	Rs. 18,47,922	Rs. 2,45,022	Rs. Board 56,331 Private contribution 1,66,597 Donation 13,79,972	Rs. 18,47,922
		Total	.. 16,02,900	

1950—51

1	2	3	4	5	
No. of Pathshalas receiving aid from the Government	Total expenditure	Government grant	Income from other sources	Total of columns 3 and 4	
380	Rs. 19,62,966	Rs. 2,57,962	Board Private contribution Donation	Rs. 57,456 79,676 14,67,882	Rs. 19,62,976
			Total	17,05,014	

Building and accommodation :

The condition of building and accommodation of the Sanskrit Pathshalas is very deplorable. In urban areas the schools meet in the temples and Dharamshalas. Some Pathshalas have no doubt their own *pucca* buildings which are workable. Village Pathshalas are housed generally in *kutchha* buildings. They are too poor to have their own buildings.

It is a matter of great satisfaction that the Government granted Rs.40,000 for Pathshala buildings. Out of this fund aid was given to Sanskrit Pathshalas for building purposes.

Libraries :

The financial condition of the Sanskrit Pathshalas is very pitiable. Consequently very few Pathshalas have good libraries. The State Government have sanctioned Rs.3,000 as annual recurring grant. This amount is very insufficient for the Pathshalas of the whole State. Out of this grant 60 Pathshalas are given Rs.50 a year as aid. In subsequent years this aid is given to another 60 Pathshalas so that all of them may benefit in turn. This aid is given only to those Pathshalas which are approved for receiving the usual grant.

Health :

It has been said above that Sanskrit Pathshalas do not have satisfactory accommodation on account of difficult financial conditions. They do not possess open ground where the students and teachers may have open air exercises and games. It is not quite correct to say that the students of Sanskrit Pathshalas have no interest in modern types of games and exercises, for, where there is provision for games, fields and modern exercises, the students freely take part in them. The students of village Pathshalas take interest in indigenous games like *Kabaddi*, etc. They have fared very well when there has been any competition between them and the so-called English schools. On the whole the health of the Sanskrit Pathshala students is satisfactory.

Discipline :

The instruction in Sanskrit Pathshalas is imparted on the old traditional lines. The students and teachers of these institutions are by nature very quiet and simple. They simply do not have any spirit of revolt against the authority. Consequently the members of the Sanskrit Pathshalas were quiet and peaceful during the year under report inspite of meagre salaries and various other dissatisfactions.

Inspector and Assistant Inspectors :

It has been emphasized in the previous year' reports that the number of Sanskrit Pathshalas is quite large and the arrangement for their inspection is very insufficient. It is impossible for one Inspector to inspect all the Pathshalas of Uttar Pradesh. The attention of the Government having been invited to this, three Assistant Inspectors have been appointed in the grade of Rs.200—450. The Inspector is in class II of the U. P. E. S., grade of Rs.250—850. The administration of 8 Pathshalas of the merged Banaras and Tehri Garhwal States has come under this Government. The papers concerned with these Pathshalas are also dealt with by the office of the Inspector of Sanskrit Pathshalas.

 CHAPTER XVI

BUREAU OF PSYCHOLOGY, ALLAHABAD

The Bureau was established in 1947. The main work of the Bureau is to give educational, industrial, professional and personal guidance for persons between the ages 5 to 20. In this connection two types of works were done—(1) construction adaptation and standardisation of Intelligence Tests (2) Educational, Industrial, Professional and personal guidance.

Group Intelligence Tests—

The Bureau has constructed six group verbal tests of Intelligence and adapted one non-verbal Intelligence Test. Out of these group verbal tests there is one each for the ages 10, 11, 13 and 14 and two for adults. These verbal tests are all in Hindi. The standardisation of tests for 11, 13 and 14 has been done on the representative samples of the population. The normal tables of these tests have been prepared. The two group tests for adults have been prepared with the view of selecting the most suitable candidates for some profession or service. They are being used successfully for the last three years in selecting candidates for Police Training College at Moradabad.

The non-verbal group tests which the Bureau has adapted is ⁷³/₂₀ Test of the National Institute Psychology, London. The norm table of this test has also been prepared to suit Indian conditions. The Bureau has adapted the famous revised Stand ford—Binet Intelligence Test (Farm L1937). It is used to test intelligence of persons from the age of 2 years to that of an adult. This adaptation is being used at present and necessary material is being collected for its standardisation.

One of the individual intelligence test which is under experimentation belongs to Dr. Bhatia's performance Test Battery. There is complete absence of verbal testing in it. In addition to general intelligence "G" it also measures "F" performance. Ability and "M" Immediate Memory with the help of this Battery we can measure intelligence of both literate and illiterate persons above 11 years. A "performance test battery" has also been prepared for boys of ages 4 to 10 which is in the experimental stage.

Skill Tests :

The Bureau of Psychology has been able to prepare a battery of Mechanical skill test. Its norm table has been prepared to suit Indian conditions.

Tests of Personality.—To have a sound test of personality the Bureau has prepared a projective test of personality which is known as Thematic Appreciation Test and which, is short, is called "T. A. T". Another personality test is known as Rorschach. Ink blot Test is under examination on the basis of day to day examination. A Free Association test has been prepared in Hindi. Steps have also been taken to diagnose and treat scientifically the emotionally abnormal children.

Educational, Professional and Personal guidance :

With the help of the above Psychological tests it has been possible to carry on the guidance work with more and more success and advantage. Educational guidance has been given, so far to 300 individuals and professional guidance to 30 persons. Some of the subjects belong to places outside Allahabad.

Educational guidance.—Two hundred students of Government Higher Secondary Schools sought guidance as to which of the four groups—Literary, Scientific, Constructive and Art, they should choose for the High School Examination and also what optionals they should offer. Satisfactory work was done in this direction. The account of an investigation on educational guidance will be published soon. Effort is being made to devise remedial measures for the backward children.

Personal guidance.—In this connection thirty persons were treated with notable success. Most of them were small children and adolescents who were unsuccessful on account of emotional disturbances, either at home, school, office or profession.

Play-way remedy.—The method of mental testing and suggestion does not suit the abnormal small children. The Bureau has devised play-way methods of treatment for them. The line of treatment is chosen according to their emotional conditions and inclinations found out through their play-way activities.

Directions for psychologists.—During the session 1950-51, the Bureau prepared a course for training in Higher Psychology. Ten persons were trained in the theoretical and practical aspects of Higher Psychology. The

trainees were required to do mostly the practical work, so that they might be able to give educational and professional guidance to the students of various schools of Uttar Pradesh and also to other outsiders.

Impressed with the importance of Psychological guidance and impelled with the desire of public service, the Education Department has opened five regional Psychological centres in Uttar Pradesh. It is hoped that these Psychological centres will soon be doing useful work.

CHAPTER XVII

SCOUT ASSOCIATIONS

A—Bharat Scouts and Guides :

During the year under report it was decided to merge the two scout associations namely the Hindustan Scout Association and the Boy Scout Association but the merger could not be completed by the end of the year. The new association called 'Bharat Scouts and Guides' was registered in November 1950 at Delhi.

In this State also the merger of the two associations took place and joint rallies were held in different places on the 25th of August, 1950.

Training camps :

The major part of the year was spent in settling things under the Labour Welfare Department. A number of rallies and camps were held and Social Service was rendered on many occasions. In 18 districts training camps were held to train scout masters. In all, 30 scout masters and 16 Patrol Leader Training camps were held, in which 2,924 Scout masters and 918 Patrol Leaders were trained.

Special Summer camp to impart training was held in Shitlakhet.

Hikes :

During the year under report 42 hikes were organized. Excursions to historical places were also organised.

Special activities :

(a) Schemes of "Better Villages through sinking" continued. Mohalla troops with 12,600 young men were formed. 'Grow more and save food campaign' were organised.

(b) *Gymnasium.*—Due to the discontinuance of a whole time physical Instructor, the gymnasium at the Headquarters could not organise any activity.

(c) *Scout Band.*—The District Scout Association, Basti, has a good 'highlander Piper band'. It has been imparting training to scouts, some of whom have been able to secure jobs as band masters.

Harki Pauri Centre, Hardwar :

The Allopathic dispensary attached to it is doing useful work. During the year under report 24,000 patients were treated. It also inoculated

people during epidemics. There is a reading room attached to the centre in which Dailies, Weeklies and Monthly magazines are received.

Public service was organized by the Association at the following Melas :

Kumbh Mela, Hardwar.

Brindaban Ardh Kumbh Mela.

Ganga Ashnan at Garh Mukteshwar and Dadri-Tigri fair.

Besides these, service camps were also organized at different local fairs and melas.

From the figures received the strength of the scouts and guides in the two associations, now merged into one, was 1,08,499.

Girl guides :

The activities continued to progress under the guidance of Sm. Phyllis Mehrotra, the State Commissioner. The total number of Girl Guides was 7,09,075. Eight training camps were organized in which 460 Girl Guides and Patrol Leaders were trained.

Expenditure :

The accounts of a few associations were amalgamated on the 7th of November, 1950 and the income and expenditure from that date to 31st March, 1951 was as follows :

Expenditure		Income	
	Rs.		Rs.
Closing Balance	22,770 2,527	Government grant	.. 10,000
		Opening balance	.. 2,829
		Subscriptions	.. 12,458
Total	.. 25,297		.. 25,287

It is reported that bills amounting to Rs.6,000 were unpaid at the close of the year as the association had no money to pay them. If the grant is raised to Rs.30,000 the association may be able to meet its expenditure.

B—St. John Ambulance Association :

The membership of this association increased from 44 to 91 during the year under report. The annual general meeting was held in December, 1951, when Ribends' certificates and medals were awarded to five persons. There were 48 district centres and thirty police centres. A new centre has been established at Deoria. The formation of centres at Hamirpur, Rampur and Etah was under correspondence. No new centre could be established at Mirzapur and Pillibhit.

Activities of the Association :

(a) *Training.*—The Transport Commissioner Roadways has issued instructions to all the Regional Central Managers that the training in First-Aid should be given to their bus drivers and bus conductors and that the First-Aid boxes should be carried in their buses. On the occasion of Anti-T. B. League at Kanpur a sort of exhibition was set up to arouse interest in the public in St. John's Work.

(b) *Provincial Competitions.*—The twenty-third St. John Ambulance Competition was held in March and November 1950. The number of teams participating in it was 71 including 31 lady competitors, as against 47 and 6 respectively in the previous year. The total number of competitors including teachers was 600. Entertainment in music, Kavi Sammelan, Mushaira and free cinema shows were provided for the competing teams. The judges reported that the theoretical knowledge, practical performances and discipline of most of the teams were well above the average. The squad drill was fairly good.

Mackenzie School Course :

3,463 certificates were awarded during the year in Mackenzie School course in First-Aid, hygiene and sanitation. There were 55 lecturers during the year of whom 14 were newly appointed.

At Police Centres 148 constables obtained their First-Aid certificate during the year.

Income and Expenditure :

The year opened with a balance of Rs.623. Government grant of Rs.5,000 was also received during the year. The total income during the year thus comes to Rs.12,775 of which Rs.11,099 were spent, leaving a balance of Rs.1,676 at the close of the year. The Association possesses the following investments :

	Rs.
4 per cent. loan of 1960-70	12,700
3 per cent. U. P. loan of 1952	9,300
2 ½ per cent. Government of India loan 1954	5,000
In Saving Bank account	4,425

Brigade Section :

13 new Brigade Divisions were formed here. The total number of divisions was 141 as compared to 128 in the previous year. The total membership increased from 3,000 to 3,446. The Brigade division did useful work on the occasion of Kumbh fair at Vrindaban and Hardwar. A large number of cases of various diseases and injuries were attended to at these melas. Members of the divisions rendered public duties at the Garhmukteshwar fair at Meerut, Dena fair at Bara Banki and Kartiki Ashnan fair. During the year members attended 4,514 cases when at public duty and 9,050 cases when they were not on public duty.

Nursing Division.—There are nine nursing Divisions with a membership of 212. A new nursing division has been formed during the year. There are ten cadet nursing divisions of girls with a membership of 197. No training camp could be held this year.

Income and expenditure :

The following is the statement of income and expenditure during the calendar year 1950.

Income :—		Rs.	a.	p.
1.—Grants for Training Camps.				
(a) Opening-balance .. .. .	.. .. .	133	6	9
(b) Grant received by Indian Red Cross Society from the U.P. Branch .. .. .	.. .. .	250	0	0
(c) Grant received from Indian Headquarters .. .. .	.. .. .	2,000	0	0
(d) Grant received from State Government .. .. .	.. .. .	3,500	0	0
Total		5,883	6	9
2.—Balance of the Governor's Grant.				
(a) For Ambulance Section .. .. .	.. .. .	605	13	9
(b) For Nursing Division .. .. .	.. .. .	275	0	0
(c) For Miscellaneous Expenses .. .. .	.. .. .	344	1	0
3.—Balance of Governor's Grant Transferred from the head "Red Cross"		2,913	14	0
Grand Total		10,022	3	6
Expenditure :—		Rs.	a.	p.
(1) Advance for Social Service Camp .. .. .	.. .. .	6,802	15	0
(2) Grant paid to the Ambulance Division, Moradabad for the equipment .. .. .	.. .. .	100	0	0
(3) Grant paid to the Ambulance Division of N.A.S. Inter. College, Meerut for the purchase of medicines .. .. .	.. .. .	25	0	0
(4) Grant paid to the Nursing Division of Government Training College for Women, Lucknow for the equipment .. .. .	.. .. .	50	0	0
(5) Printing charges .. .. .	.. .. .	16	8	0
(6) Cost of Books .. .. .	.. .. .	3	4	0
(7) Travelling allowance .. .. .	.. .. .	176	13	0
(8) Miscellaneous .. .. .	.. .. .	173	13	6
Grand Total of Expenditure		7,348	5	6
Closing Balance		2,673	14	0
Grand Total		10,022	3	6

B—Ram Krishna Mission :

Ram Krishna Mission is a religious organization consisting of Sanyasis and Brahmcharies who serve suffering humanity. It is an international organisation whose motto is "Renunciation and Service". It maintains several local body hospitals and dispensaries at important centres of pilgrimage and runs several schools in the State.

The Seva Samiti, Allahabad :

During the year under report the Samiti got a total Government grant of Rs.30,500 of which a sum of Rs.17,000 is paid from the Education Budget and Rs.13,500 from the Medical Budget.

Among educational activities, apart from Vidya Mandir Higher Secondary School which received a separate grant, there are two libraries—the Chintamani Memorial Library and Bhardwaj Library. There were

over 4,000 books in Chintamani Memorial Library on the 31st March, 1951. The Bhardwaj Library which is located in a congested locality, has about 2,000 books. The Bhardwaj Library maintained its popularity and attracted 61,693 readers. The Chintamani Memorial Library specialised in Social Welfare subjects and had one of the best collection of books on education, Biography, Anthropology, Religion, Physical culture, Dictatics, Nature cure, Food Problem, Philosophy, Prison, Reform, Temperance, Jail Reform, Women's problems, marriage sex, Probation problems, Gandhijee's life and work, the Great Wars, Gita etc. Valuable reports published by the Government and the U. N. O. and other Societies were collected. Both the libraries are very popular. The Municipal Board, Allahabad, has given a grant of Rs.140 to Bhardwaj Library and Rs.100 to the Chintamani Memorial Library. The latter also got Rs.250 from the Government.

The organization department look to the Branch Seva Samities and organises social service during fairs and festivals. During April, 1950, the Samiti organised Social Service for pilgrims at Hardwar Kumbh and co-ordinated the activities of the other Seva Samities and Institutions.

The Branch office at Allahabad junction station serves very useful purpose in helping pilgrims and passengers in boarding trains, in finding out routes and fares of their journey, in tracing and sometimes detecting passengers' children and women led astray and arranging to send them home if possible. The work of Railway Branch Office was so much appreciated that they appointed passenger guides on other lines.

Naik reform :

The Samiti has been carrying on reform work among the Naiks in Kumaun. The activities are now divided into three sections *viz.*, propaganda for marriage of Naik girls, education of Naik children and provision for medical relief. For propaganda purposes, workers go into the villages of Naiks and basties, contact the people and explain to them the Naik Girls' Protection Act and Rules, and the helpful effect of immoral trade and suggest the needs of regular marriage of their daughters. When necessary they have also been helped to settle such marriages.

In the field of education an upper Primary School at Katarmal, in Almora, is functioning. The school has been very popular. Local negotiations are going on for the construction of a suitable building. The Meerut Balika Ashram is also run.

The gymnasium is a well organised regular gymnasium in the city and the Superintendent, Physical Culture has also spoken highly of it. He organised several local competitions at which members of other gymnasium participated. Indian exercises and Malkhamb in addition to Western exercises have been encouraged. The gymnasium celebrated the Independence Day and Gandhi Jayanti with enthusiasm.

CHAPTER XVIII

A—HINDUSTANI ACADEMY

Hindustani Academy completed 24 years of its life on March 31, 1951. It published 10 important books in the year under report. This number includes both the newly published and reprinted books. The income from the sale of books in the year under report is Rs.2,27,176 as against Rs.14,458-0-9 in the preceding year. The need for the Academy's own building was very much felt. The term of the Board of the Academy and its various committees expired on April 30, 1950. But they would continue to function till the formation of new ones.

According to the constitution of the Academy some of its members are nominated by the Government and others by the various universities and literary institutions.

There has been no meeting of the Board of Academy during the year under report. The executive committee met on April 29, 1950 and on November 4, 1950.

Literary Advisory Committee and the Selection Committee of either Hindi or Urdu also did not meet. Necessary work was carried on by correspondence.

One Associate Life member was added this year. Thus the total number of Associate Life Members became five.

Journals.—The Hindi and Urdu Journals of the Academy could not be published in the year under report like the preceding year due to lack of funds.

Publications.—The following ten books were published in the year under report :

Name of the Book.

- | | |
|---|--------------------------------------|
| (1) Hindustan Ki Purani Sabhyata. | Sri Beni Prasad. |
| (2) Urdu Sahitya Ka Itihas. | Dr. Babu Ram Saxena. |
| (3) Harsh Bardhan. | Sri Gowri Shankar Chatterji. |
| (4) Gulzar-e-Nazir. | Sri Salim Jafar (Editor) |
| (5) Bhartiya Darshan Shastra Ka Itihas. | Dr. N. K. Devraj. |
| (6) Bhartendu Harishchandra. | Sri Braj Ratna Das. |
| (7) Kavi Rahasya. | Mahamahopadhyaya Dr. Ganga Nath Jha. |
| (8) Hindi, Urdu ya Hindustani. | Sri Padma Singh Sharma. |
| (9) Hindi Bhasha Aur Lipi. | Dr. Dharendra Varma. |
| (10) Bal Krishna Rukmini Rai. | Text only. |

Books at numbers 2, 4 and 10 are new publications. The rest are reprinted as there was great demand for them.

In the new publications the translation of Vasu Vandhu. Abhi Dharma Kosh by Acharya Narendra Dev needs special mention. It is an important book on Hinyan and the philosophy of that school, known as Sarvastivad. It was written in the 4th century. It is an indispensable book for the proper study of Buddhist philosophical thought. The Academy has purchased its copyright from the author for Rs.5,000 but of this amount Rs.3,000 have already been paid. This book will cover about 1500 pages. It has been sent to the press. The printing cost is estimated to be Rs.25,000, It has been decided to request the government to sanction special grant for this work.

Other Literary Work.—The preparation of a lexicon of names (*Nam-kosh*) occurring in classical Hindi literature, which was taken up a few years ago, was completed in the year under report and given to the press.

The Academy has also taken up the important work of preparation of a comprehensive concordance of words used by Tulsidas in all his works.

Library.—The library is divided into two sections—Hindi and Urdu.

The number of books increased from 9043 in the preceding year to 9281 in the year under report.

Financial condition :

The total income of the Academy including 25,000 Government grant was Rs.47,560-14-3 in the year under report, excluding the opening balance of Rs.32,634-8-1 representing year marked donations and other commitments. The total expenditure during the year under report was Rs.63,871-10-9. A closing balance of Rs.16,323-11-7 was left at the end of the year.

B. NATIONAL ACADEMY OF SCIENCES, INDIA

The Academy continues to make rapid progress as regards enlistment of members. The Academy has now in its rolls 214 members of whom 130 are Fellows and 14 Honorary Fellows. During the year under report 6 council meetings, 2 emergent meetings, 3 ordinary meetings (including one annual meeting) and two meetings of Fellows were held. Thus in all 13 meetings were held. The annual session of the Academy was held successfully on January 22, 1951 in the Banaras Hindu University, The Uttar Pradesh Government Education Minister's Gold Medal could not be awarded at the last annual session as the reports from the judges were not received in time.

The proceedings of the Academy are published in two series A and B. Series A deals with the Physical Sciences and Series B with the Biological

Sciences. During the year under review the Academy has been able to publish the following proceedings from April 1, 1950 to March 31, 1951 at a cost of Rs.10,332-3.

Volume A has been published in 376 pages as detailed below :

Volume	Part	Year	No. of pages	Total number of pages
14	.. .. One	1945	241—306	46
16	.. .. Two	1947	37—51	16
16	.. .. Three	1947	53—67	16
17	.. .. Three	1948	69—99	38
18	.. .. One	1949	1—50	50
18	.. .. Two	1949	51—87	38
18	.. .. Three	1949	89—125	38
19	.. .. One	1950	1—54	54
19	.. .. Two	1950	55—87	34
19	.. .. Three	1950	89—139	52
Total				376

Volume B has been published in 188 pages as detailed below :

Volume	Part	Year	No. of pages	Total volume of pages
18	One	1948	1—32	32
19	One and two	1949	1—30	30
19	Three and four	1949	31—64	34
20	One	1950	1—53	54
20	Two	1950	54—90	38
Total				188

Accommodation for the Academy :

The Academy has been given two rooms of the Allahabad University Science Building to accommodate the office, the library and other properties. But these two rooms are quite inadequate for the needs and the expanding library of the Academy. For many years the Academy tried to get a suitable plot for the building of the Academy but could not succeed. Professor N. R. Dhar has very kindly made a gift of land costing approximately Rs.12,600 for the purpose of constructing a building of the Academy.

Income and Expenditure.—

The year opened with a balance of Rs.10,679 in fixed deposit. A grant of Rs.6,000 was received from Uttar Pradesh Government, Rs.1,000 from the Government of India and Rs.2,000 from the Allahabad University. Thus the total income including the opening balances and the grant was Rs.26,933. The closing balance was Rs.4,586 excluding Rs.5,842 deposited in their separate accounts. Thus the actual expenditure was Rs.16,505.

Hindustani Literature Fund :

U. P. Government opened the Hindustani Literature Fund in 1947 with the view of increasing the number of original books in Hindi on art, science and literature on the one hand and providing economic relief to financially hard hit authors, scientists and literatures on the other.

Hindi Advisory Committee consisting of renowned scholars considers the books submitted for the prizes which are awarded on its recommendations. 93 books were submitted this year and Rs.25,700 in all were awarded as prize for 31 books. Financial help was also given in addition to this. The Government invites authors to submit their original works for the consideration of the Hindi Samiti.

(C) *Training in Social Service.*

Revised scheme of social service has been started for the students of class XI in the ten selected districts of Uttar Pradesh. It will at first be tried in the five selected institutions of the following districts :—

1. Lucknow.
2. Allahabad.
3. Banaras.
4. Gorakhpur.
5. Kanpur.
6. Agra.
7. Meerut.
8. Saharanpur.
9. Bareilly.
10. Jhansi.

Each one of the five institutions in these districts selected 50 students for social service. The number of social workers thus in every one of these districts was 250. Training was given in two camps. The first of these was organised for fourteen days at Faizabad and the second was held locally for seven days only. It was also compulsory for every student selected for service to do hard labour for 60 periods in the full school sessions.

At first, these students were divided into groups and were given theoretical instructions in discipline, dignity of labour and devotion to duty. After this Social Service Scheme was explained to them. Collective games, tours and recreational programmes were also organised.

The service rendered to the public by the students selected for Social service from the ten districts may be classified under the following heads :

(A) Camp work for 14 days at Faizabad and for seven days in the district.

(B) Work outside the camp in the institutions or outside.

It includes the following types of work :

- (a) Service in cities or in villages.
- (b) Service in fairs, rallies or social functions.
- (c) Such other work in the institutions as—

(i) preparation of stage for the drama played in the institution;

- (ii) to write and deliver letters for the school functions ;
 - (iii) to organise recreational activities in the institution ;
 - (iv) to organise games and sports ;
 - (v) similar other activities.
- (D) Cleanliness of the school compound.
 - (E) Writing of letters for the sick and disabled persons in the district Hospitals.
 - (F) Collections and distribution of warm-clothing for the poor, helpless and orphans.
 - (G) Other types of general social service.

THE CAMP AT FAXABAD

14 day's camps one for each district, were held at Faizabad, according to the convenience of the district concerned. Villages in the vicinity of Faizabad aerodrome were selected for social service work. The students worked in fields, other open grounds and on roads. They repaired old buildings, constructed new ones, dug ponds, gave lessons on civic life to villagers and impressed upon them the need of cleanliness. They held night classes as well. The students in service camps were also given physical drill. General subjects of importance were taught to them. Physical drill was compulsory during the whole period of camp. Evening games were also compulsory. There was provision for recreation also. The students in groups took part in various sorts of recreational activities at night.

Local camps :

Local camps were organised in seven districts on the above basis. These were held in nearby villages. Students worked with great enthusiasm in the service camps. These districts could not find time to arrange these local camps. They decided to hold camps in summer vacation. The villages of Barua Sagar in Jhansi, Charmi and Garhmukteshwar in Meerut district and Mahibullapur in Lucknow need special mention where students did commendable service work.

Cleanliness :

The students selected for social service work cleaned the compounds of their own schools at first. This was intended to give them an education in the dignity of labour and to inculcate in them the habit of cleanliness. The students worked both individually and collectively. The work of cleanliness was continued throughout the year.

In addition to the above type of work the students cleaned their own kitchens and demonstrated to the sweepers how to clean properly. The play-grounds of the schools were levelled and the pits filled up. The

school buildings were cleaned and whitewashed. Desks, inkstand, dirty doors and windows and other furniture were cleaned and varnished under the supervision of experts.

Work in mohallas, nearby villages and suburbs :

The enthusiasm in social service continued to increase and encouraged the students to go outside their schools for the work of this kind. This work was in addition to what they did during the two camps. Students went to the villages occasionally and prepared play grounds there and formed youth centres. At times they organised collective games and distributed prizes and sweets among the village children. The details of their work may be classified under the following heads :

- (1) Sanitation, Health and Cleanliness.
- (2) Campaign against infectious diseases.
- (3) Literacy and Social education.
- (4) Awakening of national spirit.
- (5) Cultural and recreational activities.
- (6) Study of and imparting education in the preparation of manure to villagers.
- (7) Organization of village youths for games sports and social activities, help in fairs, festivals and rallies.

The Social Service students worked in the local fairs such as Garhmukteshwar, Meerut and Magh Mela of Allahabad. The following types of work were done during the fairs :

- (a) to trace out the lost children ;
- (b) control of and help to the pilgrims ;
- (c) to keep watch on the clothings and precious ornaments of the pilgrims at the ghats ;
- (d) to make separate arrangements at the ghats for women ;
- (e) to work as spies in the markets ;
- (f) to work as watch men and santaries at night.

During the Dasehra holidays almost all the Social Service students worked in the Ram Lila fairs.

Work for their own schools :

In addition to the work of cleanliness the students did the following types of social service works for their schools :

- (a) the students took part in debates, discussions, Kavi Sammelans and fancy dress shows in school functions. They also prepared stages for the school dramas and erected Shamyanas,

- (b) they wrote and distributed invitation letters in connection with the school functions ;
- (c) in addition to these they helped in the seating arrangements on special occasions.

Work in hospitals and dispensaries :

It was decided to work in an organised way in public hospitals in the beginning of the session but partly due to the indifference of the medical authorities and partly due to financial and other difficulties the desired result could not be achieved. But satisfactory work was done in some districts towards the close of the year. The students wrote letters for the sick. During the camp periods social service students distributed medicines to villagers.

Assam Relief fund.:

Students collected clothes and funds for the earthquake sufferers of Assam. In Bareilly and Meerut districts students staged dramas and money thus collected was sent to the Assam Sufferers.

Conclusion :

Generally students took great interest in Social Service activities. The villagers co-operated with them. Students also welcomed it as it gave them an opportunity to show their enthusiasm and youthful spirits. It is hoped that the further of this work is bright and definite progress in this direction is possible.

D--COUNCIL OF PHYSICAL CULTURE

1950-51 was the sixth year of the life of this Council in Uttar Pradesh. It has gained popularity even in such a short period. Educational officers and members of the Council have given their valuable advice from time to time. It is with their advice that the Council has carried out its programme in cities as well as in villages. The permission of the Executive of the Council was obtained before the programme was given effect to. The following items of the programme need special mention :

- (1) Celebration of Nag Panchani, Dasehra, Deepawali, Basant, etc. in suitable manner.
- (2) Inter-mohalla games.
- (3) Inter-village games.
- (4) Inter-office competition on State Scale.
- (5) Swimming, folk dance, music, etc., for the recreation of the people.
- (6) Inter-Akhara tournaments and district competitions.

In the cities of Allahabad, Banaras, Agra, Gorakhpur, Meerut, Jhansi, Fatehgarh, Faizabad, Moradabad, Kanpur, Dehra Dun, Lucknow, Naini Tal and Bareilly the district Superintendents organised these activities before large gatherings.

The District Superintendent made arrangements for these activities before the gathering of women. The main branches of the Council of Physical Culture exist in the clubs and gymnasiums both cities and villages. Encouraged by the success the Council is trying to spread its branches all over U. P. During the last financial year the Government granted an aid of Rs.62,000 to 167 branches. The programme of the Council is being given effect to by the Local Bodies both in the rural and urban areas. The local boards are given financial aid by the Council for the development of physical culture activities.

The publicity of the work of the Council is done through articles, posters, pamphlets, will pictures, etc. During the year under report Dr. Sampurnanand Physical Cultural Essay competition and late Sri D. D. Mathur, General Knowledge competition were started with the view of educating the public in the rudiments of physical culture and eliciting the peoples' opinion about the activities of the council. The district of Jhansi stood first in Dr. Sampurnanand Essay Competition. Its three competitors obtained the highest marks and therefore the running trophy went to Jhansi. The most attractive material of publicity possessed by the Council is a set of films on games and sports giving the details of various games in an interesting manner.

In the year 1950-51 the Local Boards were granted Rs.1,33,000 and 45,000 to develop and encourage physical culture and to organise gymnasiums (Akharas) respectively. Recommendations were made to the Government for the distribution of the above amount to the Local Boards according to their needs but the Government could not accept them for the year 1950-51. It was therefore not possible to spend anything from the above grant during the year under report.

CHAPTER XIX

MILITARY EDUCATION

(A) *Compulsory Military Education :*

The compulsory military education scheme was launched by the State Government in 1948 with a view to give basic military training compulsorily to students of Higher Secondary Schools reading in Intermediate classes. The scheme was originally launched in 11 selected cities of the State viz., Allahabad, Banaras, Agra, Kanpur, Bareilly, Aligarh, Lucknow, Meerut, Moradabad, Faizabad and Gorakhpur which was subsequently

extended to six more cities, viz., Naini Tal, Almora, Dehra Dun, Mathura Jhansi and Budaun in 1950 raising the number of cities under this scheme from 11 to 17.

Comparative table of teachers and cadets :

No. of Colleges imparting Military Training		No. of teachers		No. of Cadets	
1950	1949	1950	1949	1950	1949
90	75	440	360	22,000	17,700

It is clear from the above table that the number of colleges imparting military training, teachers and cadets have been increased during the last year.

5,200 more sets of uniform have been prepared this year. This raised the number of sets of uniform from 4,900 in 1949 to 10,100 in 1950. More wooden rifles and other training materials were supplied to the units in 1950.

The second Provincial Youth Rally of the Military Cadets was held from January 15 to 21, 1950 at Lucknow. The number of students participating in it was 2,000 cadets and 40 officers. The cadets were lodged in one camp at Faizabad Road. This change was made in order to give them an idea of the camp life and collective training. General K. M. Cariappa, Commander-in-Chief of the Indian Army took the Salute at the March past on January 20, 1950 and distributed the prizes. A mass physical show of all the military cadets was also organised and the show was very much appreciated by all present there.

District rallies and weekly camps were organised by the Chief Military instructors in all the 17 towns. Distinguished persons were invited to take the salute at the March past. These camps and rallies were very successful and appreciated by all concerned. Certificates have also been awarded to those who have attended these district camps, units in various cities presented guard of honour to distinguished personages, e.g., Prime Minister of India, H. E. the Governor of Uttar Pradesh, Chief Minister of U. P. and the Ministers of various States.

The scheme of Compulsory Military Education has improved the tune of discipline of students in the educational institutions of the 17 towns. Disciplined youth is an asset of a nation. It is, therefore, necessary that this scheme should continue so that the discipline could be tuned up. Military training inculcates the sense of discipline, self respect, *esprit de corps* and therefore it needs encouragement.

(B) NATIONAL CADET CORPS

The National Cadet Corps scheme of the Government of India was started in this State in July, 1948 to replace the old U. O. T. C. The old U. O. T. C. was financed entirely by the Government of India while the National Cadet Corps scheme is being financed by the State Government.

The National Cadet Corps divided into two divisions the senior and the junior. The senior division caters for the students of Degree Colleges and Universities while the junior division is meant for IX and X classes. Both are voluntary. The strength of both the divisions of National Cadet Corps is as under :

	Total no. of compa- nies	Total no. of Cadets
Senior Division	1950—51 } 1949—50 }	2,974
	Total No. of Troops	Total no. of Stu- dents
Junior Division	1950—51 } 1949—50 }	4,050

This does not include two engineering units of 60 cadets each which are located at Thomson College, Roorkee and are under the State P. W. D.

The Senior Division units are functioning at present at the following places with the following strength :

Allahabad	.. .. .	4 Companies.
Banaras	.. .. .	4 Companies.
Agra	.. .. .	4 Companies.
Kanpur	.. .. .	3 Companies.
Bareilly	.. .. .	2 Companies (one is under orders of move to Ali- garh.
Lucknow	.. .. .	2 Companies.
Meerut	.. .. .	1 Company.

The Junior Division troops have mainly been raised at these very 8 centres where Senior Division units exist with a view to have facility in organization and administration. One more troop was allotted during the year to Pratap Inter. College, Tehri Garhwal, Tehri. Two troops were withdrawn from Queen's College, Banaras and H. B. Intermediate College, Aligarh and were allotted one to St. Joseph's Academy, Dehra Dun and one to the Allen Memorial School, Mussoorie.

The Officers Commanding of all the N. C. C. Senior Division units and the Liaison Officers of the Junior Division troops are the Regular Army Officers and are being paid from the budget of the Government of

India, Ministry of Defence while the civilian establishment is being paid from the budget of the State Government. All matters on general administration and policy, etc. are being dealt with by Circle Commander no. 6 circle, N. C. C., Lucknow.

The control over finance was transferred from the Director of Military Education, U. P., Lucknow to the Director of Education, U. P. with effect from August 12, 1950 under the orders of the State Government.

While all the equipment including arms and ammunition is being supplied by the Defence Department, Government of India, payment for uniform is being made by State Government. The State Government vehicles which were previously in use with the N. C. C. units have almost all been placed by Army pattern vehicles supplied by the Defence Ministry but the cost of maintenance is being borne by the State Government. During the year under report all the Senior Division units held their annual training camps. The Junior Division Troops have also held their annual training camps.

Some of the Junior Division N. C. C. Officers and also some Senior Division N. C. C. Officers took their refresher course training at various Army Regular units in the year under report.

N. C. C. contingent of one officer and 30 cadets from this State participated in Republic Day parade in Delhi on January 26, 1951. 6th U. P. Bn. N. C. C., Lucknow presented Guard of Honour to Hon'ble Sri Jawahar Lal Nehru, Prime Minister of India and to Hon'ble Dr. Rajendra Prasad, President of the Indian Union on their visit to Lucknow on February 17, and 19, 1951 respectively. 3rd U. P. Bn. N. C. C. provided a ceremonial parade to His Excellency the Commander-in-Chief, Indian Army on his visit to the unit on February 17, 1951.

The provisions made in the State budget for the last two years are as under :

	Rs.
1949-50	7,93,400
1950-51	11,00,400

The provision made in the State budget for the year 1951-52 is Rs.9,73,517.

CHAPTER XX

EDUCATION BUDGET

(Head of Account : 37—Education)

Voted—Rupees seven crores, thirty-seven lakhs, forty-four thousands,
two hundred (Rs.7,37,44,200).

Sub-Heads.—The details under which this grant will be accounted

for by the Department of Education are given below.

	Budget estimate 1950-51
A—University	
<i>(a) Grant to the Universities of—</i>	Rs.
1. Allahabad	12,54,800
2. Lucknow	11,98,400
3. Agra	62,000
4. Aligarh Muslim University	1,40,600
5. Banaras Hindu University	1,42,000
6. Grant for Promotion of Scientific Research	1,48,300
7. Lump Provision for re-imbursement of Losses in fee income on account of exemption of Scheduled caste students from payment of tuition fees	6,000
Total (a)	29,52,100
<i>(b) Government Arts Colleges—</i>	
1. Pay of officers	15,600
2. Pay of establishment	83,300
3. Allowance and honoraria	19,400
4. Contingencies	35,300
5. Lump sum provision for improvement of Sanskrit College, Banaras	1,00,000
Total (b)	2,53,600
<i>(c) Grants to Non-Government Arts Colleges—</i>	
Men	15,00,400
Women	71,000
Total (c)	15,71,400
<i>(d) Government Professional Colleges—</i>	
<i>(1) (i) TRAINING COLLEGES (WOMEN)—</i>	
1. Pay of officers	18,000
2. Pay of establishment	1,44,400
3. Allowances and honoraria	31,000
4. Contingencies	38,000
Total, Training Colleges (Women)	2,31,500
<i>(ii) TRAINING COLLEGES (MEN)—</i>	
1. Pay of officers	81,600
2. Pay of establishment	49,500
3. Allowances add honoraria	56,700
4. Contingencies	35,900
Total, Training Colleges (Men)	3,23,700
Total Training Colleges	5,55,200

				Budget estimate 1950-51
				Rs.
(2) COLLEGE OF PHYSICAL EDUCATION—				
1.	Pay of officers	..	..	7,200
2.	Pay of establishment	..	..	20,000
3.	Allowances and honoraria	..	..	7,000
4.	Contingencies	..	..	10,000
Total, College of Physical Education				44,200
Total (d)				5,99,400
Total (a)				53,76,500
B—Secondary (including Intermediate Classes)				
<i>(i) Government Secondary Schools—</i>				
<i>(1) BOYS—</i>				
1.	Pay of officers	..	..	2,96,000
2.	Pay of establishment	..	..	31,70,400
3.	Allowances and honoraria	..	..	8,13,000
4.	Contingencies	..	..	5,20,700
Total (Boys)				48,00,100
<i>(2) GIRLS—</i>				
1.	Pay of officers	..	..	1,04,000
2.	Pay of establishment	..	..	9,54,800
3.	Allowances and honoraria	..	..	2,53,300
4.	Contingencies	..	..	2,40,500
Total (Girls)				16,52,600
<i>(b) Direct Grants to Non-Government Secondary Schools—</i>				
	BOYS	..	..	79,58,300
	GIRLS	..	..	21,84,000
Total (b)				1,01,42,300
Total (B)				1,65,95,000
C—Primary				
<i>(a) Government Primary Schools—</i>				
<i>(1) BOYS</i>				
<i>(a) Primary Schools—</i>				
1.	Pay of establishment.	..	..	73,90,200
2.	Allowances and honoraria	..	..	65,42,500
3.	Contingencies	..	..	11,28,000
Total (a)				1,52,60,700

	Budget estimate 1950-51
	Rs.
<i>(b) Government Ceramic Training Centre, Allahabad—</i>	
1. Pay of Establishment	26,600
2. Allowances and honoraria	4,800
3. Contingencies	14,000
Total (b) ..	<u>45,500</u>
Total (Boys) ..	<u>1,53,06,200</u>
 (2) GIRLS—	
1. Pay of establishment	3,77,700
2. Allowances and honoraria	2,38,000
3. Contingencies	1,22,900
Total (Girls) ..	<u>7,38,600</u>
Total (a) ..	<u>1,60,44,800</u>
 <i>(b) Direct Grants to Non-Government Primary Schools and Local Bodies.—</i>	
BOYS	1,55,76,000
GIRLS	15,97,400
Total, (b) ..	<u>1,71,73,400</u>
Total, (c) ..	<u>3,32,18,000</u>

D—Special

(a) Government Special Schools

(1) TRAINING SCHOOLS (BOYS)

1. Pay of officers	1,98,800
2. Pay of establishment	20,49,000
3. Allowances and honoraria	5,14,800
4. Contingencies	3,85,600
Total, Training Schools (Boys) ..	<u>31,48,200</u>

(2) TRAINING SCHOOLS (GIRLS)—

1. Pay of officers	39,600
2. Pay of establishment	3,58,800
3. Allowances and honoraria	1,13,000
4. Contingencies	86,700
Total, Training Schools (Girls)	<u>5,98,100</u>

	Budget estimate 1950-51 Rs.
(3) EDUCATION OF DEAF AND DUMB—	43,500
Total (a) ..	37,89,800
 (b) Direct grants to Non-Government Special schools—	
BOYS	4,57,000
GIRLS	62,200
Total (b) ..	5,19,200
Total (d) ..	43,09,000

E—General Charges

(a) Direction—

1. Pay of officers	1,07,600
2. Pay of establishment	3,01,000
3. Allowances and honoraria	1,15,900
4. Contingencies	1,13,500
Total (a) ..	6,38,000

(b) Inspection—

(1) MEN—

1. Pay of officers	5,58,400
2. Pay of establishment	12,94,800
3. Allowances and honoraria	8,85,000
4. Contingencies	1,56,000
Total (Men) ..	28,94,200

(2) WOMEN

1. Pay of officers	33,000
2. Pay of establishment	1,61,100
3. Allowances and honoraria	75,000
4. Contingencies	12,600
Total (Women) ..	2,81,700
Total (b) ..	31,75,900

				Budget estimate 1950-51
<i>(c) Scholarships—</i>				
<i>(1) MEN—</i>				Rs.
1.	Art Colleges	..	..	86,800
2.	Professional Colleges	..	..	7,500
3.	Secondary Schools	..	..	8,88,900
4.	Primary Schools	..	..	17,600
5.	Special Schools	..	..	51,600
6.	Foreign scholarships	..	..	10,000
Total (Men)				10,61,600
 <i>(2) WOMEN—</i>				
1.	Arts Colleges	..	..	2,700
2.	Professional Colleges	..	..	1,39,200
3.	Secondary Schools	..	..	30,000
4.	Primary Schools	..	..	2,800
5.	Special Schools	..	..	..
Total (Women)				1,74,700
Total (c)				12,36,300
 <i>(d) Miscellaneous—</i>				
<i>(i) BOARD OF H. S. AND INTERMEDIATE EDUCATION—</i>				
1.	Pay of officers	..	..	17,100
2.	Pay of establishment	..	..	69,600
3.	Allowances and honoraria	..	..	86,700
4.	Contingencies	..	..	13,95,000
Total (i)				15,68,400
 <i>(ii) REGISTRAR OF DEPARTMENTAL EXMINATIONS—</i>				
1.	Pay of officers.	..	..	15,200
2.	Pay of establishment.	..	..	42,800
3.	Allowances and honoraria	..	..	18,000
4.	Contingencies.	..	..	3,72,500
Total (ii)				4,48,500
 <i>(iii) COUNCIL OF PHYSICAL CULTURE—</i>				
1.	Pay of officers	..	..	3,300
2.	Pay of establishment	..	..	74,000
3.	Allowances and honoraria	..	..	31,900
4.	Contingencies	..	..	16,400
5.	Propaganda and Publicity	..	..	4,700
6.	Grant-in-aid to associations	..	..	2,50,000
7.	Physical Culture Centre, Lucknow	..	..	5,000
Total (iii)				3,85,300

	Budget estimate 1950-51
	Rs.
(iv) COMMITTEE FOR PROMOTION OF SCIENTIFIC RESEARCH—	
1. Allowances and contingencies	5,500
2. Grants	51,200
Total (iv) ..	<u>56,700</u>
(v) TRAINING OF YOUTH FOR SOCIAL SERVICE—	
1. Pay of officers	16,700
2. Pay of establishment	47,400
3. Allowances and honoraria	37,900
4. Contingencies	83,300
5. Scholarships	60,000
Total (v) ..	<u>2,45,300</u>
(vi) PSYCHOLOGICAL BUREAU	
1. Pay of officers	17,800
2. Pay of establishment	22,700
3. Allowances and honoraria.. .. .	8,800
4. Contingencies	15,000
5. Mistake in Total	12,000
Total (vi) ..	<u>76,300</u>
(vii) TRANSFER TO THE FUND FOR THE ENCOURAGEMENT OF HINDUSTANI	
LITERATURE	55,000
(viii) MILITARY TRAINING FOR STUDENTS	
1. Pay of officers	54,700
2. Pay of establishment	69,600
3. Allowances and honoraria.. .. .	1,14,600
4. Contingencies	5,72,900
5. Grants	56,000
Total (viii) ..	<u>8,67,800</u>
(ix) NATIONAL CADET CORPS	
1. Pay of officers	67,200
2. Pay of establishment	2,30,400
3. Allowances and honoraria.. .. .	8,02,800
4. Contingencies .. .. .	..
Total (ix) ..	<u>11,00,400</u>

			Budget estimate 1950-51 Rs.
(x) CENTRAL PROVINCIAL LIBRARY:—			
1.	Pay of officers	..	3,000
2.	Pay of establishment	..	6,200
3.	Allowances and honoraria	..	3,100
4.	Contingencies	..	6,000
Total (x)			18,300
(xi) OTHER MISCELLANEOUS CHARGES			5,19,900
(xii) PROVISION FOR ARCHAEOLOGICAL ACTIVITIES			25,000
Total (d)			53,66,900
Total (e)			1,04,17,100

F—Rural Uplift Schemes

1.	Pay of officers	..	9,300
2.	Pay of establishment	..	1,60,400
3.	Allowances and honoraria	..	2,55,000
4.	Contingencies	..	70,000
5.	Other special schemes and items	..	36,700
6.	Grants.	..	67,000
Total (f)			5,98,000
G. Charges in England			6,400

H. Works

1.	Petty and Electrical Works	..	3,60,000
2.	Maintenance and Repairs	..	2,62,300
Total, (h)			6,22,300

I. Lump Provision in Integrated States			26,01,700
Total, Male Education			6,61,14,800
Female Education			76,29,400
GRAND TOTAL			7,37,44,200

CHAPTER XXI

MISCELLANEOUS

Report of the Agricultural Education 1950-51.

It is quick natural to lay emphasis on agricultural education in a State mainly dominated by agriculture and therefore gardening has been included in the syllabus for Basic schools.

Higher Secondary Schools.—To start agricultural higher secondary schools need more money than the schools for literary and Art groups and therefore the increase has been comparatively limited. There were 76 schools in 1949-50 and during the year 1950-51 the number has been increased to 78. Those schools have been provided with suitable facilities for providing right type of education to the students. Every school has to maintain its own farm where training to handle modern instruments of agriculture may be properly imparted. The teaching of General Science has been made compulsory in order to help the practical ability of the students.

Junior High Schools.—In the Junior High school of the State agriculture and rural knowledge is taught. An agricultural farm is attached to all Junior High Schools where practical training is imparted to the students. The products of these farms are distributed among the students so that they may put their best to produce more. The students who will leave this institution will mostly be employed in agriculture in their homes and therefore the scientific training in farming has its importance. The training they will receive during the period of their stay in these schools will go a long way in giving solution to their problems which they are expected to meet in their daily life.

Comparative table of Junior High Schools.

	1949-50	1950-51
Junior High Schools (Agriculture)	47	53
Junior High Schools (Rural Knowledge)	123	134

There is only one inspector for these institutions and therefore the departmental inspection for all these was not possible during the year under review. The inspector during the time of inspection gives suggestions for improving the existing condition and helps to solve the local difficulties. In addition to these the agricultural education is encouraged with the help of periodicals and necessary literature dealing with agriculture.

The department has always made efforts in these schools to popularize

the use of scientific manure, good quality of seeds and modern equipments of agriculture. During the time of inspection popular lectures were arranged to explain the methods of improvements in agriculture and to acquaint them with the latest researches in agriculture. The following periodicals were distributed during the year in review.

- (1) Krishi Nirdesh Patrika.
- (2) Catalogues of books on agriculture and periodicals.
- (3) Planting of trees and bushes.

Exhibition.—In order to make success in the teaching of agriculture the associations were started in the schools and exhibitions were organized in villages in which the farmers took active interest.

Grow More Food and Tree Plantation :

All the schools were encouraged to utilize the available spare land in the school in order to grow more food and help their contribution in the solution of food problem in the country. As a result of this encouragement all the schools utilized their barren lands to produce some kind of grain and the efforts were commendable. During this year the students and teachers planted 14,782 trees.

Apart from the schools directly under the control of the Education department there are agricultural schools and colleges under the control of Department of Agriculture and Animal Husbandry. The details of these institutions are given below.

U. P. College of Veterinary Science and Animal Husbandry, Mathura. This is affiliated to Agra University. This is the only institution in the State imparting higher education in the subject. It was established in 1947 in the month of July. It admits only those who have passed Intermediate Science with biology and the entire course covers four years. After graduation the candidates are conferred the degree of B. B. S. C. and A.M. This year 129 students were admitted. Twelve students appeared at the examination in the fourth year and only seven were declared pass. The expenditure for this year incurred in running the institution was Rs.2,83,366 annas 14.

Government Agriculture College, Kanpur :

This is also affiliated to Agra University. This is the higher institution of learning imparting education in agriculture in the State. For practical training every possible facility is present here. After passing the High School Examination the students are admitted and after four years they

are awarded B. Sc. degree if they continue for two more years they are given the degree of M. Sc. (Agri.) The facilities for reading the following subjects for M. Sc. are provided here.

- (a) Agricultural Botany.
- (b) Agricultural Geology.
- (c) Agricultural Economics and State Management.
- (d) Agricultural Chemistry.
- (e) Plant Pathology.
- (f) Horticulture.

In addition to these suitable arrangements have been made to carry on research for the degree of Ph. D. in Agriculture Chemistry, Agricultural Botany and Agricultural Geology. During the year in review there were 479 students on roll and the annual expenditure was Rs.6,48,559 only.

The Government Agricultural Schools in U. P.

In order to take admission in these schools the candidates should have passed the Junior High School. These schools mostly try to impart practical training to its students. The duration of stay is for two years after that a diploma is given to the successful candidates. The students receive practical and theoretic training in agriculture, animal husbandry, general science, dairy, gardening, rural economics and co-operation. The students, who do not have knowledge of English, are provided with opportunities of studying it. The aim of these schools is to produce efficient farmers with sufficient knowledge of modern improved methods of farming.

The following schools are running in the State :

- (a) Agricultural School, Bulandshahar.—During this year 138 students received education and the total annual expenditure was Rs.83,505.
- (b) Agricultural School, Gorakhpur.—There were 102 students on roll and the expenditure during the year was Rs.94,737.
- (c) Agricultural School, Hawalbagh, Almora.—This school was established in 1948. There were 17 students during the year and the total expenditure was Rs.45,919-13-3.
- (d) Agricultural School, Chirgaon, Jhansi.—This school was established in July, 1948. There were 43 students and the expenditure was Rs.68,029-1-6. In addition to these schools there is an agricultural school at Ghazipur which is imparting practical training in the improved methods of farming and preparing workers who propagate the utility of modern methods of agriculture in our villages.

Self-help Squad of the Education Department.

The self-help squad has done appreciable work during the current year. In this connection the regional Deputy Directors called a meeting of the educational officers in their headquarters and explained the details of the working of the scheme. The same was done by the District Inspector of Schools to make the scheme successful. The educational institutions of the State welcomed this move and the leading papers of the State spoke very highly about the constructive aspect of the scheme. The department in the month of February, 1950, explained the working of this scheme in an illustrated leaflet. The scope of this scheme is very wide. It covers practically the individual and social aspect of life. The members of the self-help squad do not intend to limit their works in their school compound but they are eager to serve their fellow countrymen outside also. They have cleaned the furniture of their classes and have helped in the construction of roads. They work in the gardens of schools and at the same time they try to collect funds for earthquake sufferers of Assam. They help in preparing compost in the villages and at the same time try to raise the cultural level of the people in the villages.

(1) *Cleanliness of the School Building.*—The self-help squad has greatly helped in keeping the classes clean and by so doing to create an atmosphere for cleanliness. The students also carried the same habits to their homes.

(2) *Work done in the school compound and the garden.*—In many schools the students repaired the compound walls and constructed new roads. They levelled the uneven grounds and planted trees.

(3) *Repairing of School Building.*—The self-help squad in many schools prepared bricks and used them for constructing school buildings and compound walls. They cleaned school well and repaired it. In the district of Etawah in Kursena village the students with the help of villagers erected pucca school building. Such works were also done in the districts of Gorakhpur and Deoria and were greatly appreciated.

4. *Construction of School Building.*—The students constructed new rooms in the school building. The students of M. D. Higher Secondary School in Sitapur constructed a room and dedicated to the revered memory of their teacher Sri P. D. Sharma and they set a noble example before the other students. The students constructed 108 primary schools in the district of Etawah and the students constructed 250 yards in length and 51 high walls in the district of Meerut.

5. *Running of Government Shops.*—The members of the self-help squad are helping in running many co-operative shops in the district of Faizabad. Such shops were opened in the Government College and M. L. Intermediate College, Faizabad. Sarswati Vidyalyaya opened a sweetmeat shop and started a dairy for providing pure milk. These shops are providing not only cheap things but a training in Co-operative enterprise.

6. *Repair of means of Transport.*—Self-help squad has helped in repairing roads and in constructing new roads. In the district of Bahraich the members constructed 6 furlong *katcha* road and in the district of Sitapur they levelled grounds for making it a good road. These works have greatly influenced the villagers and they actively participated.

7. *Construction of Manure pits.*—Everybody is familiar with the importance of manure pits. The members of the squad prepared many such manure pits and they made every efforts to familiarise the villagers with the methods of preparing such pits.

8. *Cleanliness in villages.*—The squads helped the villagers in preparing scientific latrines and soak pits for using it as urinals. If this is encouraged in the villages it will greatly minimize the influence of infectious diseases generally prevalent during the seasons in the villages. By these kinds of work the squad is trying to prevent diseases in the villages.

9. *Helping Govt. Schemes for Social Welfare.*—The squad has helped in popularizing the national schemes launched by the popular Government of the State for the well being of the common man.

Van-Mahotsava.—The self-help squad has taken great interest in the celebration of *Van-Mahotsava*. The trees were planted in school compounds, the squad explained the importance of the scheme in the national reconstruction to the people living in the remote villages of the State. The work done by the districts of Ballia and Faizabad were specially appreciated. On the auspicious day of *Van-Mahotsava* in the Faizabad District 5,440 trees were planted and in the district of Ballia alone 6,000 trees were planted.

Grow More Food Campaign.—All the squads helped the Grow-More-Food Campaign by producing grams in the school compound. Practically the vegetables were grown in all the schools but with rare exceptions the district of Ballia produced 100 maunds of paddy and 2 bighas of sugar-cane.

10. *Social Service.*—The main objective of the self-help squad is to inculcate a sense of service among its members and therefore the members are expected to help the weak and helpless in some form or other.

Helping Literacy Campaign in the villages :

It has been generally found that the people in the villages are unable to read and write the letters of their distant relatives. The squad helped people in reading their letters and writing answers for them. They also helped in making them known the contents of the receipts which they received from the zamindars. Many times the members of the squad went to post offices in helping illiterates to write their money order forms.

Nursing of the sick :

At many places the members of the squad visited hospitals and nursed the sick by providing books, journals, and doing some kind of service to them. In this respect the work of the group in the district of Rai Bareli, Bara Banki and Sitapur needs special mention.

Literacy Campaign :

The squad is doing a good work for removing illiteracy. At many places it has started night schools for adults. This work has been attempted on a larger scale during the summer vacation with great success.

Service during melas :

Religious festivals occupy an important place in our social life and these occasions provide opportunities for social service. The squad during the time of melas have done very laudable duty of serving their brethren. On these occasions they propagated Government Schemes for common good.

Service during the time of Natural Calamities :

Every year in rainy season natural calamities are frequent visitors and naturally the problem for providing food and saving lives becomes very urgent. On these occasions the squad is always at the service of the people. The works of the squads of the district of Gonda, Deoria, Gorakhpur, Basti, Bahraich, Bara Banki, and Rae Bareli have specially been appreciated for courage and patience. They provided fodder for the animal and food for the people.

Financial help to the people suffering from natural calamities :

The squad has taken lead in collecting funds for earthquake sufferers of Assam and flood-stricken areas of U. P. They collected cash and things in kind and they helped in their distribution.

School Hygiene and Medical Inspection of School children :

The scheme of medical inspection of scholars was carried out as usual, under the supervision of the Assistant Director, Health Publicity, U. P., during the year under report.

(Bracketted figures for 1949 are given in the report for comparison).

Statistics of Medical Inspection :

(1) *Whole time School Health Officers.*—The scheme remained in force in 14 big towns of this State. Our whole-time school Health Officers conducted detailed medical examination of schools in 175 (176) out of 237 (224) institutions. They examined in detail 30,854 (31,836) Scholars out of a total enrolment of 1,17,544 (1,09,926). Each school Health Officer examined in detail. On an average 2,209 (2,231) scholars during the year under report.

(2) *Medical Officers of Health.*—In 32 (37) out of 42 (40) towns Medical Officer of Health in their capacity as *ex-officio* School Health

Officers conducted detailed medical examination in 76 (97) out of 162 (129) schools and examined 8,773 (11,490) out of a total enrolment of 60,391 (57,102). They also visited 171 (235) out of 444 (529) other schools and conducted ordinary examination of about 16,516 (25,740) scholars out of 67,328 (85,577) on roll.

(3) *District Medical Officers of Health*.—In their capacity 40 District Medical Officers of Health conducted the detailed medical examination of 33,777 scholars and they also visited the rural areas and conducted ordinary medical examination of 1,10,115 scholars.

School Dispensaries :

Fourteen School clinics functioned throughout the year under the whole-time school Health Officers and 86,754 scholars derived benefit in the betterment of their health. Honorary ophthalmologists visited, as a rule almost all the clinics twice a week. Cases for special treatment were as usual, referred to Sadar Hospitals. Boys suffering from infectious diseases were temporarily excluded from schools. The number of such cases was 729 (855).

Milk Supply :

Ill-nourished and mal-nourished boys were fed on milk in the school on the recommendations of the School Health Officers and duly certified by the Heads of institutions as indigent. The number of such boys was 336 (698) and the cost met out of the allotment of Rs.8,100 (Rs.9,500) under the School Health Scheme Budget. Arrangements for free scheme milk Distribution under the U. N. I. C. E. F. scheme were completed.

Free Spectacles :

425 poor boys with defective vision were supplied with pairs of spectacles free as against 445 of 1949.

Health Education :

Apart from medical inspection of scholars and free medical aid at the various schools clinics and Sadar Hospitals for correction of defects, attention was also paid to health education by organising lectures, demonstrations and Junior Red Cross groups.

Officers delivered lectures on various health subjects including First Aid, Hygiene, and sanitation. Special stress was laid by them on Nutrition, Prevention of Blindness, Tuberculosis and B. C. G. vaccinations, Malaria, cleanliness, health habits and epidemic diseases. They also examined 1,848 (1,528) scholars in Mackenzie School course and 1,337 (1,161) in First Aid to Injured course of the St. John Ambulance Association.

In all 120 (118) First Aid boxes were given free to the schools having Junior Red Cross Groups in 21 Districts.

The whole-time school Health Officers contacted 587 guardians of defective children and gave necessary advice.

Medical Fee :

Total receipt from Medical fees during the year 1950 was Rs.51,041-13 as against Rs.52,390-4-10 of the last year.

B. C. G. Vaccination :

A special feature of the year under report was that the B. C. G. vaccination was extended to the schools of Banaras, Faizabad, Jhansi, Kanpur, Lucknow, Meerut, Mathura, Shahjahanpur, Tehri and Rampur towns. 1,17,662 vaccinations were performed with the consent of their guardians as against 9,238 of the previous year. This work was carried on by specially trained teams assisted by our officers.

Anti-epidemic Work :

The whole-time School Health Officers performed 2,762 (12,207) anti-cholera, 7,285 (8,803) anti-plague and 1,258 (11,358) T. B. inoculations, 45,871 (16,160) scholars were vaccinated and revaccinated under their supervision. They also assisted the Municipal Medical Officers of Health in General Anti-epidemic work.

General :

Nutritional condition of the scholars is getting from bad to worse owing to ill and mal nourishment whereas the strain to which they are being put now-a-days is increasing from day to day. They have to undergo military and other training usually after the school hours on empty stomachs the strain of which they can hardly bear. The result is that it tells on the health. This gradual deterioration in their health should give a sufficient warning to assess what the future generation would be like.

It will be noticed from the figures of the Municipal Medical Officers of Health and the District Medical Officers of Health that there is an around decrease which shows that proper attention is not being paid to school health work. A directive is, therefore, indicated.

Educational Museums :

The scheme of starting Educational Museums at Government institutions or at D. I. O's. Office was started in 1948. As a result of this, Educational Museums have been started in 37 districts. They have been located in one of the rooms or halls of the Government Higher Secondary Schools or Government Normal Schools.

These Museums are generally looked after by the heads of the institutions in which they are located with the help of the school teachers. At places, however, these museums are managed by a Local Committee whose members are Heads and teachers of various institutions and also one or two members of the district inspecting staff. At Banaras the Deputy Director of Education is the President of the Committee and at Jaunpur, Azamgarh, Basti, Ghazipur and Deoria the District Magistrate is the President.

The exhibits generally consist of old historical and Geographical records, pictures of ancient building, interesting apparatus of teaching, all sorts of specimens of Art, Wood Craft, Toys, Science apparatus, Charts and biological exhibits, etc. Exhibits have also been collected at Jaunpur from some manufacturing firms and from the Archaeological Department of India. The articles which are prepared by boys or girls and which includes painting, pencil work, scenery, coins and craft model, etc., are also kept in the museum.

The museums have received approbation from all quarters. Reports have, however, been received from some places that the progress of the museums was not very satisfactory due to the non-availability of proper rooms and furniture.

The recommendation of the Educational Museum Advisory Committee for the inclusion in District museums of suitable Animal Husbandry and fisheries exhibits has been accepted by the Government and Director Animal Husbandry, U. P., Lucknow has been addressed in the matter.

A sum of Rs.500 has recently been sanctioned for the contingent expenses of the Uttar Pradesh Educational Museums Advisory Committee.

Financial assistance to displaced students of the State :

Rehabilitation Commission of the State placed at the disposal of the Education Department Rs.7,80,300 during the year 1950-51 and the amount was distributed among the students migrated from Pakistan.

A. All the displaced students were granted freeship from classes I to V.

B. These students were also granted City allowances which should not exceed Rs.5.

C. The students of classes VI to X were granted freeship.

So far the students of Government Vocational Institutions, Intermediate Colleges and Universities were concerned the Rehabilitation Commission was dealing directly with them. During the year 1950-51 the Education budget provided Rs.2,500 for granting special scholarship to these displaced students in case of emergency. During the current year 37 displaced students were granted scholarships and the amount spent was Rs.2,500.

Following is the detailed description of the scholarships granted.

Classes	Rate of Scholarship
I and II	Rs.2 p.m. for 10 months
III—V	Rs.3 p.m. for 10 months
VI—VIII	Rs.6 p.m. for 10 months
IX—XII	Rs.8 p.m. for 10 months

The detailed account of the financial assistance granted to displaced students.

Item	Class	No. of students	Amount sanctioned	Remarks
			Rs.	
1	IX	1	1,200	Sanctioned directly by the Government of India.
2	Intermediate	116	34,200	
3	Degree (B. A., BSc., B Com., B.Sc. (Agriculture))	22	6,400	
4	Master of Arts	1	350	
5	Diploma Course	55	24,310	
6	Engineering Course	29	17,160	
7	M. B. B. S. and allied subjects	27	15,260	
8	Technical and Diploma Course	8	2,280	
9	L. T. and B. T. Course	3	1,000	
10	School students	35	2,329	
	Total	347	1,04,489	

Financial assistance to Political Sufferers :

Financial help and educational facilities were provided to the political sufferers and their dependents. The Government provided Rs.57,000 in their budget for the year 1950-51 to help political sufferers and their dependents. During the current year under review the education department received 2,383 applications for help and out of these 281 were granted political sufferers' scholarships and 365 applicants were granted money to buy books, etc. Rs.51,360 were sanctioned for scholarship and Rs.5,640 were granted for giving books, etc. during the present year.

Marketing :

The functioning of this department was started from the last year in the month of January. During the beginning of the year nearly 4 months were taken to decide the method of working for this department and really the work was started in the month of July. It was emphasized in all districts of the State that the students should try to produce marketable commodities in their practical work and the wastage should be minimized. To emphasize this point a class for teachers of spinning and weaving was organized at Itaunja in the district of Lucknow. The aim of starting it was to enable the teachers to teach the various process of spinning and weaving to the teachers of their institutions as well as to the teachers of the neighbouring institutions and it enabled the teachers to teach the methods scientifically to their own students. After this the classes of the same nature were started at Faizabad, Banaras, Allahabad, Meerut, Mathura, scientifically to their own students. After this the classes of the same nature were started at Faizabad, Banares, Allahabad, Meerut, Mathura, Ghaziabad, Jaunpur, Gorakhpur, Azamgarh, Pratapgarh, Banda, Ballia and Bulandshahr. The gardening and agriculture were also encouraged in the schools. The manual training classes were advised to prepare things

for sale and facilities were provided for doing the same. The arrangements were made to sell the old exhibits of the schools. The marketing department does not aim simply to sell the things but it tries to provide avenues for preparing suitable things with due economy and to increase the utilization point of view in producing these things. This was considered responsible for creating confidence in students and to help them financially. The articles produced by the Training Colleges are in the market and they are equally good in comparison with the things available in the market. In the exhibitions organized at Banaras and Allahabad the things prepared by the College of Home Science were sold in abundance and they were in great demand. The spinning work done by the Primary Schools at Deoria was greatly appreciated and the articles produced by them were mostly sold among the students. During the current year every effort is made to plant more trees and to produce more cotton and grow more food.

CENTRAL RECORD OFFICE, ALLAHABAD

During 1950-51, the staff of the Central Record Office was engaged in surveying, listing, cataloguing and preserving, the old Government Records of Uttar Pradesh.

Listing of old Records :

A number of old records were examined and listed as follows :—

- (i) Listing of the Central India group and other records in the Dar-ul-Insha Fort (Rampur Collectorate).
- (ii) Search for the Crown and Central Records in State custody was completed and a detailed report submitted to Government by the keeper for proper preservation and maintenance.
- (iii) The old judiciary records of Mirzapur were examined and their listing undertaken.
- (iv) A classified list of the old records of Tehri-Garhwal State is also under preparation.

Cataloguing of Records :

The work of cataloguing the historical records of the Secretariat Administration Department (E) and that of Series I (1795—1859) of the Banaras, Gorakhpur, Commissioner's Office, Banaras, was continued.

Transfer of Records :

Certain old English and Persian records of the Budaun District, were sent by the Collector for proper preservation and maintenance.

Historical research rules of the Central Record Office for the access of Government archives were submitted to Government.

Research cases :

Among private search cases may be mentioned that of Colonel R. H. Phillimore, of the Survey of India, who applied to the keeper of records for

information from records of Dehra Dun Collectorates and the Board of Revenue, Allahabad. Arrangements were made for the purpose and the information released after scrutiny. However, no facilities could be extended to other *bona fide* research scholars in the absence of proper arrangements for the storage of records etc.

The posts of the keeper of records and the Assistant keeper were continued. Posts of one clerk and two peons were also sanctioned.

Building :

Early in December, 1949, arrangements were made for locating the Central Records Office in a portion of a building belonging to the Bureau of Psychology, Allahabad. But a separate and safer building has now been allotted for the purpose in March, 1951, and the steel racks fitted in one of the halls therein.

Note on the Director of Education Relief Fund for victims of Assam Earthquake and U. P. Floods :

The Department of Education started a relief fund for the sufferers of the earthquake in Assam and flood stricken people of Uttar Pradesh, on August 30, 1950, with an appeal to the teachers and students of Uttar Pradesh to contribute both in cash and cloth to alleviate the distress. The total collection amount of Rs.2,93,000. The receipts in Director of Education's Camp Office of garments old and new, amounted to 8,303 plus 102 (other articles of various descriptions) besides those directly sent from districts to H. E. the Governor of Assam, and District Magistrate, Gorakhpur. Out of the cash contributions a sum of Rs.1,30,000 has already been presented to H. E., the Governor for His Excellency the Governor Assam Relief Fund and are other of Rs.1,10,000 has been placed at the disposal of Hon'ble the Chief Minister for the benefit of people in distress and victims of flood and other calamities in U. P.

Statement showing receipts and disposal of cash and garments is given below

Serial no.	Receipt	Remarks	Serial no.	Amount of Expenditure
1	Amount received Rs.2,93,000	Received from educational Institutions up to 12-1-1951.	1	Items of expenditure Rs. 1,30,000 Presented to H. E. the Governor, U. P. towards his Assam Relief Fund.
			2	Rs. 1,10,000 Presented to Hon'ble Chief Minister for the benefit of people in distress and victims of flood and other calamities in U. P.
			3	Rs.151 Amount Credited direct in the Government Treasury.
			4	Rs.52,326 Balance in the hand in the bank or uncashed cheques.
	Garments Receipt 8,303 102	Sent to Assam 6,242 plus 11 Other articles 74		Sent to District Magistrate, Gorakhpur 2,050
				28

Report on the Government Central Provincial Library, Allahabad.

The Government Central Provincial Library, Allahabad was established in December, 1919, when the newly constructed building, under the charge of the Bureau of Psychology, was handed over by the Public Works Department to the former. At present only one hall and two very small rooms are at the disposal of the library. For this Library Contract Contingent allotment of Rs.6,000 was sanctioned, out of this Rs.3,000 were spent for the purchase of books and 282 books were purchased and Rs.3,000 were spent over providing expanded metal to the doors and windows of the Library, furniture, cycle and other miscellaneous articles.

The appointment of the Librarian was made on March 1, 1951. This library of the Education Department is still in its infancy and therefore, for the development of this a recurring grant is the need of the hour so that the assistants may be appointed and journals and papers may be purchased.

Public Libraries :

Twenty two urban Libraries are in receipt of recurring grant from Government. Non-recurring grants amounting to Rs.31,750 were also given to 54 Libraries during the last financial year. This year out of provision of Rs.25,000 only an expenditure of Rs.3,100 (non-recurring) has so far been sanctioned for 7 Libraries up to March, 1951.

Grant-in-aid rules for Libraries were examined by the Grants-in-aid Committee and the amended copy of the rules is under consideration of Government.

Radio Sets :

Supply of Radio Sets to Educational Institutions

Sri Sehal Lal Singhanian and Sri Sita Ram Jaipuria Bankers and Businessmen of Kanpur donated Rs.5,000 and Rs.3,000 respectively for installing Radio Sets in Educational Institutions. A further donation of Rs.1,000 was promised by some philanthropist to H. M. E. for the purpose, but the amount has not yet been received. The amount received was credited in the current account in the Allahabad Bank Ltd., Lucknow, in consultation with the H. M. E. It was decided to supply Radio Sets to such Educational Institutions of Lucknow, Kanpur, Allahabad and Banaras, as had electricity in their premises. 54 aided schools and 2 Government Institutions desired to instal radio sets in their premises. The aided schools were supplied a Set each on payment of half the cost, while Government schools were given radio sets free of cost. Kashi Vidyapith, Banaras and Damodar College, Holipura (Agra) were also allowed to instal radio sets free of cost. The total expenditure on installation of 58 radio sets has been Rs.7,664-8-0. The balance of Rs.335-8-0 will be utilised in supplying a radio set to another deserving school.

These Radio Sets were especially designed by the Hind Radio, Lucknow for receiving broadcasts from All India Radio stations of Lucknow and Allahabad and were purchased at Rs.232 each.

Publication of Shiksha :

Detailed account of the Shiksha the official organ of the Education Department for the year 1950-51. The Education Department of the State started publication of an education journal in the month of July. This is published every year in the month of July, October, January and April. The main objective of this journal is to provide authentic information concerning the new schemes of education and to enrich the teachers and those who are engaged in the profession of teaching. It also publishes the articles of well known educationists.

In order to give impetus to the scientific interests of the students a Juvenile Scientific competition was organized in December, 1950. It was decided to award 10 prizes of Rs.100 each to the students of Higher Secondary School of the State and another prize of Rs.200 was decided to be awarded to each University of the State. The articles of the prize-winners are published in a book known as "Scientists of Tomorrow". In this way two publications have already been made.

The new scheme for self-help has been very popular and naturally has attracted the attention of all. The Education Department has its own film division and this studio produces sixteen millimetre silent films.

Charitable Endowment

Serial number	Name of the Trust	Notification	Loan	Amount
1	Beni Datta Ram Autar Vajsh Endowment Trust, Bahraich.	A(2) 7055/XV—3176-46, dated 7th, June 1950.	Victory Loan.	Rs. 1,000

The following statement shows the increase in the fixed deposits (security) of the Trusts in 1950-51.

Serial number	Name of Trust	Notification	Loan	Amount
1.	Pyare Lal, Educational Trust, Saharanpur.	A(2) 4032/XV—1012-49, dated 28th, July, 1950.	3 p.c. Loan 1946.	Rs.1500
2.	Banke Lal Binwari Lal Thandiwal Scholarship Endowment Trust, Nai-ni Tal.	A(2)7310/XV—1174-50, dated 30th November, 1950.	3 p.c. Loan 1896-97.	Rs.2,000

CHAPTER XXII—GENERAL REVIEW

During the current year the department was ~~intensely~~ interested in consolidating the previous schemes which were running for the last three years. It was necessary to pause and to look behind in order to reorganize and give a new shape in the light of past experiences. To raise the level of efficiency of the working of the new schemes it was considered necessary to slow the speed of expansion. To complete the past schemes of the department finances were needed to provide trained teachers and the matter was emphasized and reconsidered.

It was considered necessary to give a new life to the entire schemes of Basic Education and therefore the Primary Schools of the State were made centres for imparting instruction with the help of some kind of useful craft and naturally the scheme needed money and this problem was considered in the departmental meeting held in the month of March.

The reorganization of Higher Secondary Schools was slowed down. On the one hand the degree colleges were not willing to part with the XI and XII classes. On the other hand the High Schools were eager to start XI and XII classes in spite of financial handicaps. The efforts were made to give a regular shape to the secondary schools.

The number of Government and non-Government Training Colleges were increased and it was considered very necessary to bring about certain amount of uniformity in their standards and therefore a need was recognized to appoint an officer. In order to shoulder this responsibility a proposal has been made to appoint a Deputy Director for Training Institutions. In the scheme of Secondary Education the Constructive Group was duly emphasized.

It has been the general feeling of all those concerned with education that our level of discipline is falling down and therefore efforts were made during the current year to inculcate the habit of discipline in the students and the result is considered to be hopeful.

Women education has progressed in all directions. The adult education has received a certain amount of set-back.

The modern stage of the development of State Education is transitional in its nature but it has germs of bright future visible on its surface. The school-going population is receiving facilities for education nearest to their homes and the number of schools are on the increase to satisfy the demand.

I am indebted to Sri N. D. Gothi and Sri B. D. Bhatt for preparing this draft and I am also feeling grateful to the Principal, Pedagogical Institute and the staff for translating the draft in English.