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Eleventh Meeting - Proceedings.-
Reply sent to the Gov. of India.

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Education - Central Advisory Board
Eleventh Meeting - Proceedings
Reply sent to Govt. of Madras
Papers Recorded

No.F.10-8/45-EII.
Government of India.
Department of Education.

Simla, the 29th September, 1945.

From - Dr.John Sargent, C.I.E., M.A., D.Litt.,
Secretary to the Government of India.

To - All Provincial Governments. Madras
Local Administrations.

4 OCT 1945

Eleventh Meeting of the Central Advisory Board of Education - Proceedings - Action taken.

Sir,

I am directed to forward herewith for the information your
44264 of the Provincial Government, a copy of the Proceedings of information
the 11th Meeting of the Central Advisory Board of Education held at Karachi on the 16th, 17th and 18th January, 1945, complete with appendcies. Additional copies of these Proceedings will be sent later on. The various items of the agenda are dealt with below.

Items I, III, XV, XVIII and XIX: for information.

Item II: As usual, information with regard to developments in Basic (Primary and Middle) Education, Adult Education, and Social Services, including Social and Recreative Activities, for the year 1944-45 may be sent to the Government of India for submission to the Board at their next meeting to be held in January, 1946.

(The attention of the Government of Madras is invited to the suggestion made by the Board for necessary action)

The Government of India would be grateful if the informa-tion asked for is sent to them before the 15th of November, 1945, without waiting for the observations of Provincial Government on other items of the proceedings.
you

Items IV & XVII: As decided by the Board, the matters will be referred to the Inter University Board.

Item V: The decision of the Government of India on the post war scheme of Educational Development proposed by the Central Advisory Board of Education is like to be available in the near future. This Department will be glad to receive a statement of the progress of the scheme in your province, if possible by the 15th of November, 1945.
area

Item VI: It is requested that the action taken or proposed to be taken by the Provincial Government on the
you
recommendations contained in the memorandum on the question of the arrangements for the admission of Indian students to Universities and institutions of higher Education Overseas may be sent to the Government of India.

Item VII: The report of the Joint Committee of the Central Advisory Board of Education and Health on the prevention of Blindness in India yet awaits consideration by the Central Advisory Board of Health.

Item VIII: A separate communication will be addressed in due course on the subject of uniform Braille Code.

Items IX,X,& XII: The Government of India are in general agreement with the recommendations made by the Committees as adopted by the Board. They will be glad to receive, in due course, a report from the Provincial Government as to the action taken or proposed to be taken on the recommendations.

Items XI, XIII and XIV: Necessary action to convene the Committees' meetings will be taken by the office of the Central Advisory Board of Education and their reports submitted to the Board at their next meeting to be held in January 1946.

Item XVI: As decided by the Board, the proposal for the establishment of a Central Institute of Indian Architecture will be referred to the All-India Council of Technical Education, when it is set up.

I have the honour to be,
Sir,
Your most obedient servant,

Akhtar Husain
for Secretary.

=BR= (/) Copies.
27/9/45

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BUREAU OF EDUCATION, INDIA

SECRETARY TO GOVT. OF INDIA
22 DEC 1945
EDUCATION AND PUBLIC HEALTH DEPT.

Proceedings of the Eleventh Meeting of the Central Advisory Board of Education in India

Held at Karachi on
16th, 17th and 18th January, 1945

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TABLE OF CONTENTS.

		Pages.
1.	Proceedings of the Eleventh Meeting	1—15
	(*i*) Opening speech by H. E. the Governor of Sind	3— 5
	(*ii*) Speech by the Chairman	5— 8
	(*iii*) Agenda	8— 9
2.	Appendix A (*a*) (*i*)— New developments in Primary Education in 1943-44	16—17
3.	Appendix A (*a*) (*ii*)— New developments in Basic Education in 1943-44	17—19
4.	Appendix A (*b*)— Main Developments in Adult Education in 1943-44	19—21
5.	Appendix A (*c*)— Progress in Social Service	21—22
6.	Appendix B (*a*)— Report from Provincial Governments, etc., regarding action taken on the Report of the Text Books Committee	22—26
7.	Appendix B (*b*)— Reports from Provincial Governments, etc., regarding action taken on the Report of the Committee on Technique of Examinations	26—30
8.	Appendix B (*c*)— Report from Provincial Governments, Universities, etc., regarding action taken on the Report of the Technical Education Committee	31—32
9.	Appendix C— Views of the Inter-University Board on itmes referred to them	33—34
10.	Appendix D— Action taken by the Central, Provincial and State Governments on the Report on Post-War Educational Development	34
11.	Appendix E— Arrangements for the admission of Indian students to Universities and Institutions of Higher Education Overseas	34—44
12.	Appendix F— Uniform Braille Code for India	44—46
13.	Appendix G— Report of the Committee appointed to consider the question of the Training, Recruitment and conditions of Service of Teachers in Universities and other institutions of Higher Education	47—59
14.	Appendix H— Report of the Agricultural Education Committee	59—68
15.	Appendix J— Report of the Religious Education Committee	68
16.	Appendix K— Report of the Administration Committee	68—82
17.	Appendix L— Question of appointing a Committee to consider such matters affecting teachers, as, size of classes, hours of work, holidays, sick leave	82
18	Appendix M— Inclusion of 'Education' as a subject of study in the degree courses	82—83
19	Arppendix N— School of Indian Architecture and Regional Planning	83—84
20	Appendix O— Question of adopting a uniform procedure in the matter of admitting private candidates to High School or School Leaving Examination	84—87

(4)

PROCEEDINGS OF THE ELEVENTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA, HELD AT KARACHI, ON THE 16TH, 17TH AND 18TH JANUARY, 1945.

At the invitation of the Government of Sind the Central Advisory Board of Education in India held their Eleventh Meeting at Karachi on Tuesday, Wednesday and Thursday, January 16th, 17th and 18th, 1945. The Standing Committees of the Board met on January 15th. The following members were present :—

Chairman.

The Hon'ble Sardar Sir Jogendra Singh, Member of the Viceroy's Executive Council, Department of Education, Health and Lands.

Ex-Officio.

Dr. John Sargent, C.I.E., M.A., D.Litt., Educational Adviser to the Government of India.

Nominated by the Government of India.

The Right Rev. G. D. Barne, C.I.E., O.B.E., M.A., D.D., V.D., Bishop of Lahore.

Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., LL.D., (Ex-Chief Justice of India), Vice-Chancellor, Delhi University.

Dr. (Mrs.) Malini B. Sukthankar, M.B.B.S., J.P.

Lady Premlila V. Thackersey.

Sardar Bahadur Sardar Ujjal Singh, M.A., M.L.A. (Punjab).

Elected by the Legislative Assembly.

Dr. Sir Zia-ud-Din Ahmad, C.I.E., D.Sc., M.L.A., Vice-Chancellor, Aligarh Muslim University.

Sri Prakasa, Esquire, B.A., LL.B. (Cantab.), Barrister-at-Law, M.L.A.

Nominated by the Inter-University Board, India.

Lt.-Col. Dr. J. C. Chatterjee, M.A., D.Litt., M.L.A., Vice-Chancellor, Agra University.

Khan Bahadur Dr. M. Hasan, M.A., D.Phil. (Oxon.), Bar-at-Law, Vice-Chancellor, University of Dacca.

Representatives of the Provincial Governments.

Assam.

J. A. Lais, Esquire, M.B.E., Director of Public Instruction.

Bengal.

The Hon'ble Mr. Tamizuddin Khan, Minister for Education.

K. Zachariah, Esquire, M.A., I.E.S., Director of Public Instruction.

Bihar.

A. S. Khan, Esquire, M.Sc., I.E.S., Director of Public Instruction.

Bombay.

I. H. Taunton, Esquire, C.I.E., I.C.S., Adviser to H. E. the Governor.

S. N. Moos, Esquire, C.I.E., M.A. (Cantab.), I.E.S., Director of Public Instruction.

Central Provinces and Berar.

L. G. D'Silva, Esquire, O.B.E., B.A., Director of Public Instruction.

Dr. V. S. Jha, Ph.D., Officer on Special Duty (Post-War Reconstruction), Education Department.

North-West Frontier Province.

Khan Bahadur Shah Alam Khan, M.A., LL.B., Director of Public Instruction.

Orissa.

S. C. Tripathi, Esquire, M.A., I.E.S., Director of Public Instruction.

Punjab.

W. H. F. Armstrong, Esquire, C.I.E., M.A., I.E.S., Director of Public Instruction.

Sind.

The Hon'ble Pir Illahi Bakhsh Nawazali, Minister for Education.

Allah Bakhsh A. Ansari, Esquire, M.A., LL.B., Secretary to the Government of Sind, General Department.

Shamsul-Ulema Dr. U. M. Daudpota, M.A., Ph.D., Director of Public Instruction.

United Provinces.

W. G. P. Wall, Esquire, M.Sc., I.E.S., Director of Public Instruction.

Representatives of the Indian States.

Rajamantrapravina H. B. Gundappa Gowda, B.A., B.L., Minister-in-charge for Education, Mysore.

Dr. Mohan Sinha Mehta, M.A., Ph.D., LL.B., Bar-at-Law, Diwan of Banswara.

Secretary.

Dr. D. M. Sen, M.A., Ph.D. (Lond.), Deputy Educational Adviser to the Government of India.

The Chairman of the Board, The Hon'ble Sardar Sir Jogendra Singh, Member of the Viceroy's Executive Council, in charge of the Department of Education, Health and Lands, presided.

The following members were unable to be present owing to illness or other reasons :—

Nawab Sir Mehdi Yar Jung Bahadur, M.A. (Oxon.), Education Member, H.E.H. the Nizam's Government.

Sir Thomas Austin, K.C.I.E., I.C.S., Adviser to H. E. the Governor of Madras.

Sir Mirza Mohammad Ismail, K.C.I.E., O.B.E., Prime Minister, Jaipur State.

Rao Bahadur Sir V. T. Krishnamachari, K.C.I.E.

Gaganvihari L. Mehta, Esquire, M.A., (Ex-President, Federation of Indian Chambers of Commerce.)

The Hon'ble Diwan Bahadur Sir K. Ramunni Menon, M.A. (Cantab.), LL.D.

Diwan Bahadur Dr. A. L. Mudaliar, M.D., F.R.C.O.G., F.A.C.S., Vice-Chancellor, University of Madras.

Dr. Sir A. Fazlur Rahman, B.A. (Oxon.), LL.D.

Sachivottama Sir C. P. Ramaswamy Aiyar, K.C.S.I., K.C.I.E., LL.D., Diwan of Travancore.

The Hon'ble Ministers for Education, Assam, North-West Frontier Province and the Punjab, and the Advisers, Bihar, Central Provinces and Berar, Orissa, and United Provinces; they were, however, represented by their Directors of Public Instruction.

Sir B. N. Rau, C.I.E., B.A. (Cantab.), I.C.S. (Retd.), Prime Minister, Kashmir.

Srimati Renuka Ray, B.Sc. Econ. (Lond.), M.L.A.

P. F. S. Warren, Esquire, B.A. (Cantab.), A.M.I.C.E., M.I.E. (Ind.).

(5)

2. At the opening of the session His Excellency Sir Hugh Dow, K.C.S.I., C.I.E., I.C.S., Governor of Sind, was present to welcome the members of the Board. His Excellency said :—

I am very pleased to welcome the Chairman and members of the Central Advisory Board of Education to this session, and it has been a great disappointment to me that the exigencies of my annual tour should prevent me from remaining in headquarters throughout your visit, and thus from showing you hospitality and improving my acquaintance with you in the way I should like to do. I understand, and have indeed gathered from your agenda, that your deliberations here have no particular reference to this province, but that you will take advantage of your presence here to see Sind educational institutions and to familiarise yourself with our problems and needs. We may therefore expect the results of your local enquiries to be reflected in future meetings rather than to influence this one ; but I have great hopes that more immediate benefits to the province from your visit will ensure from the contacts which our own educationists, both official and non-official, will be able to make with the more eminent and experienced men and women who form your Board. There are many circumstances which combine to make us here in Sind too parochial in our outlook; our imported intellectual pabulum consists mainly of slogans, which we are apt to assimilate without too much considering whether they are good for us. Anything therefore which shakes us up a little and brings us into living touch with wider administrative problems is likely to be good for us.

2. I have been somewhat exercised in my mind as to the limits within which it is proper, on such an occasion as this, for a constitutional Governor, working with a responsible Minister whose advice he is normally bound to accept, to attempt to express opinions of his own. On the one hand I have been advised that I ought to confine myself strictly within the circle of compliment and platitude : on the other, that this occasion gives me a heaven-sent opportunity to air my own views. The conclusion I have reached is that either course would be equally presumptuous on my part, and perhaps equally useless to you. The best thing I can do is perhaps to invite your attention to some of our particular problems, as to the existence of which my Ministers and I are agreed, and for advice on which we shall both be equally grateful.

3. During the last year a great many comfortable consciences have been galvanised into uneasy activity by the publication of the report which this Board has submitted to the Reconstruction Committee of the Viceroy's Executive Council, and which will go down to history, (you will probably agree deservedly so), under the name of the Sargent Report. I think everyone has been impressed with the extreme moderation—I am tempted to say the undue moderation—with which the case has been stated. Some years ago, I read a most depressing book called " How to Live in England on a pension ". The author proceeded to enumerate the various items of necessary or conventional expenditure and to give what seemed very modest estimates of their cost. These items were then added up to a figure far beyond any pension that I was ever likely to draw, and the lamentable conclusion was reached that if I never had a holiday, never had a drink, never rode anything but a bicycle, never had any new clothes, and worked hard all day and every day cultivating my garden, I should in the end just be able to die of something else than starvation. Let me admit that the first reading of the Sargent Report had a somewhat similar effect on me. The total figure of cost arrived at by the addition of a long series of under-estimates was so large that it seemed it could never be met by so poor a country as India.

4. These however were only first impressions, or perhaps I should say, depressions. When you ask yourselves, " Why is India, with its vast natural

resources, a poor country " it seems to me you must always arrive, ultimately, at the same answer, ignorance. Now the only cure for ignorance is, in some form or another, Education. We have in fact to realise that expenditure on it will not only produce the needed funds, but will finance a great development of all India's resources. No doubt some of you are familiar with the history of the agitation which preceded the introduction of compulsory education in England some seventy or eighty years ago, and you must have been struck with the similarity of the arguments used to oppose it then with those advanced by its opponents in India today. It was then argued that we should produce a race of clerks and that nobody would be willing to do menial, manual, agricultural or technical work. People would not see, as they refuse to see in India today, that it is the very lack of educational facilities that gives even the half-educated a scarcity value, and so tends to divert into purely clerical avocations people who would willingly work in other fields if they could find in them the same intellectual companionship.

5. I have long been convinced that compulsory primary education is the greatest need of the people of Sind, and it is a matter of great regret to me that my influence has availed so little to help it forward. On paper some progress has been made, and the area within which compulsory education is supposed to prevail is being extended year by year. Actually, we know that within those areas large numbers of children do not go to school, and they are not compelled. There are many reasons for this; the poor cultivator wants the services of his children at an early age; the zamindar is lukewarm because he fears education will either withdraw labour from agriculture, or will make labour stick out for better conditions; and the politician is also lukewarm, because compulsion is unpopular and means losing votes.

6. Compulsory education in Sind cannot be considered without reference, too, to the communal question. The Muslims are much more numerous, but education is more widely diffused among the Hindu community. It is easier and cheaper to provide schools in towns than in rural areas, and in a town a school can serve a greater number of children, and it is natural therefore that, up to the stage we have reached, facilities for education should be mainly provided in the towns and larger villages. The Hindu population is concentrated in these, the Muslim population being mostly in the fields and small villages. It is these circumstances, and not any conscious desire on the part of one community to profit at the expense of the other, and not any perversity on the part of Governments, which have led to the present disparity, but this has now to be deliberately corrected, in order to bring the Muslim community at least to the same standard of education as the Hindus.

This work is urgent, and I think it will be found that compulsion will have to be tempered by persuasion, and the poorest will have to be compensated by scholarships for the loss of the labour of their children. There will have to be more schools for the rural areas, smaller schools which are relatively more costly, and to which teachers must be attracted by the necessary inducements. It will mean that is to say not only a larger expenditure, but a larger expenditure per head on education in rural areas than is incurred in urban areas, and this means a complete reversal of the present practice.

7. It seems to me that there is too great a tendency amongst those who are interested in education in Sind to confine their attention to higher education. When compulsory primary education really gets going, the pressure from below will soon produce the necessary number of high schools, and these again an increase in the number of colleges.

8. I am not an expert educationist and shall not presume to say what is wrong with our colleges. But speaking with a long and fairly continuous experience of administrative work in this province, I feel bound to say that the

(6)

colleges are not keeping pace with our administrative needs. " Sind for the Sindhis " is a popular cry, and it seems that we must continue to rely more and more on our own colleges to produce the men to fill higher administrative posts. I think the colleges are producing men of the same type, and qualified in the same way as they were doing thirty years ago; but in the meantime the sphere of Government activity has widened, and the problems of administration have become infinitely more difficult. I find—and I believe my Ministers will agree with me—that we have greater difficulty than ever before in finding within the ranks of the Provincial Service men who are really adequate to the higher responsibilities which they are now called upon to fulfil. There are plenty of men who can keep routine administration going, but very few who have that flexibility of intellect which is demanded by the new problems which modern Governments must solve. It may be admitted that some part of this deficiency is due to inadequate training and handling after entry to Government service, but I do feel strongly that at present our colleges are not supplying us with a good enough article to begin with.

9. This brings me to the question of a University for Sind, which is at present engaging the attention of my Minister. I have no doubt that he will take the opportunity to discuss his plans with some of you and to seek your guidance. This is a difficult problem, and a vital one for Sind, for the influence of a University extends through its constituent colleges and the High Schools which feed them, and ultimately controls the curricula even of the primary schools. The same circumstances which were held to justify the creation of Sind into a separate province seem also to demand that it should have its own University, for no province which has and aspires to maintain a separate culture of its own can continue to acquiesce in having an outside body, in which its own sons have little effective voice, prescribe the pattern on which its future citizens should grow up. Some way therefore has to be found which will at the same time satisfy the demands of the dominant political community, which is still educationally backward, and will at the same time remove the apprehensions of the minority community which has hitherto ruled educational policy. There are many members of this Board whose experience entitles them to advise on such problems and I am sure that the Hon'ble Minister will welcome such advice, however informally it is given.

10. In conclusion, I think I can assure you that my Government will do its best while maintaining its independence in matters of educational policy to co-operate with your Board. The Board is indeed, both by its representative character and by the individual eminence of its members, placed in such a position that a strong presumption must arise that anyone who disagrees with it is wrong, though there are of course occasions on which even the strongest presumptions are rebutted.

Gentlemen, I will now leave you to your agenda, with the hope that your stay among us may prove both enjoyable and fruitful.

3. The Chairman of the Board, the Hon'ble Sir Jogendra Singh, thanked His Excellency on behalf of the Central Advisory Board of Education and said in reply :—

It is my pleasant duty to welcome the new members particularly Lady Thackersey, who has travelled all the way from Bombay to be with us to-day. I am happy that Sir C.P. Ramaswami Aiyar, Sir B. N. Rau, Nawab Sir Mehdi Yar Jung Bahadur, Dr. Mohan Sinha Mehta and Mr. G. Gowda have also accepted our invitation to join the Board. I am sure we can count upon the valuable advice and active co-operation of these eminent statesmen, representing some of the leading States. What is more, their presence implies recognition of the need of an all-India educational policy and a united effort on the part of all the Provinces and States in implementing it.

The Board has lost in the death of Sir Meverel Statham one of its oldest members. He rendered great service to the cause of education in Madras and South India.

I feel I must congratulate the Board on the reception which its report has received. In the words of a leading Indian statesman, it has been acclaimed in three Continents. The Board has been aware of the modern educational trends and our cultural heritage shared alike by all the people—those who enjoyed the gifts of literacy and others who were without it. The aim of education is to enrich *tan, man, dhan*—body, mind and factors which produce wealth, and above all to release the soul from the slavery of the self. As long as individual, sectional or material interests count for more than vital human interests of all the people, education has failed to accomplish its purpose, that is, to kindle the light of wisdom to show that we are limbs of one another and in hurting others we are hurting ourselves.

In the Central Advisory Board of Education's Report we may claim to have surveyed the entire field of education, and we are fortunate in having an educationist in the true sense of the word in Dr. John Sargent to help us all in giving its working a good start. The report of the Board has not escaped criticism. It would have been a matter of concern if this had been the case. For criticism is always an evidence of interest and we desire nothing better than to mobilise interest of all the thinking men in favour of education.

I would now refer to some of the points that have been raised. Four decades which the report lays down as the period for the implementing of the plan has naturally evoked comment. The Board would have been only too happy if it could fix a shorter period, but there are obvious limitations. To take the principal one, there are not at present the trained teachers or the educated population from whom to draw the trained teachers. The full scheme envisages the employment of 2-1/4 million teachers at the final stage. In 1940-41 we were only turning out 20,000 trained teachers a year,—little more than the annual wastage of our present quite inadequate educational system. No Educational plan in any country, let alone India, will succeed, unless steps are taken to secure efficient teachers, upon whom education depends. The present status and remuneration of teachers at all stages of education and particularly those in Primary Schools, are deplorably low. The recommendations in regard to training, recruitment and conditions of service of teachers, which are prescribed in the report of the Committee, represent the minimum compatible with the success of a national system of education. These should be adopted and enforced everywhere. There is nothing to prevent any Province or State, if it has the will and the means, to shorten the 40 year period. Provinces and States that carry surpluses can immediately take steps to train the teachers. In any case, compared with the uncounted years that have sped their way, what is a period of forty years ? And even this may well be reduced as an all-India educational drive gains in momentum.

Again, some people hold that the estimated expenditure is beyond India's financial capacity. I do not at all agree. Apart from the fact that the scheme itself envisages a graduated increase in the financial burden, post-war development, if it means anything at all, must mean a progressive increase in the country's ability to spend on its social services. The scheme will take advantage of this. Translated into expenditure per head of population, the recurring cost of implementing the scheme in British India in forty years, comes to about 0.4 of a rupee in the 5th year, 2.5 in the 20th year, 12.5 in the 40th year. It is my hope that as we build up our man power by providing proper nourishing food, universal education and means to secure health, the new productive power of our people will add immensely to the wealth of India ; our income

per head may approach nearer to that of England which proposes to spend on education Rs. 66 per head of population.

Another item which has been adversely commented upon is the proposed system of selection, but just as in a family parents select the career for their children, the Education Department too hopes to guide the students towards studies for which they are fitted. Unless we provide higher education for all boys and girls—and this may not be practicable for a long time to come—some form of selection will be inevitable. The Board have recognised that this will require the most careful consideration and they have emphasised in many places that care must be taken to see that boys and girls are not debarred by poverty or other causes from any course of higher education from which they show the capacity of benefiting fully. The Board have indicated that in this connection they realise the necessity for making such provision for members of the Scheduled Castes and other backward or minority communities, and I am sure that everyone realises the need for safeguarding their interests or accelerating their progress during the period which must elapse before equal educational opportunities are available for all. I cannot, however, agree that it was the Board's business to prescribe exactly how this should be done throughout India. The character and incidence of this problem must necessarily vary from Province to Province and from State to State, and it is in accordance with the Board's general policy that areas should be left as free as possible to interpret the Board's plan in the way best suited to local conditions.

I must confess that our plan since we met in Baroda has not made any spectacular progress. I can say, however, that it has gone to the Government of India with the acceptance and blessings of my Department for consideration along with the development plans of other Departments and it has been under examination in the Provinces and the States and detailed proposals have been received from some. These appear to follow the general lines indicated in the Board's report. It is hoped that the schemes of the remaining Provinces will be received in the near future.

I believe that throughout it has been the Board's intention to indicate a framework within which Provincial and State schemes suited to local needs might be prepared, and not to prescribe any rigid structure which all Provinces and States would have to follow. The plan is not rigid ; it is neither self-executing : no plan is. It lays down broad outlines, defines targets, shows the ways and means of attainment. It makes the general objective practical and realistic. It recognises that the Provinces will have to relate its recommendations to the environments and occupations that are readily available for the students. The provinces and States could shorten the period of achievement and make a start in training the teachers. If they are confident that they can make a larger provision for secondary and higher education, there is nothing to prevent them from doing so. Theirs is the freedom and the responsibility to carry out the plans.

So far as the Centre is concerned, the Government of India have already taken steps in regard to those matters which the Board suggested should be our primary responsibility. Provincial Governments have already been addressed in regard to the setting up at the earliest possible date of the proposed All-India Council for Technical Education, which, in the first instance, will be an advisory body and will survey the requirements of the whole of India for development in higher technical education.

The Central Government also proposed to set up a University Grants Committee to deal with the Central Universities in the first instance. I hope that in due course Provincial Governments and the other Universities will also avail

themselves of the services of this body. In this connection I am sure the Board will be interested to hear that Sir Walter Moberly, Chairman of the University Grants Committee in Great Britain, is expected to visit India next month, and his experience in this connection will be placed at the disposal of the Central Government and of Provincial Governments and Universities and of such States as it may be practicable for him to visit. He will be accompanied by Sir Cyril Norwood, a well-known British educationist, who is a recognised authority on Examinations. He has been Chairman for many years of the Secondary Schools Examination Council set up by the Board of Education.

The Government of India have accepted the view that development on a large scale will not be feasible unless substantial financial assistance is forthcoming from the Central Revenues. The Government of India have already indicated in general terms the amount of the subvention which they will be prepared to make during the next five years. I hope that with this figure before them the Provinces will feel encouraged to plan on the lines of our scheme.

In conclusion, I must express my gratitude to the members of the Board and in particular to the Chairman and members of the Special Committees of the Board who have devoted so much time and care for many years past to the preparation of plans for giving India the provision of education which is an essential condition to the realisation of her future destiny. I must also thank the Sind Government for their hospitality on this occasion and in this connection I should like to pay a special tribute to the Minister of Education, Pir Illahi Bakhsh Nawaz Ali who has been one of our most keen and regular members.

4. The agenda before the Board was as follows :—

I. To report that the proceedings of the Tenth Meeting of the Central Advisory Board of Education held at Baroda on the 19th, 20th and 21st of January, 1944, were confirmed by circulation to members and that copies were sent to Provincial Governments, Local Administrations, State Governments and Universities and were also put on sale.

II. To receive reports from Provincial Governments, etc., on main developments in the following branches of education—

(a) Basic (Primary and Middle) Education,

(b) Adult Education,

(c) Social Services, including Social and Recreative activities,

and to consider the recommendations, if any, from the appropriate Standing Committee in connection therewith.

III. To receive reports from Provincial Governments, etc., on the following Reports adopted by the Board.—

(a) The Text-Books Committee,

(b) The Examinations Committee,

(c) The Technical Education Committee,

and to consider the recommendations, if any, from the appropriate Standing Committee in connection therewith.

IV. To receive and consider the views of the Inter-University Board in regard to the various matters referred to them.

V. To report the action taken by the Central and Provincial Governments on the Report of the Board on Post-War Educational Development in India.

VI. To receive and consider reports from Provincial Governments, etc., regarding the action taken or proposed to be taken by them on the recommendations of the Board regarding the welfare of Indian students who proceed abroad for studies, together with a further report from the Educational Adviser on this subject.

VII. To receive and consider the report of the Joint Committee of the Central Advisory Boards of Education and Health on the prevention of blindness in India.

VIII. To receive and consider the views of the Provincial Governments, etc., and the National Institute for the Blind, London, on the report of the Expert Committee on a Uniform Braille Code together with the comments of the Expert Committee, which devised the Code, on the suggestions submitted by the various authorities.

IX. To receive and consider the report of the Committee appointed to investigate the problem of the training, recruitment and conditions of service of teachers in Universities or other institutions of higher education not previously dealt with.

X. To receive and consider the report of the Committee appointed to explore the mode of developing the facilities for Agricultural Education in the country.

XI. To receive and consider the report of the Committee appointed to examine the question of religious instruction in educational institutions in India.

XII. To receive and consider the report of the Committee appointed to examine the administrative changes and readjustments that would be necessary amongst the various bodies concerned with the primary and secondary stages of education, in implementing the scheme for post-war educational development.

XIII. To consider the question of appointing a committee to report on various matters affecting the conditions of service of teachers at all stages of education e.g., size of classes, hours of work, holidays, sick leave, etc.

XIV. To consider the question of appointing a committee to examine the best ways and means of

(a) selecting pupils or students for various stages of higher education,

(b) advising parents and pupils in regard to choice of careers with due regard to the experimental work in this connection which is now being carried out in this country.

XV. To consider the desirability of inclusion of " Education " as a subject in the curriculum of the B.A. degree of Indian Universities.

XVI. To receive and consider a proposal for the establishment of a central institute of Indian architecture and regional planning.

XVII. To consider the question of adopting a uniform procedure admitting private candidates to the High School or S.L.C. Examinations, and recommendations, if any, from the appropriate Standing Committee in connection therewith.

XVIII. To appoint members of the Standing Committees on (a) Primary Education, (b) Secondary Education, (c) Further Education and (d) General Purposes.

XIX. To fix the time and place of the next meeting of the Central Advisory Board of Education.

5. The explanatory memoranda on Items II to VI, VIII to XIII and XV to XVIII of the agenda, which had been circulated to the members of the Board previous to the meeting, are appended to the proceedings.

6. *Item I.*—It was reported that the proceedings of the Tenth Meeting of the Central Advisory Board of Education held at Baroda in January 1944 were confirmed by circulation to members and that copies were sent to Provincial Governments, Local Administrations, State Governments and Universities and were also put on sale.

7. *Item II.*—The Board decided to record the information supplied by the Provincial Governments, etc., with regard to developments in Basic (Primary and Middle) Education, Adult Education and Social Services, including Social and Recreative Activities (Appendix A). The Board also agreed with the recommendations of the Standing Committees that in future, statements on "Primary" and "Basic" Education should be presented in one consolidated report so as to include all striking developments in Primary and Middle Schools.

They also expressed the hope that the Government of Madras would find it possible to reconsider their decision in regard to the preparation of registers for social service agencies whose scope is confined to the Provincial area and compile the register as recommended by the Board, since all the other Provincial Governments have agreed to do so.

8. *Item III.*—The Board received the views of the Standing Committee on the reports Appendix B(a) received from Provincial Governments, etc., regarding the action taken or proposed to be taken on the report of the Text-Books Committee. They were glad to note that the report has been received favourably by Provincial Governments, States, etc., and agreed with the Standing Committee that further action on the report would be possible only when an adequate supply of paper was made available for the production of text books.

In regard to the reports of action taken or proposed to be taken by Provincial Governments, etc., Appendix B(b) and B(c) on the reports of the Examinations Committee and Technical Education Committee of the Board, the Board noted with appreciation the favourable views expressed by Provincial Governments, etc., though they regretted very much that it had not been possible for some authorities to make available to the Board the benefit of their experience by furnishing their considered opinion on the subjects concerned in greater detail.

9. *Item IV.*—The Board considered the views of the Inter-University Board (Appendix C) on the various items that had been referred to that Board and decided that the views be recorded.

In regard to the question* of the adoption of modern Indian languages gradually and as far as possible alternatively with English as media of instruction for the Intermediate and Degree Courses, the Board decided that the Inter-University Board should be requested to suggest ways and means for attaining the goal.

Sir Maurice Gwyer, the Chairman of the Inter-University Board reported that they have set up a Committee consisting of Sir Maurice Gwyer, Dr. Amaranatha Jha, Sir Sarvapalli Radhakrishnan, Dr. A. Lakshmanaswami Mudaliar and Dr. Mahmud Hasan to consider the report of the Committee of the Central Advisory Board of Education appointed to report on the question of the Training, Recruitment and Conditions of Service of Teachers in Universities and other institutions of higher education not previously dealt with by the Board. It was decided that the report as adopted by the Board should be forwarded to the Chairman, Sir Maurice Gwyer, for the consideration by this Committee.

*See Resolution passed in the fourth Conference of Indian Universities.

10. *Item V.*—The Educational Adviser to the Government of India stated that the recommendations of the Board on Post-War Educational Development in India were still under the consideration of the Central Government. The Board however noted with satisfaction that most of the Provinces were in general agreement with their scheme and were setting up Committees to work out detailed plans for their respective areas. It was decided that a report on the progress of the scheme should be submitted to the Board at their annual meeting (Appendix D).

11. *Item VI.*—The Board considered the Memorandum (Appendix E) prepared by the Educational Adviser to the Government of India on the question of the arrangements for the admission of Indian students to Universities and institutions of higher education overseas. The Board unanimously approved the Memorandum and directed that it should be circulated to the educational authorities concerned.

12. *Item VII.*—The Board considered the Report* of the Joint Committee of the Central Advisory Boards of Education and Health on the prevention of blindness in India. They expressed their general agreement with the recommendations of the Committee and decided that as soon as the views of the Central Advisory Board of Health on the report become available, the report, along with the views of the two Boards, should be forwarded to the Government of India, the Provincial and State Governments and the other authorities concerned for necessary action.

13. *Item VIII.*—The Board considered the views of the Provincial Governments, etc., as well as the views furnished by the National Institute for the Blind, London, on the report of the Expert Committee on a Uniform Braille Code for India, together with the recommendations of that Expert Committee on the suggestions submitted by the various authorities (Appendix F). The Board accepted the recommendations of the Expert Committee and decided that steps should be taken to bring the Uniform Braille Code as finally approved, into use in all the schools for the blind in India. The Board however directed that any difficulties experienced in the actual use of the code should be brought to the notice of the Expert Committee for their further consideration.

14. *Item IX.*—The Board considered the Report of the Committee appointed to consider the question of the Training, Recruitment and Conditions of Service of Teachers in Universities and other institutions of higher education not previously dealt with by the Board. The report was adopted by the Board subject to a few minor modifications and it was decided that the report should be forwarded to the Provincial and State Governments and Universities for necessary action. [Report as amended and adopted by the Board : Appendix (G).]

15. *Item X.*—The Board then considered the report of the Agricultural Education Committee and adopted the same with certain amendments. The Board directed that the report as approved should be communicated to the authorities concerned for necessary action. [Report as amended and adopted by the Board : Appendix (H).]

16. *Item XI.*—The Rt. Rev. the Bishop of Lahore, the Chairman of the Committee appointed to consider the question of religious instruction in educational institutions in the country, presented to the Board an interim report setting out the results of the Committee's delibrations up-to-date (†Appendix J).

*The report will be published separately on its being approved by the Central Advisory Board of Health.

†Not printed.

The Board noted that the Committee had not been able to arrive at any agreed decisions on some of most important issues. The Board felt that in view of the importance of the subject the Committee should be asked to pursue the matter further and it was therefore decided that the Committee, with such additions to the membership as the Chairman might think it desirable to make, should continue their investigation and present a report to the next meeting which should indicate clearly those points on which there was general agreement as well as those, if any, about which agreement could not be reached.

17. *Item XII.*—Sir Maurice Gwyer, the Chairman of the Committee appointed by the Board to examine the administrative changes and adjustments that would be necessary amongst the various bodies concerned with the primary and secondary stages of Education, in order to implement the scheme for post-war educational development then presented the report of that Committee. The Board adopted the report with a few modifications and decided that it should be forwarded to the Governments concerned for necessary action. (Report as amended and adopted by the Board : Appendix K).

18. *Item XIII.*—The Board then considered further certain matters affecting the conditions of service of teachers at all stages of education e.g., size of classes, hours of work, holidays, sick leave, etc., (Appendix L) and appointed the following Committee to examine and report on the issue :—

Lt.-Col. Dr. J. C. Chatterjee, M.A., D. Litt., M.L.A., Vice-Chancellor, Agra University.

Sir Maurice Gwyer, K.C.B., K.C.S.I., D C.L., LL.D., Vice-Chancellor, Delhi University.

Dr. V. S. Jha, Ph. D., Officer on Special Duty (Post-War Reconstruction), Central Provinces and Berar.

A. S. Khan, Esq., M.Sc., I.E.S., Director of Public Instruction, Bihar.

Dr. Mohan Sinha Mehta, M.A., Ph.D., LL.B., Bar-at-Law, Diwan of Banswara.

S. N. Moos, Esq., C.I.E., M.A. (Cantab.), I.E.S., Director of Public Instruction, Bombay Province.

Mrs. Renuka Ray, B.Sc., Econ. (Lond.), M.L.A.

Dr. John Sargent, C.I.E., M.A., D. Litt., Educational Adviser to the Government of India.

Dr. (Mrs.) Malmi B. Sukthankar, M.B., B.S., J.P.

K. Zachariah, Esq., M.A., I.E.S., Director of Public Instruction, Bengal.

19. *Item XIV.*—The Board then proceeded to consider the question of selection at appropriate stages of education, a matter which is regarded as of vital importance to the development of the higher and more specialised forms of education in the country. The Board appointed the following committee to examine the best ways and means of—

(a) selecting pupils or students for various forms and stages of higher education, (b) advising parents and pupils in regard to the choice of careers with due regard to the experimental work in this connection which was already being carried out in this country :—

Lt.-Col. Dr. Sir Zia Uddin Ahmed, C.I.E., D.Sc., M.L.A., Vice-Chancellor, Aligarh Muslim University.

W. H. F. Armstrong, Esq., C.I.E., M.A., I.E.S., Director of Public Instruction, Punjab.

Shamsul-Ulema Dr. U. M. Daudpota, M.A., Ph.D., Director of Public Instruction, Sind.

Khan Bahadur Shah Alam Khan, M.A., LL.B., Director of Public Instruction, North-West Frontier Province.

Diwan Bahadur Dr. A. L. Mudaliar, M.D., F.R.C.O.G., F.A.C.S., Vice-Chancellor, University of Madras.

Sri Prakasa, Esq., B.A., LL.B. (Cantab.), Barrister-at-Law, M.L.A.

Sir B. N. Rau, C.I.E., B.A. (Cantab.), I.C.S. (Retd.), Prime Minister, Kashmir.

Srimati Renuka Ray, B.Sc., Econ. (Lond.), M.L.A.

Dr. John Sargent, C.I.E., M.A., D.Litt., Educational Adviser to the Govt. of India.

L. G. D'Silva, Esq., O.B.E., B.A., Director of Public Instruction, Central Provinces and Berar.

S. C. Tripathi, Esq., M.A., I.E.S., Director of Public Instruction, Orissa.

W. G. P. Wall, Esq., M.Sc., I.E.S., Director of Public Instruction, United Provinces.

20. *Item XV.*—The Board considered the question of including "Education" as a subject in the curriculum of the B.A. degree of Indian Universities (Appendix M). They felt that the subject could profitably be included as a part of post-graduate studies or a three-year Honours course of studies. The Board do not favour 'Education' as one of the subjects in the existing pass course of the B.A. degree.

21. *Item XVI.*—The Board considered a proposal for the establishment of a central institute of Indian architecture and regional planning received from the Secretary of the Service Architects Organisation (Appendix N). They considered that the issue was of great importance to the future development of the country in general and of education, in particular, but felt that the matter could more appropriately be considered by the All India Council of Technical Education and directed that the matter may be referred to that Council when established.

22. *Item XVII.*—The Board considered the question of adopting a uniform procedure for admitting private candidates to the High School or School leaving Certificate Examinations (Appendix O). In agreement with the Standing Committee, the Board were of opinion that the regulations regarding the admission of private candidates for the examinations referred to above require to be revised so as to ensure a proper standard of secondary education and to eliminate the abuses under the present system—particularly unfair competition between recognised and unrecognised schools. In agreement with the Standing Committee the Board further decided that the Inter-University Board should be requested to consider this problem with particular reference to the present tendency of candidates from one Province to take the Matriculation or equivalent examinations of other Provinces if they were thought to be easier and to suggest ways and means by which the Matriculation Eaxminations of the various Universities may be brought up to a uniform standard.

23. *Item XVIII.*—The Standing Committees, excepting the Women's Education Committee, were reconstituted with the following membership :—

(a) *Primary Education Committee.*

W. H. F. Armstrong, Esq., C.I.E., M.A., I.E.S., Director of Public Instruction, Punjab.

The Hon'ble Minister for Education, Assam.

The Hon'ble Minister for Edueation, Bengal.

Lt.-Col. Dr. J. C. Chatterjee, M.A., D.Litt., M.L.A., Vice-Chancellor, Agra University.

Rajamantrapravina H. B. Gundappa Gowda, B.A., B.L., Minister in charge of Education, Mysore.

A. S. Khan, Esq., M.Sc., I.E.S., Director of Public Instruction, Bihar.

Khan Bahadur Shah Alam Khan, M.A., LL.B., Director of Public Instruction, North-West Frontier Province.

S. N. Moos, Esq., C.I.E., M.A. (Cantab.), I.E.S., Director of Public Instruction, Bombay.

L. G. D'Silva, Esq., O.B.E., B.A., Director of Public Instruction, Central Provinces and Berar.

Dr. (Mrs.) Malini B. Sukthankar, M.B.B.S., J. P.

S. C. Tripathi, Esq., M.A., I.E.S., Director of Public Instruction, Orissa.

W. G. P. Wall, Esq., M.Sc., I.E.S., Director of Public Instruction, United Provinces.

(b) *Secondary Education Committee.*

Lt.-Col. Dr. J. C. Chatterjee, M.A., D.Litt., M.L.A., Vice-Chancellor, Agra University.

Shamsul-Ulema Dr. U. M. Daudpota, M.A., Ph.D., Director of Public Instruction, Sind.

Dr. Mohan Sinha Mehta, M.A., Ph.D., LL.B., Bar.-at-Law, Diwan of Banswara.

Diwan Bahadur Dr. A. L. Mudaliar, M.D., F.R.C.O.G., F.A.C.S., Vice-Chancellor, University of Madras.

The Hon'ble Minister for Education, North-West Frontier Province.

Srimati Renuka Ray, B.Se., Econ. (Lond.), M.L.A.

S. C. Tripathi, Esq., M:A., I.E.S., Director of Public Instruction, Orissa.

K. Zachariah, Esq., M.A., I.E.S., Director of Public Instruction, Bengal.

(c) *Further Education Committee.*

Sachivottama Sir C. P. Ramaswamy Aiyar, K.C.S.I., K.C.I.E., LL.D., Diwan of Travancore.

Rajamantrapravina H. B. Gundappa Gowda, B.A., B.L., Minister in charge of Education, Mysore.

Rao Bahadur Sir V. T. Krishnamachari, K.C.I.E.

Gaganvihari L. Mehta, Esq., M.A.

The Hon'ble Diwan Bahadur Sir K. Rammuni Menon, M.A., (Cantab.), LL.D.

Sri Prakasa, Esq., B.A., LL.B. (Cantab.), Barrister-at-Law, M.L.A.

Srimati Renuka Ray, B.Sc.Econ. (Lond.), M.L.A.

Dr. (Mrs.) Malini B. Sukthankar, M.B.B.S., J.P.

Sardar Bahadur Sardar Ujjal Singh, M.A., M.L.A. (Pb.).

P. F. S. Warren, Esq., B.A., (Cantab.), A.M.I.C.E., M.I.E. (Ind.).

(d) *General Purposes Committee.*

Dr. Sir Zia-ud-Din Ahmad, C.I.E., D.Sc., M.L.A., Vice-Chancellor, Aligarh Muslim University.

The Right Rev. G. D. Barne, C.I.E., O.B.E., M.A., D.D., Bishop of Lahore.

Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., LL.D., Vice-Chancellor, Delhi University.

Khan Bahadur Dr. M. Hasan, M.A., D.Phil. (Oxon.), Vice-Chancellor, University of Dacca.

Nawab Sir Mehdi Yar Jung Bahadur, M.A. (Oxon.), Education Member, H. E. H. the Nizam's Government.

Sir Mirza Mohammad Ismail, K.C.I.E., O.B.E., Prime Minister, Jaipur.

J. A. Lais, Esq., M.B.E., Director of Public Instruction, Assam.

L. G. D'Silva, Esq., O.B.E., B.A., Director of Public Instruction, Central Provinces and Berar.

The Hon'ble Minister for Education, Sind.

Lady Premlila V. Thackersey.

It was also decided that Dr. M. Hasan, M.A., D.Phil.(Oxon.), Vice-Chancellor, Dacca University, and Lady Premlila V. Thackersey, should be appointed to the Women's Education Committee in the places of Dr. J. C. Chatterjee and the late Sir Meveral Statham.

24. *Item XIX.*—Rajamantrapravina H. B. Gundappa Gowda, Minister to the Government of Mysore, announced that the Government of Mysore wished to invite the Board to hold their next session in Mysore and the Board accepted the invitation with gratitude. The Board authorised the Chairman to fix a suitable date for the next meeting in consultation with the Government of Mysore.

25. In conclusion, the Board expressed their sincere thanks for the generous hospitality extended to them by the Government of Sind and especially to the Hon'ble Pir Illahi Baksh Nawazali, Minister for Education, Mr. Allah Baksh Ansari, Secretary to Government and Dr. U. M. Daudpota, Director of Public Instruction, Sind.

APPENDIX A(a) (i).

MEMORANDUM ON ITEM II (A) OF AGENDA

New developments in Primary Education in 1943-44.

In accordance with the decision of the Board at their eighth meeting held at Lucknow in January 1943 (vide page 9—para. 12 of the proceedings of the 8th meeting) the information received from Provincial Governments, Local Administrations and Governments of Indian States on the striking new developments in Primary Education during 1943-44 is summarised below :—

A.—Provincial Governments.

Madras, N.W.F.P. and Orissa have no developments to report.

Bihar.—There are no special developments to report excepting that the Provincial Government are considering proposals for increasing the salary and qualifications of teachers.

Bombay.—There is no fresh development to report except that 3 additional scheme of compulsory education were sanctioned—two for District Local Authorities for the enrolment of 20,000 children and one for a Municipal Local Authority for 4,000 additional children. Of the 38 Local Authorities 15 have now introduced compulsion.

Sind.—Reader for Primary Standard II has been prepared and syllabus for various kinds of Middle and High Schools has been planned by the Syllabus Committee appointed by the Government. This syllabus is under consideration.

United Provinces.—There has not been any marked development in Primary education during the year. Some uneconomical schools were closed down by the District Boards. The number of teachers and scholars decreased considerably ; the former taking up more lucrative posts connected with war and the latter being kept at home by their parents for agricultural work.

The only large scale experiment carried out was that of co-education. 300 women teachers, who were given a refresher course in basic centres, were appointed in selected primary schools.

The Primary education of girls has been steadily progressing. Primary sections of Government Vernacular girls' schools have shown improvement in teaching, as they have been provided with qualified staff.

N. B.—Assam, Bengal, C. P. and Berar and the Punjab Governments have not supplied any information.

B.—Local Administrations.

Ajmer-Merwara.—The progress of education in Government Primary schools was satisfactory, but this was not quite the case with schools under private bodies. As a result of the Expansion Programme, 8 new girls' primary schools were opened, and a certain measure of creative activities introduced in a few primary schools for boys and girls.

In the interests of paper economy and also to do away with the written examination, the Vernacular Upper Primary Departmental Certificate Examination was given on the lines of a *viva voce* and the experiment was satisfactory. A supplementary Departmental Upper Primary Examination was also held.

Some of the village primary schools for girls have been equipped with new style of furniture.

With the introduction of the Expansion programme for vernacular Education, it was found that the number of trained teachers available for employment fell short of the requirements of the programme and accordingly during the Expansion Period, the number of admissions to the Government Normal School, Ajmer, was doubled. But the need for trained teachers is still pressing, particularly as the Scheme for Expansion of Primary Education under the Ajmer Municipality is being contemplated.

(12)

Coorg.—There was a slight increase in the number of schools and scholars. The number of untrained teachers also increased a little on account of some of the trained teachers joining the various branches of the army. Scouting was introduced in some of the schools, its strength being 245. Indigenous games and group competitions were taught in almost all the primary schools and inter-school tournaments were held under the auspices of All-Coorg Teachers' Association.

Arrangements have been made for opening a Teachers' Training School in Mercara during 1944-45.

Delhi.—Primary Education remained the concern of the local bodies as in previous years. Compulsory education for boys has been enforced in 12 wards and 18 villages in the urban and rural area respectively. The system is enforced by Attendance officers, whose work is checked up by the Government inspectorate.

Two District Board co-educational schools have been opened.

The importance of cleanliness and hygiene has been emphasised by the teachers. Cleanliness parades are held after morning prayers. A Lady Supervisor for Physical Education has been appointed by the Education Department for Girls' schools. Junior Red Cross work and Girl Guiding have been introduced in some schools.

Refresher courses for rural teachers were held by the Assistant District Inspectors of schools at various centres of their Sub-division. Efforts are also being made to replace untrained teachers by trained ones.

N. B.—No information has been received from Baluchistan.

C.—Governments of Indian States.

Mysore.—375 Primary schools were opened, making the total number of schools opened during the last three years to 1,096. 150 Upper Primary schools were converted into Middle schools to provide better educational facilities in rural areas. A sum of Rs. 10,000 was sanctioned for starting new Primary schools in urban areas. The pay of teachers was also raised from Rs. 15 p. m. to Rs. 15-1-20 p. m.

N.B.—No information has been received from the other States.

APPENDIX A (a) (ii).

MEMORANDUM ON ITEM II (*a*) OF AGENDA.

New developments in Basic Education in 1943-44.

In accordance with the decision of the Board at their eighth meeting held at Lucknow in January 1943 (*vide* pages 9-10, paragraph 12 of the proceedings of the 8th meeting) the information received from Provincial Governments, Local Administrations and Governments of Indian States on the striking new developments in Basic Education is summarised below :—

A.—Provincial Governments.

Assam, Bengal, Madras, Punjab and Sind have not adopted the system of Basic Education.

The *N. W. F. P.* abandoned the scheme started a few years ago.

Bihar.*—The experiment of Basic Education is in its sixth year. In 1943-44 the Teachers' Training Scheme reached the 6th year since its inauguration, and the Basic Schools themselves their fifth year. The fifth grades were completed in 27 schools. The total number of scholars was 3,649 in 1944 as against 2,913 in 1943, excluding those in the Practising School attached to the Training School at Patna. The recurring expenditure rose from Rs. 95,966 in 1942-43 to Rs. 1,18,975 in 1943-44. The receipts from the sale of goods produced in the practice of the basic crafts of the experimental schools amounted to Rs. 1,533 in 1943-44 as against Rs. 742 in 1942-43.

Special Refresher Courses were instituted at the Patna Training School to enable teachers to qualify for work in Grades VI and VII. Weaving was introduced as a natural development of Spinning, as a basic craft in the schools. The Basic Schools and the Basic Training School participated in extra-curricular activities such as Scouting, War Exhibition, Red Cross Fair, etc.

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*A more detailed report was laid on the table for reference.

The annual review of the work in the schools was undertaken by a Committee of Inspectors and the report submitted by them was favourable. As reported in previous years, some difficulties have been felt for lack of suitable literature for this type of schools and the Basic Education Board are taking steps to produce literature in manuscript for the present which can be improved later when the number of schools increases.

The Board has decided that there should be a special review of the schools as soon as the first batch of pupils has completed the seven years' course, i.e., in April 1946.

Bombay.—Most of the recommendations* made by the Committee appointed by the Central Advisory Board of Education to advise the Government of Bombay on the experiment of Basic Education have been accepted. It has been decided to carry on with the experiment on Basic Schools for a further period of 5 years from 1st June 1944. A special Committee has been appointed with the Adviser to H. E. the Governor as Chairman to advise Government on all matters relating to Basic Education. A full-time officer has also been appointed in the Class I service to supervise the work of Basic Schools.

It has been decided not to restrict hand-work in the lower classes to one craft but to introduce various forms of activities as a preparation for and development into a productive basic craft in the higher classes. The basic course is to be extended to standard VI with effect from June 1945 and the introduction of weaving and agriculture as basic crafts in the higher classes is under consideration.

As regards the extension of Basic Education to urban areas, Government have decided to postpone the consideration of the question to a later date.

The question of the revision of the syllabuses of training institutions is under consideration.

As regards the minimum standard of recruitment of teachers, it has been decided to recruit as many Matriculates and School Leaving Certificate holders as possible; but for the two-year course of training it has been decided to admit for training holders of the Primary School Certificate with a fairly high percentage of marks and preferably those holding the Agricultural Bias School certificate.

The recommendations regarding special supervisors and the payment of special allowances to teachers in Basic Schools have been accepted.

Basic schools are visited by Inspectors in charge of ordinary primary schools, who report on the attainments of the children as compared with those following the ordinary syllabus.

The basic School day opens with hygienic drill and prayer, and emphasis is laid on personal cleanliness and the duty of keeping the school premises tidy. There are several extra curricular activities designed to interest the children in their surroundings and give a practical meaning to the topics arising in the course of teaching. Such activities are excursions in the neighbourhood, the observation of religious festivals as well as anniversaries like United Nations Day, the rendering of social service to the community at the time of fairs, epidemics, etc., social gatherings, the production of magazines in manuscript, tree-planting, etc.

United Provinces.

Training.—The Basic Training College is being amalgamated with the Government Training College, Allahabad, and students are admitted for the L. T. course. Those students who join the Basic section of the course practise in the Demonstration School attached to the Basic Training College. New projects and activities were tried in the Model School attached to the Basic Training College. The children of the Basic School seem to be more active, alert and responsive to the technique. Experiments for producing cheap materials for the schools in villages were continued. The Education Gazette is published monthly by the Principal of the Basic Training College. Extra-curricular activities were encouraged and the experiment of establishing Basic Troops for maintaining discipline among the children proved useful. Production of literature for Basic School was continued.

*Confidential report already circulated to members in 1943. A copy is laid on the table for reference.

(13)

Refresher Courses.—There were 13 Refresher Course Centres—7 for boys and 6 for girls. As the usual course of 3 months was considered short, teachers previously trained were recalled and given training for another month. They were also trained in paper-making.

Basic Schools.—There was no increase in the number of schools and all of them are teaching up to Class IV. Attempts are being made to make the schools self-sufficient in respect of materials, particularly colour and paper, required by them. With the introduction of Basic Education it is reported that the aesthetic taste has developed in scholars. The training given is considered better and better liked by the pupils, including girls.

N.B.—No information has been received from the other Provincial Governments, Central Administrations or States.

APPENDIX A(b).

Memorandum on Item II(b) of Agenda.

Main Developments in Adult Education in 1943-44.

A.—Provincial Governments.

Assam.—No fresh development to report. The Government agreed with the Board that it would be more useful to concentrate effort on selected areas in which a complete scheme, as recommended in the Board's plan for post-war educational development might be introduced.

Bihar.—On 31st March, 1944, the Mass Literary Campaign conducted by the Education Department concluded its 5th year of successful work.

The policy of consolidation adopted in previous years was continued. In addition to work in previous Thanas, Intensive Work in new Thanas, and also Non-Intensive work in certain other Thanas were started. The "Make Your Home Literate" Campaign was carried on in Schools and Special Intensive work among Santals in the Damin area of Santalparganas was commenced.

4340 Village Libraries and Literacy Centres were visited by Inspectors, during the year under report. The District Inspectresses of Schools visited 249 Literacy Centres as against 165 during last year.

In 15 Thanas where New Intensive work was carried out, there were 1,752 Pre-Literacy Centres which were attended by 92,294 persons out of whom 63,412 passed the Literacy Tests. In these Thanas, 38,656 persons were under instruction in the Post-Literacy Centres of whom 27,794 passed the Test. In Non-Intensive Areas there were 969 Pre-Literacy and 589 Post-Literacy Centres imparting instruction to 54,800 and 11,696 persons respectively.

Greater attention was paid during the year under review to the expansion of literacy among the Aboriginals.

Special efforts were made to make women literate. During the year under review, there were (a) 414 Pre-Literacy Centres where 11,168 women received instruction and 7,734 passed the Literacy Test, (b) 191 Post-Literacy Centres at which 2,664 received instruction and 1,623 passed the Test. In addition to the teaching of the three R's efforts were made to impart instruction in Hygiene, Child-Welfare, and needle work in the Women's Centres in the Monghyr and Gaya Districts.

In all 2,22,617 persons passed the Literacy and Post-Literacy Tests as against 2,56,068 in previous years.

Literacy work in many Central Jails was practically suspended. The Police Department made 3,234 illeterate Chaukidars literate.

750 Village Libraries were started. The total number of books issued was 4,67,442, in addition to those issued from new libraries.

The total expenditure from all sources was Rs. 2,00,697 as against Rs. 1,74,130 in 1942-43.

Bombay.—During the year 900 Adult Education Classes were maintained and were attended by over 35,000 adults of whom 20,000 passed the literacy test. A sum of Rs. 80,000 was paid by way of grant to these classes.

The training of Adult Education Workers was also continued and some 115 workers were trained at 3 centres at a cost of Rs. 2,500.

300 new libraries were registered during the year making a total of 1,500 and the amount paid by way of grant to these was Rs. 18,800.

The Bombay Adult Education Committee continued to publish a fortnightly pamphlet in addition to News-Sheets and suitable reading material for village libraries.

The total expenditure on Adult Education as a whole during the year was Rs. 1,10,500.

Madras.—The Government have been working on the plan of furthering Primary Education instead of starting Adult Education on a large scale.

N. W. F. Province.—Steps were taken to make all men in the police force, and the prisoners in the jails literate. Adult classes started within the municipalities and the villages were supported with grants-in-aid. The Government agree with the Board that effort should be concentrated on selected areas only.

Orissa.—Nothing fresh to report. Government are always willing to consider payment of grants to deserving individuals and organisations, taking up adult Education work.

Sind.—The Government had to give up the Literacy Campaign started in 1942, owing to Hur menace and floods.

United Provinces.—The number of Government adult schools remained the same as in the previous year—960. The total number of enrolment in these schools on 31st December, 1943, was 35,469 as compared with 37,654 of the previous year. The fall is due to the abnormally high cost of living and a rise in daily wages which provided a strong stimulus to working classes to earn a living rather than attend school. The number of persons made literate through these agencies came down from 54,825 last year to 50,960 during the year under report. In addition to new literates, 22,616 persons were taught to sign their names.

The number of Government aided schools fell from 383 in the last year to 225 during the year under report, the reason being that a monthly grant-in-aid of Rs. 5 p.m. was inadequate to attract a teacher. The number on roll also decreased from 9045 to 7,209 and the number of persons made literate also fell from 902 to 764.

The number of special schools for women also decreased from 100 to 70 for the reason that the grant-in-aid of Rs. 8 p.m. was inadequate. The number of women made literate showed a decrease from 902 to 764. Special Police and Jail Schools had to be closed down and the number of district middle schools also fell considerably because the main activities were diverted towards the successful prosecution of war.

The number of Government Libraries remained at 1040 including 40 for women. The total amount spent on the supply of books to these libraries during the year was Rs. 40,000. 9,15,347 books were issued in 1943 as compared with 8,28,107 during the previous year. The number of reading rooms continued to be 3,600. The number of visitors, however, came down from 75,82,175 to 37,78,889, the main reason being that no daily paper was provided in these reading rooms. The number of aided libraries was 250 with 2,32,985 issue of books.

The visual Education van gave demonstration at 50 places showing films depicting life in other lands, war implements and their use as well as interesting facts relating to Physiology and Hygiene.

The Magazines "Sahitra Sansar" and "Dunyia Batasvir" continued to have a wide circulation.

As an experimental measure Roman Script was introduced in 10 adult schools selected in districts of Allahabad, Partapgarh and Garhwal. The results do not appear to be encouraging in the first two districts, while they seem to be a success in Garhwal District.

B.—Centrally Administered Areas.

Ajmer-Merwara.—Agrees with the Board that efforts should be concentrated on selected areas only. Nothing else to report.

Delhi.—11 adult schools are run by the District Board, 15 by the Municipal Committee and 1 by the Prisoners Aid Society. Reading and writing material are supplied free. The number of adults under instruction in 1943-44 was 758.

(14)

C.—Indian States.

Jaipur.—The Government have noted for guidance the recommendations of the Board that effort should be concentrated on selected areas only.

Mysore.—Adult Literacy work in the State is conducted by the Mysore State Literacy Council which is aided financially by the Government and local bodies. The Budget estimate for the year 1944-45 amounts to Rs. 1,70,000, as against Rs. 1,00,000 in the year 1943-44. Fresh work in new areas is being consolidated. Follow-Work is an important feature of the year's scheme.

D.—Universities.

Andhra.—No adult education activities worth mentioning were conducted under the auspices of the University.

Annamalai.—The University arranged the Chitrai School of Adult Education for vacation Courses in April 1944. There were 17 pupils on the rolls of whom 10 were adults. They received instruction in Science, History, Economics, Arithmetic, Tamil Literature, English and Social and Political Science and those who qualified in the Test, were issued certificates.

Calcutta.—The University have nothing to report.

Delhi.—The University hope to take an appreciable part in the near future in Adult Education in the city of Delhi.

Madras.—The University are making arrangements for a course of Vacation Lectures on Adult Education to train those who wish to take Adult Education Work.

Mysore.—The University give an annual grant to the Mysore State Literacy Council engaged in this work.

Nagpur.—Noted.

Punjab.—Some of the colleges took steps to get adults educated by their students and staff in addition to other Dehat Sudhar Programme which certain colleges undertake by way of lectures, etc., during the summer vacations.

Travancore.—There is no agency in the University directly interested in adult education activities.

Utkal.—At present, the activities are confined to extra-mural lectures but the University hope to take up the question as early as possible.

APPENDIX A(c).

MEMORANDUM ON ITEM II(c) OF AGENDA.

Progress in Social Service.

At the tenth meeting of the Central Advisory Board of Education held in January 1944, it was reported that the Central Bureau of Education are at present engaged in compiling a register of All-India social service agencies with full information as to their activities, financial position and resources, future programme, etc. The Board suggested that Provincial Governments etc. might consider the question of preparing similar registers of other social service agencies, the scope of which is confined to their respective areas [cf. page 16 (item XIII) of the Proceedings of the Tenth Meeting].

The suggestions were brought to the notice of Provincial Governments, etc. The information received from Provincial Governments, etc., shows that they have either maintained or are taking steps to maintain the register of the type suggested by the Board. It also indicates that there has been no outstanding development in the activities to what was already reported to the Board at their last meeting. (cf. pages 47—68 of the Proceedings of the Tenth Meeting).

A.—Provincial Governments.

Assam, Bihar and Orissa.—There is nothing fresh to report. The Governments are taking steps to maintain the register of the type suggested.

Bombay, N. W. F. Province, and Sind.—There is nothing fresh to report. The Governments are maintaining a list of the social service agencies in their respective Provinces.

Madras.—The Government do not find it practicable to undertake the preparation of the register suggested by the Board.

N.B.—Replies have not been received from Bengal, C.P. and Berar, Punjab and U.P. Governments.

B.—Centrally Administered Areas.

Ajmer-Merwara.—The Government College, Ajmer grants a Certificate in Social Service to any student of the College who satisfactorily completes a certain course of study and practical work.

Delhi.—The Administration will take steps to maintain a register of social service agencies.

N.B.—Baluchistan and Coorg have not sent their replies.

C.—Indian States.

Jaipur and Mysore.—The State Governments have noted the suggestion for guidance.

N. B.—State Governments of Baroda, Cochin, Hyderabad, Kashmir, and Travancore have not supplied the information.

D.—Indian Universities.

Andhra and Calcutta.—The Universities have nothing to report.

Allahabad, Annamalai and Punjab.—The Universities have nothing fresh to report.

Agra.—Many of the colleges, affiliated to the University, took steps to run schools to educate illeterates. Some of the colleges contributed handsomely for the relief of sufferers of the Bengal famine and Marwara floods. They carried out intensive propaganda in villages about Public Health and Hygiene, Labour Welfare Work, Sanitation, Grow More Food Campaign, Child Welfare, House-Keeping, etc.

Delhi.—The University will co-operate with the local administration and will gladly place such information as is available at their disposal whenever asked to do so.

Mysore.—A part of the programme of the University Unions is Social Welfare Work. The University Teachers' Association arranges lectures on varied topics—scientific, literary and historical.

Nagpur.—In some colleges, affiliated to the University, rural uplift activities including sanitary experiments, spade work and medical aid etc., were carried out. Besides this some students took steps to give elementary education to villagers and menials of their institutions.

Travancore.—Two of the colleges admitted to the privileges of the University have social service organisations which carry on a literacy campaign among poor children and adults in the neighbourhood.

Utkal.—The social service activities by the students, at present, are confined to voluntary help during floods and use by one of the colleges of articles manufactured by a Student Labour Association for helping poor students.

N. B.—Aligarh, Benares, Bombay, Dacca, Lucknow, Madras, Osmania and Patna Universities have not sent their replies.

Note.—This was laid on the table at the Meeting of the Board, a brief summary of the same having been circulated to the members in advance.

APPENDIX B (a).

MEMORANDUM ON ITEM III (a) OF AGENDA.

Report of the Committee of the Central Advisory Board of Education, appointed to investigate the ways and means for improving the planning, production and supply of text-books—Action taken or proposed to be taken by the Provincial Governments, etc. (*vide page* 18 (*item XXIV*) *and page* 138 *et seq of the Proceedings of the* 10*th Meeting held at Baroda in January,* 1944).

A.—Provincial Governments.

Bengal.—The Provincial Government propose to take necessary action when the educational system of the province is reorganised.

(15)

Bihar.—The system recommended by the Board is, for all practical purposes, already in vogue in respect of Hindustani books. The reconstitution of the Text-Books Committee is under consideration. Other reforms necessary will be taken up in due course.

Bombay.—Most of the recommendations of the Committee are already being followed in the Province.

The Government have directed the School Book Committees that the remuneration of authors and charges of publishers and book-sellers should not exceed 40 per cent. of the sale price of a book. The Government do not accept the recommendation regarding the limit to the number of alternative text-books. They have, however, ordered that Departmental sanction to any book is for a period of three years only.

Many members of the Training College write good text-books individually as a result of their experience. The Government consider that a separate Department for research and experiment is not necessary at present.

There is no ban on good books prescribed in other provinces being put on the sanctioned list.

Local Authorities have been asked to make generous provision for the supply of reference books to school libraries.

As regards free supply of books at the primary and middle stages, owing to want of funds, no action has been taken except in the case of Depressed Classes.

Madras.—Most of the recommendations of the Central Advisory Board of Education are being followed in this Province, e.g.,

(a) the registration of publishers who are desirous of submitting books for consideration of the Text-Book Committee of the Government on payment of a prescribed fee of Rs. 200,

(b) payment of prescribed fees for the scrutiny of books,

(c) payment of remuneration to members who review the books,

(d) the appointment of a separate sub-committee to review the books intended for use in Elementary Schools, and

(e) acceptance of manuscripts for consideration.

The inspecting officers have been ordered to see that changes of Text-Books in schools are minimised as much as possible.

The Government have already accepted the principle that excessive use of Text-Books has resulted in deterioration in the quality of teaching and that the use of Text-Books by pupils at least in the lower standards of elementary schools except in language, should be discouraged.

Members of the Text-Book Committee who review the books in a detailed manner are instructed to see that the books are planned carefully and conform to the Departmental syllabuses. Registered publishers are invited to submit their books for consideration of the Text-Book Committee. They are required to pay 5 to 15 rupees for each book. Fees are not refunded in the case of approved or rejected books.

The Education Authority does not take over the copyright of approved books. The Text-Book Committee only publishes a list of books approved, from which the heads and managements of schools are at liberty to choose any suitable book for prescription in their schools. In case of approved books the price cannot be changed without the consent of the Text-Book Committee.

English books and readers published in foreign countries are subject to the same rules.

The Government are of opinion that private enterprise has done very good work in regard to printing and publishing of books and they will rise to the occasion when the various types of new High Schools come into existence.

Inter-Provincial co-operation has been recognised in this Province.

N. W. F. P.—The Provincial Government have taken steps to approve text-books in Urdu, Arabic, Persian, Hindi and Sanskrit in the manner suggested by the Committee.

The Government do not subscribe to the view that the number of text-books in each class for each subject should not be less than two or more than six. After full consideration, the Government have adopted the principle of introducing some next-books in all subjects in the Primary and Middle stages.

The Provincial Government will arrange to ensure a free supply of text-books and other educational material to pupils at least up to the compulsory stage, when funds become available.

The Government are in general agreement with the other recommendations of the Committee.

Orissa.—All text-books required for use in schools of Orissa are prepared by the Department of Public Instruction and their publication is also arranged by that department.

A notification in the Orissa Gazette is issued by the Director of Public Instruction offering a prize to authors and writers to compile books according to the prescribed syllabus and submit manuscripts by a fixed date mentioned therein. The manuscripts or books submitted are examined by two experts in each subject and language. The experts recommend adoption of books in order of preference from amongst whom the Director of Public Instruction selects one book. A panel of six experts on language are appointed by Government for a period of 3 years at a time from amongst whom the Director of Public Instruction selects experts for examination of the books from the point of view of language. The selection and appointment of experts on subjects is left to the Director of Public Instruction. The experts are remunerated by the Government.

After the book is finally selected for use, the author of the book is asked to execute an assignment deed transferring the ownership of the copyright to Government on payment of the prize money. It is then given to the publishers for printing, publishing and selling for a period of three years at a time. The publishers are also asked to sumbit ten printed copies of each approved book to the Director of Public Instruction for fixing the price after consideration of their printing and get up.

The scheme came into force in June, 1944, and is to be run on an experimental basis for a period of three years.

Punjab.—Most of the recommendations of the Committee are contained in the scheme which was approved by the Punjab Government in 1941. Some important features of this scheme are :—

Authors are allowed to submit one book or set of books covering the full course in Primary or Middle Department, but the Publishers are to submit three books. A fee of Rs. 400 has been prescribed for a complete course in each subject and of Rs. 200 for books covering two years' course. Books in manuscript are not received. These books are sent to a panel of four or more reviewers, who are paid substantial honorarium for reviewing the work. The reviewers are selected from all over India. The reviews are considered by the Director of Public Instruction, whose decision in the selection of books is final. Six books or sets of books are accepted for compulsory subjects and not less than four for elective ones, and the books selected are distributed as evenly as possible by lot, among six areas, each area having an equal number of pupils. Authors and Publishers whose books are accepted and approved by the Director of Public Instruction are required to give an undertaking that they are in a position to place on the market the required number of copies of the book or books before the commencement of each academic year and that they will pay punctually on the first January and 1st July each year a royalty of 7-1|2 per cent. on the gross proceeds of the sale of each book or set of books.

This scheme does not contemplate the publication of books by the Education Department.

The prices of text books have been kept under strict control in the Province.

The procedure for selection and approval of English Books for use in Punjab schools will substantially be the same as that for books written in English.

As regards the recommendations that teachers in High Schools should be allowed to exercise their judgment in the choice of books within the limits prescribed, this is already the case in this Province. (The prescription of text books in the High Classes is the concern of the Punjab University).

(16)

The Punjab Government are unable to agree with the recommendation that printing, production and selection of literature in Adult Education should follow generally that recommended for primary and middle schools, as the intellectual, moral, social and economic requirements of the Adult are entirely different from those of children.

The pupils at the school stage are already being encouraged to study the original works of reputable authors.

The Government propose to set up a Research Institute which may deal with varied educational problems and the planning of books at all stages of education.

The Punjab Government would welcome any adjoining province that may wish to join it for production and supply of text-books. They suggest that the Central Advisory Board of Education should maintain a Bureau for this purpose.

The Government welcome the opinion of the Committee that after the introduction of compulsory education, the State should supply text-books free to pupils in schools and that in the higher stages of Education, particularly in Universities, duplicate copies of standard works should be supplied in Institutional or Public Libraries for poor students.

Sind.—It would not be possible to agree to the recommendations contained under paragraph 4 of the Report of the Text-Books Committee of the Central Advisory Board of Education in so far as this Province is concerned as there is already a dearth of good books on each subject and there can be no healthy competition in bringing out books of merit in Sind and at the present moment would not be desirable in view of paper shortage. Further this Government is not in favour of more than one set of Text-Books in each subject in each class as suggested by the Committee in paragraph 5 of their report.

N.B.—The Assam and United Provinces Governments have the matter under consideration. No reply has been received from the Central Provinces Government.

B.—Centrally Administered Areas.

Ajmer-Merwara.—The Administration is in general agreement with the recommendations. They themselves have set up a Committee to investigate the ways and means of

Baluchistan.—The Administrations are in full agreement with the recommendations. They themselves have set up a Committee to investigate the ways and means of improving the planning, production and supply of text-books. They are also taking steps to revise the syllabuses as well as to arrange for a new set of books for all classes in the Primary and Middle Schools.

Note.—This was received too late for circulation to the members and was therefore, laid on the table at the meeting of the Board.

COORG.

The practice in the province of Madras is followed in the matter of text-books.

N.B.—No information has been received from Baluchistan and Delhi.

C.—Indian States.

Jaipur.—Text-books for the High School Examination in the State area are prescribed by the Rajputana Board of Education and in the lower stages by the Education Department. The State Government are of the opinion that if an all-India body were created and entrusted with the work of production of text-books for different areas on a linguistic basis it would be a distinct advantage inasmuch as it would ensure uniformity of standard.

Kashmir.—Some of the recommendations of the Committee such as vesting an Education Authority with powers to invite and approve Text-Books and also to charge a fee from those who submit books for approval, with the exception of refunding fee on approved books and remunerating reviewers, are already in operation in the State. The question of remunerating reviewers, purchasing copyright, getting books published by the Education Authority or by their approved publishers and maintaining a panel of selected publishers is under consideration of the State Government. The Government will refer the remaining recommendations to their Committee on Post War Educational Development.

Mysore.—In Mysore the practice followed when suitable textbooks are not forthcoming in the market is, to get them prepared by competent persons working in Committees selected and remunerated by the Government. These books are published and sold by Government. Such books as conform to the syllabi prescribed by the Education Department and received from private publishers are also selected.

The recommendations of the Central Advisory Board of Education can only be applied subject to local conditions.

N.B.—No information has been received from Baroda, Cochin, Hyderabad and Travancore.

D.—Universities.

Agra.—No action has been considered necessary on the report at the present stage.

Allahabad.—The University will direct its Education Department to undertake research and experiment in the planning of text-books.

Andhra.—The report was recorded.

Benares.—The recommendations have been accepted.

Calcutta.—The procedure followed is somewhat similar to that recommended by the Board. The University will give the report its earnest consideration.

Delhi.—The University is in general agreement with the recommendations.

Mysore.—As recommended by the Committee, College and University Libraries are supplied, wherever necessary, with duplicate copies of standard works.

Nagpur.—The University is of the opinion that selection of text-books should be left to the discretion of the Boards of Studies.

Osmania.—The University accepts the recommendations in principle.

Utkal.—The University are in general agreement and the recommendations will be placed before the bodies concerned. They propose to publish certain text-books in Oriya for the Matriculation which will facilitate the use of the mother tongue in the teaching of technical and scientific subjects.

N.B.—The Punjab University has the matter under consideration. The other Universities have not supplied any information.

APPENDIX B(b).

Memorandum on Item III(*b*) of Agenda.

Report of the Committee of the Central Advisory Board of Education appointed to consider the question of Technique of Examinations—Action taken or proposed to be taken by the Provincial Governments, etc. (vide page 19 (Item XXI) and page 1942 at seq of the Proceedings of the 10th Meeting).

A. *Provincial Governments.*

Bihar.—The Provincial Government propose to introduce the new technique of examinations as soon as they have had time to study it and adapt it to local conditions.

Bombay.—In public examinations such as the Primary School Certificate or the S. L. C. Examinations, the general principles recommended by the Committee are in vogue.

Steps have been taken to set new type of question at the P.C.S., S.L.C. and Scholarship Examinations with the object of testing the native intelligence of the students rather than mere information.

Orders have been issued to schools that for lower classes promotion should be based mainly on the child's general record. The Government agree that tests should be held for selecting pupils at about the age of 11 for admission to High and Technical Schools.

The Government have, with a view to giving a wide choice of subjects to pupils in secondary schools, already instituted a separate School Leaving Certificate Examination.

In the Province, admissions to training institutions are generally made by selection from those who have some sort of experience as is recommended by the Committee.

(17)

Madras.—The Government are of opinion that in an Examination (S. S. L. C.) concerned with 31,000 candidates, it is difficult to adopt symbolic marking accurately and satisfactorily. They think that numerical marking is necessary and cannot be dispensed with.

The work of moderating examination papers is already in vogue in the presidency and the function is exercised by the Sub-Committee of the S. S. L. C. Board.

Considering the large number of candidates appearing for the S. S. L. C. Public Examination, it is not practicable to get each answer book valued by two examiners, specially when the candidates answer through more than one medium. But according to the practice in vogue a certain percentage of answer books are valued by two persons.

In connection with the S. S. L. C. Public Examination, generally the Members of the Board are themselves paper seters or examiners. The Examiners generally hold office for three years.

The results are usually published in about two months' time after the conclusion of the Public Examination.

With effect from 1934, in the S. S. L. C. Public Examination the old types of questions (Essay type) except in language papers, have been discontinued. The examiners are instructed to set a much larger number of questions covering the whole course and to discontinue the custom of giving a choice of questions.

The S. S. L. Certificate shows exactly what subjects a pupil has studied, his character and conduct while at school and also his physical fitness.

The Government do not agree to the proposal of constituting a Board of Examiners for selecting candidates to High Schools as they think that it will cause unnecessary delay in matter of admission.

The Government think that the mode of selection for admission to Training Schools and Colleges suggested is neither practicable nor desirable.

No compartmental examination is held in connection with the S. S. L. C. Examination, but candidates may take the subsequent Examination in one or two subjects so as to improve their marks. They, however, will not be eligible for admission to Universities.

The S. S. L. C. Public examination is conducted in 8 or 9 days.

N. W. F. Province.—The Provincial Government are in full agreement with the recommendations made by the Committee as modified by the Board. They agree that symbolic marking in stages of education below that of B. A. (Hons.) Course will not be practicable.

2. The Government conduct only one Examination—Middle Standard Examination which is supervised by a Board of moderators. This Examination is conducted more or less satisfactorily, but the strain that this Examination causes on the students is also being extensively realised. It is felt that as scholarships are awarded on the result of this Examination, it would not be possible to abolish it for the present.

3. The Government award scholarships on the completion of the Primary Course for admission into Middle and High Schools. This Examination is also working more or less satisfactorily.

4. As all High Schools in the Province are affiliated to the Punjab University, responsibility for any improvement, in respect thereof, rests with the University.

Orissa.—The Utkal University has been asked to report to the Board the action it proposes to take on the recommendations.

Sind.—Some of the recommendations of the Examinations Committee are already in operation in the Province, viz., holding of test examinations to make new admissions to standard I of Government High Schools and to the 1st year Class in Training Colleges. Girls are, however, exempted from these. The examiners at the various Departmental and Scholarship examinations are appointed by rotation as far as possible.

N.B.—The matter is under consideration in the Punjab and the U. P. No information has been received from Assam and Bengal.

B. *Centrally Administered Areas.*

Ajmer-Merwara.—The Administration are in general agreement with the main principles of the recommendations of the Examinations Committee of the Central Advisory Board. It is suggested that these recommendations be placed before the Board of High School and Intermediate Education, Rajputana, Central India and Gwalior, Ajmer for their consideration and adoption *mutatis-mutandis*.

Coorg.—The Administration are in agreement with the recommendations of the Examination Committee.

Delhi.—The Administration entirely agree with the recommendations and would lend their full co-operation to the improvement of Technique of Examinations.

C. *Indian States.*

Jaipur.—The Board's suggestions are under consideration of the curriculum and Examinations Committee.

Jammu and Kashmir.—The State Government are in general agreement with the principles underlying the recommendations of the Examinations Committee. Proposals regarding internal examinations, selective and intelligence tests, etc., will be referred to the State Committee for Post-War Educational Development.

Mysore.—The Government are of opinion that symbolic marking can only be successfully employed in assessing achievements in certain general subjects such as Languages and History.

The practice of scrutinizing examination papers set by individual examiners, by competent persons, is already in vogue in the State.

Some percentage of answer papers examined by each examiner are revalued with a view to ensure uniformity of the basis of valuation and check individual subjective factor. It is not possible to get all answer papers valued by two examiners.

The State Government accept the principle of selecting examiners on basis of merit. This system and also the principle of rotation are already in vogue in the State.

The Government agree and recognise merit of new technique in judging the capacities of the pupils. Successful experiments on small scale have been carried out in the State. The Government, however, feel that the time for wholesale application of these new tests is not yet ripe.

Though the Government agree that carefully preserved school records will be of great value both to the parents and to the pupils in gauging the progress of individual pupils during their school career, they found by experience that the records could not be maintained fully or with absolute probity.

Admission of scholars in High Schools in the State is based upon success in a qualifying public examination called the Middle School Examination, which the pupils are required to take at the age of about 13 years. Girls seeking admission to High Schools may or may not take this examination.

The S. S. L. C. scheme provides for the various aptitudes and tastes of the pupils by providing a wide choice of optional subjects, both academic and practical and also of aesthetic and domestic value. As there are a large number of untrained teachers in service in the state, the practice here is, to depute a certain number of teachers annually to the Training Schools and Colleges for purpose of training. The great many of these are trained at Government cost. The system of choosing apprentices at the High School or College stage has not so far been tried.

In Mysore no compartmental examinations take place in respect of the S. S. L. C. Examination. But candidates who have obtained certain minima and have qualified themselves as E. P. S. (i.e. Eligible for public service) are permitted to appear for the Examination in the following year with a view to improving their qualifications by securing an E. C. & P. S. (*i.e.*, Eligible for College and Public Service) Certificate.

D. *Universities and the Inter-University Board.*

Agra.—The recommendations are under consideration of a Committee appointed by the University.

(18)

Allahabad.—The practice followed in the University, at present, is as under : this is, however, subject to the final decision of the Academic Council which will meet some time in April, 1945.

(1) Symbolic marking :—This is not done in the University.

(2) Moderation Boards :—They are set up by University in accordance with the recommendations of the Examinations Committee.

(3) Double Valuation of answer book :—This is not done in the University.

(4) Appointment of a permanent official of professional rank :—The Registrar of the University is of professional rank.

(5) Selection of Examiner :—This is already done in accordance with the recommendations of the Committee. There is, however, no rule or practice which debars an Examiner from examination work in the same subject after 3 years.

(6) Approval of text books written by the members of the staff :—This is done. Books written by the teachers of the University are approved by the Committee of Courses and the Faculty before they are prescribed.

(7) Declaration of results :—There is no such date in this University. Steps are taken to impress on all examiners the need for punctuality and deductions are made from the remuneration of examiners if the submission of the result is delayed.

(8) Conditions of service of teachers and Tutorial System :—The conditions of service of teachers have improved. It meets the recommendations of the Committee.

(9) Award of M.A. and M.Sc. Degrees on examinations and not on thesis :—These degrees are not awarded wholly on thesis. In M.A. in Economics and in some M.Sc. Examinations candidates can offer thesis in lieu of certain papers and they have to do written work in other papers of the examination. For M. Com. Final examination candidates can either offer a thesis only or a written examination in four subjects and candidates offering thesis have to pursue their research under the supervision of a member of the teaching staff at Allahabad after passing their previous Examination which comprises of a written test in four papers.

(10) Compartmental and Supplementary examinations :—Candidates for B.A. and B.Sc. and B. Com. Examinations are allowed to take the compartmental examinations in the following year. No supplementary examinations as recommended by the Committee are held within three months from the date of the original examinations.

Andhra.—The procedure followed in the University is generally in accordance with the principles laid down by the Committee except in regard to the following :—

(1) Symbolic marking :—The University do not attach much importance to this, as in its opinion the spirit of marking is more important than whether arithmetic or algebra is employed.

(2) Double Valuation in the Intermediate and Graduate Stages :—The University think that Double Valuation is impossible in the Intermediate and Graduate stages owing to the large number of candidates involved and the difficulty of finding so many examiners. Under these conditions it will also be impossible to publish the results within a reasonably short time.

(3) Appointment of a permanent official to advise the University on the Technique of Examination :—The University are of the opinion that this gives an exaggerated importance to examinations, while educationists have been trying to minimise their importance.

Benares.—The University have decided to give effect to the recommendations of the Committee as far as feasible.

Calcutta.—The University are in general agreement with the recommendations of the Committee and many of its suggestions have already been adopted. Some others are under consideration.

Delhi.—At present, the system of assigning numerical marking, is in vogue. The question of adoption of symbolic marking in the case of B.A. and B.Sc. Honours, M.A. and M. Sc. and law examinations is under consideration.

All question papers are moderated by a Committee, appointed by the Academic Council, every year, for the purpose.

With a view to reducing the subjective factor, as far as possible, the answerbooks for the B.A. and B.Sc. Honours and M.A. and M.Sc. examinations are marked separately by two examiners in this University, and in case of disagreement the answerbooks are reviewed by an Examination Committee consisting entirely of examiners (one at least of them is an external examiner). The decision of the Committee is final.

Examination results are published as promptly as possible. In no case has the publication of the result been delayed beyond a period of two months.

Compartmental examinations are already in force in this University in the case of B.A. and B.Sc. pass and Law examinations. There is no Compartmental examination in the case of B. A. and B. Sc. Honours, and the M.A. and M.Sc. examinations.

There have been no supplementary examinations in this University. But in recent years supplementary examinations have been introduced in some cases as a temporary measure, for special reasons.

Madras.—The University are of opinion that the proper body to consider and make suggestions on this matter is the Inter-University Board.

Nagpur.—The University are of opinion that symbolic marking should be encouraged whenever feasible. They suggest that Bureau may move the Central Government to depute as soon as possible some of the Psychological experts working with its Officers Selection Board to visit the various Indian Universities with a view to demonstrate and discuss the tests devised and used by them at present.

Punjab.—In the case of higher examinations, the system of having two examiners—one internal and the other external—is already in vogue in this University.

The answer books are marked by two examiners—one external and the other internal—in the case of the following examinations :—

1. M.A., M.Sc., 2. Honours School, 3. B.A. Honours, 4. M.Sc., Agriculture, 5. Medical, 6. B.D.S., 7. Engineering, 8. B. Com., 9. B.V.Sc., 10. Journalism.

In the case of disagreement, third examiner is appointed to examine the answer books.

All Examiners are annually appointed by the Syndicate subject to the general control of the Senate.

The usual term of appointment of an Examiner is for 3 years but he can be removed earlier if dishonest, incompetent or found to be unfit for other sufficient reason.

In cases where text books written by a member of the University are prescribed, the fact is brought to the notice of the Board of Studies and other University bodies.

In this University no one can ordinarily be an Examiner in more than one subject. The results are generally declared within a period of two months after the termination of examinations.

An inadequate sort of tutorial system already exists in the colleges affiliated to this University.

As far as M.A., M.Sc. examinations are concerned, degrees are awarded on the results of an examination as well as on thesis.

Doctorates are awarded on thesis or on work already published.

Attempts are always made to finish the examinations in as short a period as possible. No interval in between is given unless there is a holiday or clash of subjects.

Utkal.—The University have decided to introduce a system of double valuation for the Hons., M.A. and Law Examinations. For other Examinations of the University, it will be difficult to have this system.

At the Intermediate and B.A. stages, the University have decided to make provision for compartmental examinations. Candidates taking the Examinations compartmentally will not be allowed to pass with Honours or Distinction or be placed in any division.

The results of the examinations so far held have been published very much earlier than the period suggested.

The University are at present unable to hold supplementary examinations.

Certain schedules, which come into force from 1948 require the Matriculation Examination to be over in four days. In other examinations where a large choice of subjects is given, it is not possible to restrict the period to a week.

The University will keep in mind the Boards recommendations regarding examinations, in deciding their policy.

Noted. *Inter-University Board.*

APPENDIX B (c)

Memorandum on Item III (c) of Agenda

Report of the Committee of the Central Advisory Board of Education appointed to explore the mode of developing the facilities of technical education (including art and commercial education)—Action taken by the Provincial Governments, Universities, etc., [vide page 18 (item XXIII) and page 107 et seq. of the proceedings of the 10th Meeting.]

A.—Provincial Governments.

**Assam.*—The Government are in general agreement with the recommendations and will take them into account framing their Post-War plans with such modifications as necessary to suit local conditions.

**Bombay.*—The Provincial Government agree that a considerable expansion of technical education is desirable. They themselves have prepared a Post-War Reconstruction programme which includes (a) opening of technical and agricultural institutions, and (b) developing and extending courses in existing institutions.

The Government emphasise the importance of practical training in workshops for skilled craftsmen who are receiving technical education. They consider the recommendation of the Central Advisory Board of Education that all technical institutions should be controlled by the Education Department as an important and far reaching one but are unable to express any opinion on it at present.

C. P. & Berar, Punjab and United Provinces.—The report of the Committee is under consideration.

**Madras.*—The Government prefer to have the question of technical education dealt with under Post-War Educational Development scheme which is being prepared.

N. W. F. P.—The Government are in full agreement with the recommendations of the Committee, but financial difficulties make it impossible for them to establish a technical institution or give effect to any other recommendation.

Orissa.—The Government will take the question of starting technical high schools when the Utkal University prepares and approves syllabuses for such high schools.

The Government propose to include the establishment of an Engineering College, two Polytechnics (one for men and the other for women), four technical schools, one College of Commerce, one school of Arts and some Agricultural and Veterinary Colleges and Schools in the five-year plan of post-war reconstruction for Orissa.

Sind.—At present technical education is imparted through the agency of private institutions, some of which are aided by the Provincial Government. The question of establishing a combined Institute and College in the Province is under consideration. The Government have provisionally approved a scheme for the development of technical education in the Province.

B.—Centrally Administered Areas.

Ajmer-Merwara.—The Administration agree with the recommendations of the Board and suggest that a scheme for the establishment of technical institutions in the District of Ajmer-Merwara be taken up as soon as conditions permit.

**Baluchistan.*—The Administration propose to start a Polytechnic at Quetta and introduce agriculture as compulsory subject in schools in rural areas from the 5th to 8th class and as an optional subject in the 9th and 10th classes. They also propose to expand and improve the training of students in the Teachers' Training school, in various handicrafts.

Coorg.—The Report of the Committee is under consideration of the Sub-Committee on Education set up by the Administration.

For higher technical education the Administration is entirely dependent on Universities outside the Area.

Delhi.—The Administration agree with the recommendations of the Board and suggest the Scheme be taken up, soon after the war. The Administration are also

of the opinion that the Delhi Polytechnic is, at present, meeting the needs of technical education, in the Province.

C.—Indian States.

Jaipur, Hyderabad, Kashmir and Mysore.—The matter is under consideration.

D.—Indian Universities.

Agra, Nagpur and Osmania.—The Universities agree with recommendations of the Committee. The Nagpur University, however, consider that no action on their part is called for, as these relate to technical education outside the scope of Universities.

Andhra and Annamalai, Bombay, Calcutta and Utkal.—The matter is under consideration.

Allahabad.—The University provide teaching for the B.Sc. Degree in Agriculture and Agricultural Engineering. Proposals to institute an M.Sc. Degree in Agricultural Zoology and Agricultural Botany are under consideration. There are also certificate courses in Laboratory workshop Training and in Photography.

Delhi.—The University have no Engineering or Technological Departments. There is, however, one Commercial College which specializes in various commercial subjects. The College Authorities are considering a scheme of practical training for their undergraduates in banks, insurance and audit and accounts, etc.

Madras.—The University will place the recommendations before the Post-War Educational Reconstruction Committee appointed by them.

Travancore.—The recommendations are under the consideration of the Reorganization Committee appointed by the state Government which will also submit its report to the University.

E.—Major General Duguid. (M.G.O. Branch.)

Major General Duguid is in general agreement with the recommendations of the Committee, but offers the following comments :—

1. In order to co-ordinate technical education, University Technological Departments should also come under the jurisdiction of a Central Controlling Body, though there are reasons for not doing so at the present time.

2. In order to ensure that the chief executives and research workers are of the highest possible standard, higher technical education should, for the present, be confined only to a few selected universities and not be given as recommended in the Report in Polytechnics, where successful students are granted a Higher Diploma. The students accepted should, normally, be recruited from the lower Technical Institutions. As industrial India develops and the demand for chief executives and research workers increases, more universities be included in the scheme. A high standard of technical education requires first class instructors, equipment, etc., which can only be secured and maintained with Government assistance, and this in its turn will ensure central control which is so necessary. This means the doing away with Higher Diploma Courses in Technical Institutions and therefore the standard of the other Diploma Courses may be slightly raised.

3. Practical training is a most esential part of the education of engineers. It should be the duty of the Central body to ensure that arrangements are made for either part-time practical training in industrial workshops or for vacations to be utilised for this purpose. The actual period of such training should not be less than two years in the aggregate during a six-year course.

4. When allotting vacancies for higher technical training in Universities, due consideration should be given to the cases of those engineers who enter a workshop straight from the Technical High School and continue their technical studies during their apprenticeship training through evening or part-time courses in technical institutions.

N.B.—These replies which were received too late for circulation to the members were laid on the table at the meeting of the Board.

(20)

APPENDIX C

MEMORANDUM ON ITEM IV OF AGENDA

Views of the Inter-University Board on items referred to them

(1) *Items XV and XXXIV of Tenth Meeting of Central Advisory Board of Education—Matriculation Examination Committee Report and the question of securing uniformity in the standard of Matriculation Examination in India*—[vide, page 17 (*Para.* 20) *and page* 21 (*para.* 39) *of printed proceedings of tenth meeting*].

Resolution of Inter-University Board : "The Board reaffirms para. 4 of the resolution No. II of the last meeting in connection with the uniformity of the Matriculation Examination."

The previous resolution of the Inter-University Board is reproduced here for the information of the Central Advisory Board of Education.

"After giving full consideration to the scheme of Matriculation Examination outlined in the Memorandum as well as the Report of the Joint Meetings appointed by the Inter-University Board and the Central Advisory Board of Education, the Board resolves that every candidate should be examined in the five basic subjects of Mother-Tongue, English, Mathematics, Elementary Science and History and Geography and in specialisation the optional subjects will be spread over the last three years of the school course. These optionals should include Domestic Science for girls. The medium of instruction and examination in the High School stage shall be the mother-tongue.

As regards the Board of Control, the Inter-University Board endorses the recommendation of the Matriculation Sub-Committee that in different areas a Joint Board consisting of representatives of the Universities, Education Authorities and the Schools concerned should be set up and that this Board should be responsible for settling detailed arrangements and conducting the examinations."

(2) *Item XIX of Tenth Meeting of the Central Advisory Board of Education—Discipline in schools and colleges* [*Vide. page* 17 (*para.* 24) *of proceedings of tenth meeting of the Central Advisory Board of Education*] :—

Resolution of Inter-University Board : "The Board confirms Resolution No. IX of the Eighteenth Meeting held at Mysore in regard to the question of discipline in Colleges. It further accords its agreement with the Central Advisory Board of Education that there must be better residential and tutorial arrangements and fuller and freer extra-curricular activities and a definite impovement in the position and conditions of service of teachers in Colleges and Universities.

(3) *Item XXIX of Tenth Meeting of the Central Advisory Board of Education—Use of the mother tongue as the medium of instruction in schools and colleges*—[*Vide page* 20 (*para.* 34) *of printed proceedings of tenth meeting of the Central Advisory Board of Education*] :—

Resolution of Inter-University Board : "The Inter-University Board reaffirms the following part of Resolution passed at the Fourth Conference of Indian Universities regarding the medium of instruction.—

'That modern Indian Languages be recognised gradually and as far as possible alternatively with English as media of instruction for the Intermediate and Degree Courses excepting for English, and if necessary for Science subjects.'"

(4) *Item XXXV of Tenth Meeting of the Central Advisory Board of Education—Provision for the study of Chinese, Japanese and Russian languages at selected centres*—[*Vide page* 21 (*para.* 40) *of printed proceedings of tenth meeting of the Central Advisory Board of Education*] :—

Resolution of Inter-University Board: "The matter be circulated to the Universities for their opinion."

(5) *Item XXVI of Tenth Meeting of the Central Advisory Board of Education held in January* 1944—*Appointment of University Teachers' Committee* [*Vide page* 19 (*para.* 31) *of Tenth Meeting Proceedings*].

Resolution of Inter-University Board. "The attention of the Board is invited to the following resolution passed on 2nd December 1944 : 'Resolved that a Sub-Committee

consisting of Sir Maurice Gwyer, Dr. Amarnatha Jha, Sir S. Radhakrishnan, Dr. A. L. Mudaliar and Dr. M. Hasan, be appointed to consider questions regarding the minimum qualifications for appointment to posts of teachers for post-graduate classes, conditions of service and salaries of University teachers. The Secretary should forward this report to the Central Advisory Board of Education as soon as it is ready and the resolution adopted by them together with the report of this Committee should be placed before the next meeting of the Inter-University Board for consideration.'"

APPENDIX D

Memorandum on Item V of Agenda

Post-war Educational Development—Action taken by the Central, Provincial and State Governments

A.—Central Government and the Centrally Administered Areas :

The Educational Adviser to the Government of India made a statement at the meeting of the Board.

B.—Provincial Governments

The following Provinces have prepared schemes based on the Report of the Central Advisory Board of Education on Post-War Educational Development:—

(i) Bombay,
(ii) North West Frontier Province,
(iii) the Punjab.

The Government of Assam have published a report on primary education.

The Provinces of Bihar, Madras, Orissa, Sind, the U.P., C.P. & Berar have reported that their respective Governments are engaged in the task of preparing provincial schemes. Some of these Provinces have set up special committees and others have appointed special officers for this purpose.

The Government of Bengal have not yet replied.

C.—Governments of Indian States.

The State Governments of Baroda, Cochin, Jaipur, Kashmir, Mysore and Travancore have replied that the Report of the Central Advisory Board is being examined with a view to the preparation of more detailed plans.

APPENDIX E.

Memorandum on Item VI of Agenda.

Arrangements for the admission of Indian students to Universities and Institutions of Higher Education Overseas.

A.—The General Problem and its Special Aspects.

During my recent visit to the United Kingdom and the U.S.A. I gave a good deal of attention to this question. What follows relates only to those countries : I have not yet been able to explore possible openings in the British Dominions or in those foreign countries whose educational facilities have not been seriously affected by the war. For various reasons, however, these are not likely to be very numerous (though some may be very useful) at any rate in the immediate future.

The problem existed long before 1939 but events arising out of the war have made the problem itself more complicated and the need for a solution still more urgent. For some time past evidence has been accumulating that the arrangements hitherto made for looking after Indian students abroad have not been working satisfactorily. The late Viceroy felt considerable concern about the matter and consulted a number of interested parties both in this country and in the United Kingdom about the main issues involved. The memorandum (Annexure I) attached to this note, which was generally approved by the Central Advisory Board of Education at its meeting at Baroda in January last, is based to a large extent on material obtained by Lord Linlithgow and summarises the position as I saw it about a year ago. As will appear from what follows, my recent enquiries in the United Kingdom and the U.S.A. have modified to some, but not any great extent, the opinions set out in that memorandum.

(21)

It is clear that even in normal times Indian students proceeding overseas did not receive the preliminary guidance and help which they should have received in this country. A considerable number arrived in the United Kingdom without the necessary educational background to enable them to profit by the courses on which they wished to embark, without adequate funds and in some cases without the physique required to stand the British climate. In spite of all the efforts of the High Commissioner and his staff and of certain Universities to look after them, a number returned to India without having completed their courses, others had to be sent back prematurely for health or financial reasons and others fell under influences which made them a source of trouble to the authorities and to their parents both before and after their return to this country. It is only fair to all parties concerned to record that these failures represent a comparatively small proportion of the total number of Indian students who have been to the U.K. Many Indian students, and particularly those who have undergone such a process of preliminary selection and guidance as the award of a government scholarship entails, have done themselves and India great credit but the fact remains that apart from the loss to themselves, students who have failed to benefit by study overseas create on their return to India a bad impression out of all proportion to their numbers. Those students who have gone to the U.S.A. have also had no guidance before starting and have had to look for help and supervision while in that country almost entirely to the institutions which they may have happened to join. My enquiries indicate that the results have been much the same as in the United Kingdom. There have been notable successes but also a number of failures, and I was told that the extent to which some students have engaged in political activities has been a cause of embarrassment to the University authorities.

There is in my opinion a reasonable prospect of solving this aspect of the problem if the measures already approved by the Central Advisory Board and others suggested in this note can be brought into early and effective operation. In view of the amount of good material available it should be possible by some such preliminary sifting as that proposed to reduce failures to a minimum without placing any undue restrictions on students desiring to take courses abroad.

But what may be called the qualitative problem of seeing that the right kind of students go to the right kind of places is now linked up with a war-time problem which is largely quantitative. Before the war there were over 2,000 Indians studying in the U.K. mostly in Universities or Institutions of university rank, e.g., Technical Colleges. War dangers, difficulties of travel and other factors have reduced the number to less than 300. No figures are available as to the number of Indian students in the U.S.A. before the war but there can be no doubt that the number is smaller today in spite of some offset in the way of students who have gone to the U.S.A. because they have not been able or have not wished to go to the U.K. under war conditions. I have advised the Reserve Bank to grant dollar exchange facilities to over 100 Indian students to go to the U.S.A. since 1940.

Owing to the war, therefore, the flow of students to both countries has been dammed up for four or five years. It is difficult to forecast how many of the students who left the U.K. early in the war without completing their courses will desire to go back after this lapse of time and how many others who would ordinarily have gone abroad since 1939 but have not done so will by now have abandoned the idea of studying overseas but it is reasonable to assume that as soon as obstacles to travel are removed, the number who would wish to go abroad will be at any rate not less than it was before. It will be considerably increased by the requirements of the schemes for Post-war Reconstruction now under consideration.

It may be convenient to distinguish between two main types of students in the post war period :—

(a) what may be called the normal stream, i.e., those who, as before the war, will desire to pursue studies abroad in order to gain experience of a foreign country or to take advantage of the special educational facilities it provides or both. These may be expected as in the past to cover the whole field of educational activity ;

(b) those who go of their own volition or are sent by official or non-official agencies to prepare themselves to take part in post-war reconstruction. These will be mostly what may be called technical students.

Many in class (a) will, of course, on their return also engage in reconstruction activities and it may be necessary to establish certain priorities in this connection. It is also important to distinguish between two categories in class (b), viz., (i) those whose interests will be primarily educational and will enter upon normal courses of instruction with a view to securing normal qualifications and (ii) those who may be deputed abroad primarily to enlarge their professional or industrial experience. The fact that some in the former category, i.e., those taking technological courses, will require practical experience in industry and commerce and that some of those in the latter may also benefit by some theoretical instruction in no way invalidates the differentiation. The needs of the latter can only be determined with due regard to their age, educational and industrial background and the work which they will be required to undertake on their return. In most cases they will require individual placing in works, etc., abroad and special arrangements will have to be made for any theoretical instruction they may need. Although I made some general enquiries and took up the cases of certain educational personnel who may be regarded as belonging to class (b) (ii), e.g., senior officers designated for key posts in educational administration, in colleges and schools for training teachers and in technical institutions (cf. pages 4 & 5), I was unable to deal with class (b) (ii) as a whole.

B.—*Estimate of number of students whom it may be possible to send to U. K. and U. S. A. from October* 1945 *onwards.*

I naturally endeavoured to obtain from University authorities both in U.K. and U.S.A. as precise information as possible as to the number of Indian students they would be willing and able to admit from 1945 onwards. I was not able to obtain any specific guarantee as to actual numbers for the following reasons :—

(a) In both countries at the moment a large amount of their accommodation and staff is being used for war purposes. In U.S.A. the military authorities have completely taken over a considerable proportion of the scientific and technical facilities (buildings, equipment and personnel) in senior educational institutions. The same is true, but to a less extent, in U.K. It is impossible to say at the moment when these will be released, though there are signs that military requirements are decreasing. The general impression was that unless the war situation seriously deteriorates, there would be a considerable return towards the normal by the beginning of the next academic year, i.e., September or October 1945.

(Annexure II contains a brief note in regard to the present position of Universities in U.K. and U.S.A. vis-a-vis military requirements.)

(b) In neither country have demobilisation plans been revealed to an extent that would allow the educational authorities to calculate, even approximately, the rate at which their service students are likely to return.

(c) Although both countries have announced generous schemes for helping persons who have rendered war service to take courses in Universities and similar institutions, e.g., Technical Colleges, it is not known how many awards will be made or in what subjects or from what dates.

(d) There will be a number of service men and women not covered in (b) and (c) who but for the war would have proceeded to Universities, etc., and must be regarded as having strong claims to consideration.

(e) Both U.K. and U.S.A. have already promised all possible educational aid to the allied countries devastated by war. This includes the admission of an unspecified number of their nationals for University courses, as soon as circumstances permit.

(f) In U.S.A., in accordance with the "good neighbour" policy, arrangements have already been made to admit an increased number of students from South America. A large influx from China is also expected. The University authorities I consulted anticipated that students from these countries might have to be regarded as having prior claims to admission over other foreign students.

The cumulative effect of these and other considerations, even though it may be impossible to calculate their precise effect on future University admissions, leave the authorities concerned in no doubt that they will have to face very severe pressure during the next four or five years.

(22)

To meet this pressure British Universities were generally of opinion that it might be necessary to increase their enrolment temporarily up to 50 per cent. above pre-war figures, whatever strain on accommodation and teaching personnel might be involved by such a decision. No similar decision appears to have been reached in U.S.A. but all the University authorities I consulted were of opinion that they would have to increase their enrolment substantially, and in view of the very generous standard on which they are staffed and equipped they should experience no very serious difficulty in doing this. When I explained India's post-war needs, so far as I was aware of them at the time, at a very fully attended meeting of the Vice-Chancellors' Committee in London, I was told that British Universities would certainly admit at least as many Indian students as they had admitted before the war and that over and above this they would do their best to find room for any suitable Indian students, i.e., students accredited in accordance with the procedure approved last year by the Central Advisory Board of Education, which, I may add, was warmly welcomed as calculated to remove a number of difficulties hitherto experieneed.

No American University I visited was prepared to guarantee any specific number of admissions for Indian students. This was partly due, I believe, to difficulties experienced in the past in fitting ill-prepared Indian students into appropriate courses. The new arrangements proposed by the Central Advisory Board were as warmly welcomed in U.S.A. as in Great Britain. It was interesting to find that in the only institution I visited which has formulated definite quotas for foreign students (the Massachusetts Institute of Technology), the number of Indians actually in attendance was considerably in excess of the allotment of places and there was a large waiting list. This and the California Institute of Technology are about the only American technical institutions which are at all well-known in India. The general sense of the answers to my enquiries was that suitably qualified Indian students would be welcomed, except possibly in some Southern institutions, and that every effort would be made to find places for a reasonable number.

I will now endeavour to translate the general assurances referred to above into approximate figures. In U.K. there were before the war just over 2,000 students, nearly all of whom were in Universities or higher technological or professional institutions. On the assumption that the contemplated 50 per cent. increase in enrolment materialises and that Indians get a fair share in this, we should be able to count on 3,000 places for Indian students as soon as conditions approach the normal or on the basis of an average 3 years course, an entry of 1,000 students a year.

In the U.S.A. the facilities for educational beyond the High School stage are vast in quantity but indeterminate in quality. There is no All-American body, either official or non-official, for accrediting institutions of university rank or evaluating the degrees or other academic qualifications which they may bestow. There is an Association of American Universities, confined to institutions of acknowledged standing, which offer good facilities in almost all branches of learning and particularly in technology and agriculture. It has 34 members at the moment. Outside this select company, however, there are a very large number of institutions claiming university or equivalent status. A great many of these are "accredited" by one or other of the 5 Regional University Boards but while many of them are said to provide excellent instruction in one or more faculties, the fact of 'accrediting' does not guarantee a similar standard throughout. At the same time the provision for advanced education in the U.S.A. is on such a liberal scale that if the machinery described elsewhere in this note for distributing Indian students over the institutions which have the requisite facilities were brought into early operation, there should in my opinion be no difficulty in placing as many Indian students in U.S.A. as are likely to wish to go there or we are likely to wish to send. The upper limit which I have in mind is 2|3rd of the total number placed in U.K.

This means that unless I am unduly optimistic, it should be possible, as soon as Universities, etc., in U.K. and U.S.A. are able to resume normal activities, to send from 1,500 to 1,700 Indian students a year there to undergo courses of study ordinarily provided. This is based on an average 3 years course but if the Central Advisory Board's advice is accepted that as a rule Indian students should have graduated at an Indian University before going overseas, the length of the stay abroad in many

cases will be less than 3 years and the number of students could be correspondingly increased.

The foregoing refers to Indian students who will desire and will be equipped to enter upon one of the courses of study normally provided in British or American Universities. There are, however, a number of cases outside the ordinary run of University students for which Education Departments ought, in my opinion, to accept responsibility. I refer in particular to people whom the Central, Provincial or State Governments may wish to send abroad for training in educational administration or to fill positions of responsibility in Teachers Training Colleges and Schools or to occupy key posts in Technical Institutions. I discussed such cases in the course of my tour and found that subject to the general conditions already described and to the people in question being sent in economic quantities and being properly documented, a number of institutions, both in U.K. and U.S.A., would be prepared to make special arrangements for them.

C.—*Estimated Cost per Student per annum.*

It is important that all Indian students proceeding overseas, whether in the normal course or in connection with reconstruction, should be provided with adequate funds to enable them to enter fully into the life of the institutions in which they may be placed and to employ their vacations with profit. I made careful enquiries in this connection and found that based on present costs and exclusive of fares to and from India to the place selected, the following may be regarded as covering figures :—

In U. K.—£350—£450 per annum.

In U. S. A.—$1,400—$1,800 per annum.

This takes account of lower charges in the modern Universities, etc., in U.K. and in State Universities in U.S.A. but allows the same amount in all cases for vacations including a reasonable amount of travelling inside the country selected. It does not take account of any special concessions which might be offered by institutions abroad to Indian students. I did not ask for these but they were occasionally suggested.

D.—*Suggested arrangements for ensuring that suitable students are sent abroad and for promoting their welfare when overseas.*

The problem of ensuring so far as possible that Indian students who go abroad do both themselves and their country credit and benefit fully from the experience divides itself naturally into two parts. The first concerns the best arrangements for advising and, where necessary, selecting students at the sending end, i.e., India, and the second the best arrangements at the receiving ends, which for the purpose of this memorandum may be limited to the U.K. and the U.S.A. With regard to the former reference should be made to Annexure I. I have explained the proposed arrangements for advising and selecting students in India to all the Vice-Chancellors of British Universities and to the responsible officials of all the Universities in the U.S.A. which I was able to visit. I also explained them to the senior officers of the Board of Education in England and of the Federal Department of Education in Washington as well as to a number of other bodies in both countries interested in the reception of students from overseas. As already stated, they were welcomed as a very great advance upon anything which has been done hitherto. It is significant that the Vice-Chancellors' Committee in Great Britain felt that the proposed machinery in India will so greatly facilitate the task of British universities in deciding whether Indian students are up to standard for admission as well as the courses by which they will most benefit that they undertook that under normal circumstances they would not admit Indian students in future unless they were recommended by one of the Students Advisory Bureaux which we contemplate establishing in this country. American universities, while less specific in their assurances, said that they would not only welcome a larger entry of Indian students in the post-war period but would also have special regard to any information or recommendations which might be submitted by the bodies in question. In fact, wherever I went I found that the great difficulty experienced by foreign universities in regard to the admission of Indian students in the past was mainly due to lack of authoritative information as to the educational background of the students in question. I was told on all sides that Indian students in applying for admission appeared to be more concerned to submit testimonials in regard to the social or other standing of their families than in regard

23

to their own educational background, and that this had proved a great obstacle in deciding whether they were up to the minimum standard for admission and by what courses they would most benefit. The suggestion that subject of course to certain necessary exceptions Indian students should be encouraged to take a first degree at an Indian University before going abroad was particularly approved both in U.K. and U.S.A., since apart from ensuring reasonable maturity it would be a practical guarantee that they would possess a sufficient mastery of English to understand instruction given in that language. It was agreed, however, that the fact that a student had graduated in India need not be regarded as qualifying him automatically for admission to a post-graduate course abroad. Cases would have to be considered on their merits.

I undertook to supplement the dossiers of students prepared by the proposed Students Advisory Bureaux by such further information, confidential or otherwise, as might help foreign Universities in their assessment. I feel therefore that there is everything to be said for urging Provincial Governments and Universities to lose no time in setting up Students Advisory Bureaux on the lines approved by the Central Advisory Board of Education.

The next problem concerns the placing, reception and general arrangements for the welfare of students while undergoing instruction overseas, and in this connection it may be desirable to deal with the U.K. and the U.S.A. separately.

(1) *United Kingdom.*—As will be apparent from the memorandum attached to this note (Annexure I), the High Commissioner and his Education Department have done their best in conjunction with British universities to look after Indian students in the United Kingdom. It will, however, be not less apparent that in spite of these efforts the results for various reasons cannot be regarded with entire satisfaction. My personal enquiries in the United Kingdom have satisfied me that both the High Commissioner and his Education Department and British Universities and their special advisers for Indian students have done their utmost to promote the interests of Indian students but for political and other reasons the attitude of many Indian students towards what they have regarded as official supervision has militated against its success. I discussed this matter not merely with the High Commissioner and his staff and officials at the India Office but also with a number of prominent British educationists including Mr. R. A. Butler, Sir David Ross, Vice-Chancellor of Oxford University, Dr. Hele, Vice-Chancellor of Cambridge University, Sir Walter Moberley, Chairman of the University Grants Committee, Sir Henry Tizard, Sir Richard Livingstone, Sir Ernest Barker, Mr. S. H. Wood of the Board of Education and others. Nearly all of them were agreed as to the desirability of establishing a non-official body of prominent educationists known for their interest in international relations generally and in India in particular, to look after Indian students in the U.K. not merely during their university terms but also during their vacations, with the object of ensuring that they are really brought into contact with the best aspects of British life and thought. Such a body would almost certainly require subvention from official funds in order to discharge fully its functions and the High Commissioner would have to be represented on it but the essential thing is that from the point of view of the students it should be a non-official body with purely educational and social objectives. I should like to call attention here to an interesting scheme prepared by the High Commissioner for the establishment of an International Students Hostel in connection with London University. This would remove some of the difficulties which have hitherto arisen in connection with the large number of Indian students at that university and would find an appropriate place in the larger scheme which I have in mind.

(2) *U. S. A.*—The problem here is complicated by the fact that a number of the leading institutions to which Indian students would normally desire to go are entirely independent both of the Federal and State Governments and do not desire any contact with them. In the course of our discussions I referred to the necessity of a collecting and clearing house in the U.S.A. not merely to look after Indian students once they had arrived but to arrange for their distribution over the institutions providing the facilities required and to keep us informed in India as to the courses available throughout that vast country, new developments and so on. I could, however, find no agreement among the persons consulted as to whether any

existing institution, body or person could successfully fulfil this function. Some insisted on direct contact with themselves without any intermediary ; some felt that the Federal Department of Education might act in this capacity ; others suggested unofficial bodies like the International Institute of Education, but the general feeling was that in default of an agreed channel of communication or an accepted clearing house, it would be desirable for us to establish an Educational Liaison Bureau in the U.S.A. I discussed this matter with the Agent General for India on my return to Washington and found that he was strongly of the opinion that the only satisfactory solution would be for us to have in America an educational officer of good standing who would establish contact with American Universities and other Institutions, advise us as to the facilities available, place Indian students desiring to study in America in the institutions most likely to satisfy their needs, and to look after them generally while they were there.* We further felt that such an officer might also develop a Bureau of Information which would supply a long-felt need at this end as well as a need which, I gather, has also been felt in America itself, that is the exchange of up-to-date information as to educational facilities, literature, etc., in both countries. I ventured the opinion that from the point of geographical convenience, New York would be a better centre for such a Bureau than Washington. The Agent General's view was that the whole success of such an experiment would depend on the personality of the officer selected to take charge of it, and that if we got the right person, students generally would welcome his assistance. He agreed that though the officer in question might have to be attached to the Agency-General for administrative purposes, there would be much to be said, once he had found his feet, for locating him with a separate bureau in New York rather than in Washington. We also agreed in view of prospective urgent developments that such an officer ought to be appointed forthwith. He should in our opinion be an Indian and should have a salary which would take adequate account of his necessarily high academic standing and of the cost of living in America. It was also felt that if such an officer were appointed, it would be highly desirable that he should be given opportunities of visiting at frequent intervals both the U. K., in order to keep in close contact with developments in his particular field in that area, and India, in order to keep us apprised of developments in the U.S.A. and to take back with him first-hand knowledge of the progress of our own plans. If we are going to tackle the Indian educational problem, there is much to be said for trying to inform public opinion both in U.K. and U.S.A. as to the progress which we are making. I found that a large number of people in both countries imagine our educational arrangements, or the lack of them, to be even worse than they actually are.

JOHN SARGENT.

1st November, 1934.

ANNEXURE I.

Memorandum by the Educational Adviser on the welfare of Indian Students who proceed abroad and particularly to the United Kingdom, submitted to the Central Advisory Board of Education at their Tenth Meeting at Baroda in January 1944.

This subject has caused considerable concern in recent years and a solution of the issues involved is becoming urgent in view of the probability that after the war there will be a rush of Indian students to the United Kingdom. Since this will be accompanied by a similar rush of students from other countries, the causes which have led to the present unsatisfactory state of affairs may be considerably accentuated.

There have been two main causes for concern in this connection :—

(a) It has been felt that an undue number of Indian students during their stay in the United Kingdom have come under what are generally referred to as "subversive influences", which have made them a menace to established order on their return to India.

(b) For a variety of reasons many Indian students have not been able to take full advantage of their visit to the United Kingdom and have returned to India anything but the better for the experience.

*He might cover Canada as well.

(24)

With regard to (a) the subversive influences referred to may generally be summed up as Communism. Whether this can now or will in future be regarded as a subversive doctrine is open to doubt. In any case it is not clear that any substantial proportion of Indian students have been affected in this way and it is possible that the fact that some of those who have got into trouble with the authorities on their return to India have been the sons and daughters of prominent Indians has called undue attention to this aspect of the matter. It would appear, however, that no official action is possible with a view to counteracting this tendency, even if it were desirable to do so. It is natural for the sympathies of young people to incline to the left and Indian students have perhaps additional reasons for being "against the Government". What has no doubt led many students to associate themselves with movements hostile to the constituted authority has been the feeling that they have not derived from their visit to the United Kingdom the advantages which they or their parents anticipated or that they have not received the welcome which they had reason to expect. It is important to make every attempt to remove such causes of disaffection or discontent.

With regard to (b) there can unfortunately be no doubt from the evidence supplied by the High Commissioner and from the Indian Advisers in London that a very considerable number of Indian students, so far from benefiting by coming to the United Kingdom, return to India considerably the worse in body or mind or both. Statistics as to Indian students who have either failed to complete the course or courses of study on which they have embarked or have had to be repatriated to India owing to destitution or sickness or some other cause make gloomy reading. On the other hand it is pleasant to record that many students and particularly those who have been sent to England with Government or State Scholarships have, as a rule, done their country great credit. With regard to the former category, however, it is quite clear that a number of students come to the United Kingdom without any clear idea as to the course of study which they desire to pursue, the academic qualifications which British Universities and Institutions of equivalent rank require for admission or the funds necessary not merely to pay for the appropriate course of study that also to enable the students to participate in the social life of the country and to make profitable use of his vacations, which after all occupy roughly half of the year.

The main problem, therefore, can be divided into two parts :—

(i) how to control the flow of students from India to the United Kingdom, and

(ii) how to look after Indian students while they are actually in the United Kingdom.

With regard to (i), it would appear to be generally agreed that the Provincial Students Advisory Committees or University Information Boards, which exist in certain parts of the country, are not at present serving a very useful purpose and must be reorganised and re-vitalised. In particular they should consist in future mainly of young men or women with recent experience of university life in the United Kingdom. It is also clear that there is a great need for propaganda either by these Boards or by Governments and Universities direct to enlighten the public generally and in particular the parents of boys and girls contemplating studying overseas as to the minimum qualifications required for admission to foreign institutions and the amount of money required for the adequate maintenance of their children in the foreign country selected. They should also be given as clear an idea as possible of the social, climatic and general living conditions abroad, in order that the student may go adequately prepared to face any differences from the life to which he has been accustomed in India, as well as some indication as to the precise advantages which the proposed course of study is likely to confer.

If the problem were confined wholly or even largely to students who had already completed a course at an Indian University, it would be much easier, with the co-operation of universities, to deal with it effectively. Indian Universities could not only advise students in this matter but could also either directly or through the appropriate channels both in India and the United Kingdom, approach British universities and make some working arrangement with them for supervising the admission

of Indian students to their courses. While British Universities might not be prepared to agree not to admit students unless they were recommended by their Universities in India, it is reasonable to believe that they would give full weight in determining admissions to any advice which they might receive from the Indian University which the student had previously attended. Unfortunately, however, the problem is by no means confined to students who belong to Indian Universities, since the High Commissioner reports that a number of students come to the United Kingdom insufficiently qualified to secure exemption from or even to pass the Matriculation or other entrance examination for admission to a British University. It is reasonable to assume that in most cases these students have never been to a university at all. It must, therefore, follow that in order to deal with the class which probably contributes most largely to the present unsatisfactory condition of affairs propaganda must be extended either by the Departments of Education or by the Provincial Advisory Boards already mentioned to High Schools as well. At the same time its success will involve a substantial change of attitude on the part of High School teachers in regard to their responsibility towards their pupils after they have left their charge. One of the main weaknesses of the average Indian High School is the lack of contact between teachers and parents, and the very slight interest which the former usually take in the careers of their pupils once they have left school. The necessary propaganda would be greatly assisted by the publication of informatory pamphlets in regard both to foreign universities and to careers, on similar lines to those which have been issued for some time past in Great Britain. This matter has already been taken up with the Labour Department of the Central Government, and it is hoped that something may be done in the near future. Propaganda in the pamphlet form should obviously be supplemented by the radio, the press and other means.

It is realised that it would be impossible to impose a definite veto where a parent is determined to send his son or daughter to a foreign university and the foreign university is prepared to admit, but a good deal of more influence could be exerted at both ends than is being done at present. It is difficult to believe that if Indian parents were made fully aware of the conditions which would have to be fulfilled before their sons or daughters could derive benefit from their courses of study and in particular with regard to the minimum amount of money which they would require for their support, they would certainly not submit their children to the risks of destitution or to the mental or physical strain from which unfortunately many students have suffered in recent years.

While the need for greater attention to this matter at the Indian end is obvious, the need for increased attention at the other end is still more important. Anyone who reads the annual reports from the High Commissioner will be bound to recognise that a great deal has been done and is being done by his office, in spite of its limited staff, to look after Indian students in the United Kingdom. On the other hand there is reliable evidence to the effect that Indian students are inclined to regard the High Commissioner's Office as an agency mainly concerned with keeping an eye on their political activities and that consequently they do not make the use of it which they otherwise might ; still less do they regard it as standing to them in *loco parentis*. For the same reason it is probable that students would regard with similar suspicion any official agency set up to look after them while in the United Kingdom. At the same time it is evident that there must be some agency of an authoritative kind to satisfy the various needs to which reference has already been made.

The primary requisite of such a body is that it should consist of persons definitely interested in India and sympathetic with the outlook of youth generally and Indian youth in particular. It should, therefore, contain both Indians and British, and the High Commissioner must either be a member of it or represented on it. At the same time the body must be one of recognised standing, as it will have to deal with universities and other bodies of equivalent rank. Its main functions would be :—

(a) to take up with British universities any questions in regard to the admission of Indian students remitted to it either by Governments, Universities or the proposed Provincial Advisory Committees in India,

(b) to advise the High Commissioner and the Secretary of State, and, where necessary, the Government of India in regard to any matters of general principle affecting the welfare of Indian students,

(25)

(c) to supervise generally the conditions under which Indian students live and, where they are not accommodated in Colleges or recognised hostels, to advise them in regard to lodging accommodation,

(d) to organise private hospitality for students both during the vacations and term-time in order that they may have an opportunity of participating fully in the ordinary social life of the country,

(e) to arrange facilities for students to travel during vacations both in the United Kingdom and on the continent of Europe, and

(f) to promote exchanges of teachers between British and Indian Universities.

It is further suggested that it would help to establish confidence between Indian students and the High Commissioner's Office, if it is true that such is lacking at present, if the High Commissioner or his deputy were able personally to visit British Universities and make personal contacts with as many students as possible. It would also promote the same end if the High Commissioner were able to offer some entertainment to students when visiting London and could enlarge their opportunities for meeting socially not only British people of the right type but also prominent Indians stationed in or on visits to Great Britain.

While the foregoing refers specifically to questions affecting the welfare of Indian students while in the United Kingdom, there are reasons for believing that this question should be considered as part of a wider issue which will be of great importance immediately after the war when it is anticipated that there will be a very large influx into Great Britain of students not only from India but also from many of the Allied countries. It is undoubtedly in the interests of future international co-operation that every facility should be given to intelligent young people to mix with their contemporaries of other nations ; any policy which would tend to segregate the students of any particular nationality would be contrary both to the public interest and to their own. If this point of view is accepted, it seems that the matter is one where the necessity for prompt and comprehensive action should be urged at once on the British Government. The responsibility should no longer be left to voluntary organisations. These foreign students are, in a sense the guests of Great Britain, and it is both the duty and interest of the British nation to see that they take back with them to their respective countries as favourable an impression as possible of the British way of life. In addition to the proposed unofficial body, which should be responsible for all direct contacts with students, there would have to be a definite Government Bureau to make the necessary arrangements and supply the necessary finance. This official organisation should preferably be a branch of the Board of Education under the control of a carefully selected senior officer. It is possible to think of persons already on the staff of the Board of Education who possess the tact and sympathy necessary to make a success of it, and the officer in charge would have to have either on his staff or closely associated with him representatives of the High Commissioners for India and the Dominions and of other countries sending in a considerable number of students. The Bureau would also have to be in possession of adequate funds so that conferences, holiday camps, refresher courses, educational visits and other facilities recommended by the non-official committee might be arranged during vacations.

It has been suggested that many of the students who have got into difficulties have been those who have gone to the United Kingdom for the purpose of reading for the Bar, and it is suggested that direct contact might be made with the Council for Legal Education with the object of improving the general position. It is similarly suggested that before any final arrangements are decided, the advice of the Committee of Vice-Chancellors in the United Kingdom might be invited.

ANNEXURE II.

The difference in the attitude towards university students and war service in the two countries is so interesting that it may justify a slight digression. In both countries students have been called up for military service on reaching the prescribed minimum age. In Great Britain on it being decided by the military authorities that in view of his previous education or expressed desire a student should be allowed to proceed for training in some technical branch, including medicine, he has been

returned to a university as an ordinary undergraduate or graduate student subject to the proviso that he may be recalled to the forces at any moment when the national interest may require. Those who have been allowed to return to their universities have consequently done so as civilian undergraduates subject to certain obligations in regard to military training and the university authorities have been responsible for providing them with the appropriate courses of training. Consequently the visitor to a British University today who is conversant with the university situation during the last war is surprised to see so many civilian under-graduates in attendance. In America, on the other hand, the student when called up has been enrolled in the appropriate branch of the armed forces but if selected for training as a technical expert he has been sent back to the university as a sailor, soldier, or airman under military discipline. The military authorities have taken over such parts of the university and such members of the university staff as they have thought necessary for giving the necessary technical training. Consequently in America a much smaller proportion of the universities I visited have been functioning on anything approaching normal lines than in the U.K., even although the ultimate aim in both countries has been the same, i.e., that the technical personnel or potential technical personnel should be trained to the highest pitch and in the shortest time in the interests of the war effort. This digression may, I hope, illustrate the reason why American universities having handed over a considerable proportion of their resources, both in accommodation and teaching personnel, to the armed forces are less able to say definitely what responsibilities they would be able to undertake in the immediate post-war period since these will obviously depend on the speed at which their facilities are restored to them by the military authorities.

APPENDIX F.

Memorandum on Item VIII of Agenda.

A.—Uniform Braille Code for India.

At their eighth meeting held in January 1943, the Central Advisory Board of Education directed that the draft Uniform Braille Code prepared by their Expert Committee be forwarded to the Provincial and State Governments and the National Institute for the Blind in Great Britain for opinion [vide page 9 (para. 9) and pages 17-18 of proceedings of the 8th Meeting]. The draft Code was accordingly circulated to the authorities concerned. A brief summary of the opinions received is appended below (Section I). The criticisms have, in view of their technical nature, been referred to the experts of the Central Advisory Board Committee which drafted the Code. Their comments and recommendations are also submitted to the Board (*vide* Section II below).

SECTION I.

A.—Provincial Governments.

The Governments of Assam and Bihar have no comments to offer, while those of Bengal, N.W.F.P., Orissa and Sind find the report acceptable.

Bombay.—The Provincial Government have stated that the Principals of the Dadar and Victoria Memorial Schools for the Blind, Bombay, are in complete agreement with the proposed Code. They have however pointed out two minor errors which are under the consideration of the experts of the Central Advisory Board Committee.

The Provincial Government have also pointed out that Dr. S. R. Machave, Honorary Secretary, Poona School and Home for the Blind, has a strong objection to the Code mainly on grounds considered by the Board before they adopted the Report of the Uniform Braille Code Committee, 1941.

C. P. and Berar.—The Provincial Government have forwarded the views of Rao Sahib, Wamanrao Wadegaonkar with which they see no reason to differ. The views are on the whole appreciative of the Code.

Madras.—As the subject is one which requires expert knowledge, the Provincial Government are not in a position to offer any opinion on the merits of the Code. But they have forwarded the views of certain Principals of blind schools in the Province.

(i) *Rev. W.G. Speight, Palamcottah.*—He considers that the work has been done conscientiously within the rather narrow terms of reference given to the committee.

(26)

In a later communication sent by him direct to the Government of India he says he carried out certain experiments with the new Code and found that the results were encouraging.

Rev. J. Russel Fink, U.L.C.M. School, Rentachintala.—He considers that the Code does not help the South Indian languages and favours a separate Code for them.

Punjab.—They have not any important comments to offer.

United Provinces.—The report of the Expert Committee is considered an excellent piece of work that has been very thoroughly done and would help a great deal in bringing about uniformity in Braille printing all over India.

B.—Centrally Administered Areas.

Coorg and Delhi have no remarks to offer.

Ajmer-Merwara.—The Chief Commissioner considers the Code a great step forward in blind education which will remove the difficulties faced by having so many different codes.

Baluchistan.—The Administration is gratified to know that the Code will be useful to blind schools all over the country.

C. Governments of Indian States.

Baroda and Cochin.—Some minor defects have been pointed out and these have been referred to the experts on the Committee.

Jaipur.—The State Govt. consider the Code quite satisfactory.

Kashmir.—The Govt. have no comments to offer.

Mysore.—The State Govt. consider the Code generally suitable and useful. They have also forwarded certain remarks by one Dr. Natesh pointing out certain defects. These are under the consideration of the experts on the Committee.

Travancore.—Teh Travancore Govt. consider that the Code covers all the letters in current use in Malayalam and Tamil and they are, therefore, of the view that the chart may be accepted so far as these two languages are concerned.

D.—National Institute for the Blind, London.

The letter from the Institute SG|MT dated 4th May 1944 is reproduced below :

"In accordance with the request in your letter of 17th December 1943 we submitted the Report of the Committee on a Uniform Braille Code for India, to the following persons :—

Rev. J. Chadwick Jackson (formerly of the London Missionary Society.).—He has a good knowledge of English Braille, and is proficient in Hindi and Urdu and the Devanagari and Persian scripts. He also knows the scripts (though not more than a smattering of the language of Bengali, Marathi, Gujarati and Tamil. I enclose his comments.

Miss Fyson, Braille Secretary of the Society for the Propagation of Christian knowledge.—She has a very good knowledge of English Braille, though not a knowledge of Indian languages. However, in examining the code she has the assistance of her father, a former missionery in India. She says they consider that the punctuation marks as they stand at present in the proposed code might be rather confusing, and suggest that it might be useful to put two or three spaces after the full stop. Miss Fyson specially admired the way in which line 7 of the code had been worked out, and considered it most ingenious. She could not see that any numeral sign had been given, and wondered if the English one would do, as the Braille symbol for this does not seem to have been used in Kanarese, Tamil Telegu, Gujrati or Malayalam.

It might be of interest to know that Miss Fyson showed the code to an Indian friend of hers who is over here, and although he had no previous knowledge of Braille, he quickly grasped the principles involved.

Rev. A. C. Clayton, O.B.E., who has specialised in Indian languages, and has some knowledge of English Braille. We had previously consulted him on the code devised by the late Mr. Alpaiwalla, and his comments on that code might be of interest to members of your Committee, so I enclose them as well as his notes on the code now under

review. As you will see, in commenting on Mr. Alpaiwalla's attempt, he expresses the view that now is the time to work out a uniform Code, when the number of Braille books is small, thus rather nullifying his later objection that the code now devised would involve the scrapping of existing literature.

Rev. W. A. Crabtree (Cornwall) has written at considerable length, and in order to give your committee his general views on Braille, we enclose a paper he sent us some time ago entitled, The Plain Man's Braille for Syllabic Writing. Reference is made in it to the work of Mr. Advani, based on the pamphlet Mr. Advani wrote in 1941 on the Uniform Code he then proposed Mr. Crabtree's views are also set out at considerable length in Mr. Halder's recently published *Visually-Handicapped* in India (pages 59 to 67). Though critical of the Uniform Code now proposed, on the ground that he considers it "handicapped from the start by modern principles of education",, he considers the Report of great importance, and writes of it : "The typography and make-up will prove of immense value for many a day to come, and one cannot speak too highly of the clarity with which the results have been obtained, nor of the difficulties which have been mutually harmonised."

He dissents from the view that the Oriental Braille was not scientific, and asks how the present effort supersedes it, except in being national. He asks why no reference is made to the Mysore code, and also enquires what is meant in the Report by "the value" and "the orthodox style" as applied to Braille for Koranic Arabic. He holds that Braille should be as simple as possible, and on these grounds does not consider a Uniform system really possible. He thinks that the history of writing should be kept in mind.

We also submitted copies of the Report to the British and Foreign Bible Society and to Miss Stevens (formerly of the London Missionary Society) who has a knowledge of Hindi and Urdu, and is a writer of Braille. But in neither case was any special comment offered.

I could wish that our criticisms were likely to be of more assistance to your Committee, but I am sure you will appreciate the fact that the few people in this country who have both a knowledge of Braille and a knowledge of the Indian languages concerned are generally elderly retired missionaries who have worked with one Braille code in the past, and are apt to be rather conservative. The fact that you include on the Expert Committee such educationists as Mr. Advani, Mr. Speight and Mr. Shah (to name only a few) ensures a contact with day-to-day problems and is, I think an assurance that the work has been well-done, and should prove of great value to the blind of India. Should be able to obtain any further views, I will forward them to you without delay.

The comments referred to above have been forwarded to the experts concerned. Their views together with such modifications as may be adopted by them in the light of the criticisms are expected to be ready before the Board meets at Karachi.

SECTION II.

The Expert Committee have since examined all the criticisms received and have reported as follows :—

The Uniform Braille Code may now be introduced and enforced in all the schools for the blind in India for use and after a fair trial of the same whatever further adjustments would be necessary for its improvement might be considered and modified in their proper perspective.

The comments compatible with the Recommendations and Principles laid down by the Braille Code Committee of 1941, which have been incorporated in the enclosed Report are :—

1. Transposition of Braille signs No. 3 & 4 (Line VI) and signs No. 4 & 5 (Line VII).
2. Provision of Gujrati letters 'KS' and 'Jn' (Line VI).
3. Correction of Malayalam letter P (Line IV).
4. Provision of 5 Sanskrit letters for sh, s, j, ks, and h used in Tamil.
5. Indication of Language and Mathematical signs (Lines VI & VII).

It may further be mentioned that at present the existing Report with the charts indicating the above changes be introduced and at later stage when such time would come after due practical experiments in schools, the Report and the charts duly modified may be provided.

(27)

APPENDIX G.

Memorandum on Item IX of Agenda.

Report of the Committee of the Central Advisory Board of Education appointed to consider the question of the Training, Recruitment and Conditions of Service of Teachers in Universities and other institutions of higher education not previously dealt with the Board as amended and adopted by the Board at their annual meeting in January 1945.

At their tenth meeting held at Baroda in January 1944, the Central Advisory Board of Education appointed the following Committee to investigate the problem of the Training, Recruitment and Conditions of Service of Teachers in Universities or other Institutions of higher education not previously dealt with.

W. H. F. Armstrong, Esq., C.I.E., M.A., I.E.S., Director of Public Instruction, Punjab.

Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., LL.D., Vice-Chancellor, Delhi University.

A. S. Khan, Esq., M.Sc., I.E.S., Director of Public Instruction, Bihar.

Dr. Panna Lall, C.S.I., C.I.E., D.Litt., I.C.S., Adviser to H. E. the Governor of the United Provinces.

Gaganvihari L. Mehta, Esq., M.A., Ex-President, Federation of Indian Chambers of Commerce.

Mrs. Renuka Ray, B.Sc. Econ. (Lond.), M.L.A.

John Sargent, Esq., C.I.E., M.A., Educational Adviser to the Government of India.

The Hon'ble Mr. Tamizuddin Khan, Minister for Education, Bengal

or

The Director of Public Instruction, Bengal.

S. C. Tripathi, Esq., M.A., I.E.S., Director of Public Instruction, Orissa.

The representatives* of the Inter-University Board on the Board.

2. The Chairman of the Board subsequently appointed the following additional members.

1. Lt.-Col. S. L. Bhatia, M.C., I.M.S., Deputy Director General, Indian Medical Service.
2. Professor Amaranatha Jha, M.A., F.R.S.L., Vice-Chancellor, Allahabad University.
3. S. Lall, Esq., C.I.E., I.C.S., Joint Secretary to the Government of India, Department of Labour.
4. The Hon'ble Justice W. R. Puranik, B.A., LL.B., Vice-Chancellor, Nagpur University.
5. Professor Sir S. Radhakrishnan, LL.D., D.Litt., F.B.A., Vice-Chancellor, Benares Hindu University.
6. S. C. Sen, Esq., B.Sc., Eng. (Glas.), Vice-Principal, Delhi Polytechnic.
7. W. G. P. Wall, Esq., M.Sc., I.E.S., Director of Public Instruction, United Provinces.

3. The Chairman of the Board appointed Sir Maurice Gwyer as Chairman of the Committee.

4. The Committee met in the Secretariat, Simla, on the 2nd, 3rd and 4th of October 1944. The following members were present :—

1. Sir Maurice Gwyer (*Chairman*).
2. W. H. F. Armstrong, Esq.
3. Lt.-Col. S. L. Bhatia.
4. Khan Bahadur Dr. M. Hasan.
5. S. Lall, Esq.

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*Lt.-Col. Dr. J. C. Chatterjee, M.A., D.Litt., M.L.A., Vice-Chancellor, Agra University.

*Khan Bahadur Dr. M. Hasan, M.A., D.Phil. (Oxon.), Bar-at-Law, Vice-Chancellor, University of Dacca.

Diwan Bahadur Dr. A. L. Mudaliar, B.A., M.D., F.R.C.O.G., F.A.C.S., Vice-Chancellor, University of Madras.

6. Dr. Panna Lall.
7. The Hon'ble Mr. Justice W. R. Puranik.
8. Professor Sir S. Radhakrishnan.
9. S. C. Sen, Esq.
10. W. G. P. Wall, Esq.

Dr. D. M. Sen, M.A., Ph.D. (London), Secretary, Central Advisory Board of Education was Secretary of the Committee.

The following members were unable to attend :—

1. Professor Amaranatha Jha.
2. Lt.-Col. Dr. J. C. Chatterjee.
3. A. S. Khan, Esq.
4. Gaganvihari L. Mehta, Esq.
5. Diwan Bahadur Dr. A. L. Mudaliar.
6. Mrs. Renuka Ray.
7. John Sargent, Esq.
8. The Hon'ble Mr. Tamizuddin Khan.
9. S. C. Tripathi, Esq.

5. The agenda which the Committee considered is set out in the annexure. The following additional papers were circulated to the members.

(1) Memorandum by the Chairman.

(2) Notes regarding Scales of Salaries of teachers in University Departments, Arts & Science Colleges, Intermediate Colleges and Professional Colleges.

(3) Suggestions from certain eminent educationists.

A statement showing full particulars regarding the minimum qualifications and scales of salaries of teachers in Universities and Institutions of University rank was laid on the table.

5-A. The Hon'ble Sardar Sir Jogendra Singh, Chairman of the Board, was present to welcome the members.

6. The Committee entered upon their deliberations with the firm conviction that the teacher is the central factor in every education system and every scheme for educational reform ; and in their view no system or scheme can be either effective or efficient unless it provides for a sufficient number of properly qualified teachers selected on grounds of merit alone, and unless those teachers are adequately remunerated, have a recognised status, adequate leisure as well as opportunities for research or for self-improvement and security of tenure, and enjoy such other conditions of service as may preserve their independence and self-respect. The Committee regretfully admit that the teaching profession is at the present time far from possessing all these things ; it does not enjoy universally the status which it ought to have ; and by reason of its undue subjection in many instances to bodies of laymen, often ignorant or educational matters and regarding teachers as their servants or employees rather than their partners in the cause of education, it lacks the intellectual and academic freedom without which it cannot give of its best. In these circumstances it is not surprising that the profession does not always attract recruits of a proper quality. All educational reform must begin with the teachers and their conditions of service.

Method of selection of Teachers.

7. The Committee have no doubt that the best method of selecting teachers is through a properly constituted Selection Committee : and an honest and independent Selection Committee is in their view an absolute essential for the due appointment of good teachers. In the case of a University Selection Committee, a combination of high character and high academic qualifications ought to be a sufficient guarantee against influence or pressure from outside : but even University Selection Committees have not always escaped criticism. The Committee are satisfied that a strong belief exists among teachers, whether well founded or not, that appointments are not always made upon merits, and that canvassing, even where forbidden in theory, is not always discouraged in practice. A University Selection Committee ought to be above suspicion, for this is a matter in which the honour of the academic world is engaged ; and the knowledge that a Selection Committee is impervious to influence of any kind would do as much as anything to raise academic standards.

(28)

8. The Committee are of opinion that a Selection Committee ought to consist of a small number of members only, say, between five and seven. The Vice Chancellor of the University should be the Chairman and it might contain two persons appointed respectively by the Executive and Academic Councils of the University (or whatever name they may bear) with high academic qualifications or academic experience ; and it is for consideration whether these two members should not be persons from outside. The above would form the permanent element of the Committee, with perhaps one more person whose independence was beyond question, to be appointed by the Chancellor ; but it should be reinforced by one or two other members according to the nature of the appointment for which the selection is being made ; the Head of the University Department should be present when a teacher in that particular Department is being selected : and when the appointment of a University Professor or Reader is under consideration, some distinguished authority in that particular branch of learning might be appointed to the Committee by the Chancellor, unless it already contains among its numbers some person who can be so described. Canvassing should be strictly prohibited and it should be made known that any person seeking to evade the prohibition will be disqualified forthwith. Where it persists in spite of due warning it may be necessary to publish the names of candidates who have been disqualified for this reason. The Committee had evidence before it that persons of eminence and position, who ought to know better, have been known to "recommend" candidates to Selection Committees ; and this practice should be wholly discountenanced. A Selection Committee should be able to form a judgment upon the testimonials submitted by the candidates themselves and from such personal knowledge as they have of their qualifications, at any rate in the case of candidates for higher positions in the educational world. A Selection Committee should recommend one name, and one name only, for a vacant post, and the appointing authority should have no right to reject their recommendation in favour of any other candidate. If the appointing authority are unable to accept the recommendation made by the Selection Committee then the matter should be referred to the Chancellor of the University, whose decision should be final.* Such a situation, however, ought not to be permitted to arise, save in the most exceptional cases, and the appointing authority ought to regard it as imperative upon them in the interests of the University and of the academic world generally to accept the recommendations of the Selection Committee without question ; because far greater mischiefs are likely to arise from a rejection of the recommendation of a Selection Committee than from an occasional error of judgement on the part of the Selection Committee itself.

9. The above suggestions indicate the kind of Selection Committee which the Committee have in mind ; but its composition can be varied to suit circumstances of particular institutions. The Committee, however, recommend that its main features should be adhered to, *viz.*, that it should be small in number, that the members should always, where possible, be persons with high academic qualifications or academic experience and of high character : that the lay element should be reduced to a minimum ; and that appointments of members by University bodies should be of persons from outside the University, where the circumstances may make it desirable.

10. Appointments for posts in technical colleges should be made by a Selection Committee constituted on the lines suggested above with the necessary variations. University representatives may often in such cases be not so well acquainted with the qualifications of candidates as members of the particular profession concerned. A University representative in the ordinary course will not have much difficulty in estimating the value of any candidate for appointment in the Arts Faculty of the University, with the assistance of expert advice from a colleague who is a historian, philosopher, mathematician, or as the case may be ; but he would probably not find it so easy to judge of the merits of candidates for medical or engineering appointments. It appears to the Committee therefore that a Selection Committee in such cases should

*There is no reason why a Selection Committee should not, if it desires to do so, recommend a second candidate for appointment, in the event of its first choice being unable to take up the appointment ; but it should be made clear that these are successive, and not alternative, recommendations. It is perhaps scarcely necessary to say that there should be no obligation on the Selection Committee to make any recommendation at all, if in its opinion no properly qualified candidate has presented himself.

contain more members with the necessary technical knowledge or experience ; and indeed with some appointments of a technical character it may well be that the choice should be left almost exclusively to such persons, though the Vice-Chancellor, or the person who holds the position corresponding to the Vice-Chancellor in a University, as the case may be, should always be present.

11. In the case of Colleges affiliated to or forming part of the University it would seem that the problem must be approached from another angle. There are a large number of Colleges whose Governing Bodies consist wholly of laymen, often with little or no educational experience or academic qualifications ; and the practice of leaving the appointment of teachers in their hands is one which ought not to be tolerated in the case of a College receiving a Government grant.

12. The Committee are strongly of opinion that the Governing Body of every College receiving a grant ought to contain a representative element, e.g., not less than two persons appointed by the University, and that this should in all cases be a condition of the grant. The Committee of the Governing Body which selects teachers for appointment should always include one of these members. Next, there ought to be some machinery whereby the University itself can review all appointments which are made, whether by "recognizing" the teachers so appointed, as is the case at certain Universities, or by some other suitable method. It is essential that the University should be able to prevent improper appointments ; and there is evidence that only too often in the case of lay Governing Bodies academic considerations have been of secondary importance. The Committee are aware that in many cases Governing Bodies already include representative members, not necessarily appointed by the University ; but they think it worth consideration whether even in such cases a University representative should not also be included. The Committee were also informed that the representation of the teaching staff on Governing Bodies has in the case of more than one University at least effected a material improvement in the status of the teachers ; and they are of opinion that this is an example which might well be followed.

13. The Committee note that appointments to the teaching staff of Colleges directly under the management of Government are made by Provincial or Federal Public Service Commissions, and they hope that the Public Service Commission will be willing that a representative of the University having special knowledge of the subject in which the appointment has to be made should be associated with the Commission.

13A. Where a College or University receive a benefaction for the purpose of establishing a Professorship, or Lectureship, as the case may be, the donor will often desire, reasonably enough, to reserve the right to nominate a member of the Selection Committee. There can be no objection to the acceptance of a gift on such terms, but the attempt which is sometimes made by donors to reserve a similar right to their children or even later descendants is to be deprecated.

Qualifications of Teachers.

14. The Committee doubt whether the prescribing of minimum qualifications for teachers in any university post is of any value, unless a really high minimum is fixed. This in their opinion ought not be less than the possession of a first class M.A. degree of an Indian University, or a foreign degree equivalent to it, each foreign degree being considered on its merits. But to forbid without exception the engagement of any teacher who did not possess a first class M.A. degree would be unnecessarily rigid; and the rule would be made sufficiently elastic if it required that no teacher should "ordinarily" be appointed unless he possessed that qualification. No one, however, with less than a second class M.A. degree should be regarded as qualified in any circumstances. The Committee admit that exceptional persons are to be found who would make admirable teachers, though they may not possess the qualifications proposed ; but since there will never be any lack of persons who do possess the qualifications, they are of opinion that much more harm than good would be done by opening the door any wider than they have suggested above.

15. The preceding paragraph is to be taken as applying to Lecturers teaching degree classes, either in the University itself or in affiliated Colleges. In the case of teachers who are taking post-graduate classes it would be desirable that they should have had in addition some teaching experience ; but the Committee do not think that can be rigidly insisted upon, and Selection Committees should be left to deal with each case upon the merits.

16. In Teachers Training Departments the Committee are of opinion that Lecturers must have at least a second class Master's degree and have undergone a Teachers' Training course. It is not uncommon at the present time to find teachers in Training Colleges who are themselves untrained ; and it must be insisted that untrained teachers should never be employed in training institutions.

17. In Colleges or Departments of Engineering and Technology, Lecturers in theoretical subjects such as Mathematics, Physics, Chemistry, etc., should ordinarily possess a first class M.A. degree. Lecturers in all applied sciences should have a first class engineering degree or its equivalent, together with a reasonable amount of practical experience in industry.

18. In Medical Schools, Lecturers in the pre-clinical subjects, of physiology and Bio-Chemistry may be pure scientists without necessarily possessing a medical degree at all, but they should ordinarily possess, like other Lecturers, a first class M.Sc. degree or its equivalent, Medical graduates teaching preclinical subjects should possess at least a B.Sc. degree and Lecturers in clinical subjects, such as medicine, surgery, etc., should have at least a first or second class M.B.B.S. The Committee look forward, however, to a time in the future when these latter qualifications can be raised, though they do not feel that at the present time they can go beyond the recommendations which they have made.*

19. Lecturers in Agriculture should possess the qualifications laid down in the Report of the Committee on Agriculture Education.

20. Only first class graduates in Law should be appointed as Lecturers in a Law Faculty or College ; and it is preferable that such Lecturers should at least possess an LL.M. degree.

21. The preceding paragraphs of this section of the report relate to Lecturers only, in which expression is included all categories of teachers below the rank of Reader, whether they are described as Junior Lecturers, Assistant Lecturers or Senior Lecturers. The case of University Professors and Readers and of the Principals of Colleges stands, however, on a different footing. The Committee recall in this connection that in 1941 the Central Advisory Board recommended that uniform designations for the teaching staff of Universities and of constituent or affiliated Colleges of the University should be adopted. According to this recommendation, the terms "Professor" and "Reader" would apply only to certain classes of teachers in Universities ; and the Committee regard it as very important that these titles should be conferred by the University alone and carry with them a University status, as distinguished from a College status. At the present time the titles are sometimes used to designate teachers, in affiliated or constituent Colleges of Universities, and Universities would no doubt be unwilling to deprive each and every teacher of such a designation, no matter how long he might have enjoyed it. But so far as the future is concerned, the Committee are of opinion that the University should have a Recognition Committee which would confer the title of Reader (or even, in rare cases, Professor) on such college teachers who organise and conduct teaching of Honours or post-graduate standard, but only if in the opinion of the Recognition Committee they possess the qualifications which a Reader (or Professor) ought to have. All other Lecturers in affiliated or constituent colleges would be called Lecturer, Tutor or Demonstrator, with the prefix Junior, Senior or Assistant, as the case may be ; and on no account should the designation of "Reader", or still less of "Professor", be claimed as of right for the Heads of Departments in any Colleges.

22. Professors and Readers in University Departments and Readers in constituent Colleges should be men of more than average ability and should ordinarily have had from five to ten years' teaching experience. Research and original work should be regarded as additional qualifications ; but it does not appear to the Committee that it would be possible, or indeed desirable, to define the qualifications in any more precise terms. Those who are candidates for the post of Professor or Reader will necessarily be men who have already attained a recognised position in the academic world and their qualifications should therefore be well known or at least becoming well known ; and the Committee do not believe it possible to define the type of man required more exactly than

*The representative of Bengal on the Committee did not feel able to concur in the sentiment expressed in the last sentence of the paragraph.

by saying that they should be men fitted to perform those duties which the academic world recognizes as attaching to the office of University Professor or University Reader.

23. Principals of degree colleges and post-graduate colleges require something more than academic distinction ; they require also to be men of administrative capacity. In the larger Colleges it may well be that his administrative duties will occupy the whole time of a Principal, though that is a matter on which no general rule can be laid down : but in smaller Colleges it is probable that a Principal will always have to take substantial share in the teaching work of his College. In Engineering, Medical and Agricultural Colleges, experience has proved the utility of Principals able to devote the whole of their time to their administrative duties. In these circumstances the Committee do not think it possible to define with any great degree of precision the qualifications of the Principal of a College ; but it is plain that he must possess academic qualifications of a high order, which will enable him to take his proper place in the hierarchy of the university ; and he must also be a man of high character and personality, possessed of those qualities which are generally recognized as essential in an administrator.

Teachers' Remuneration.

24. An adequate supply of properly qualified recruits for the teaching profession can only be obtained by offering reasonable salaries and reasonable conditions of service ; and if these are assured the Committee are persuaded that there will never be a lack of good teachers. In considering the question of minimum salary scales for University teachers, they have had before them a comprehensive list of salary scales prevalent in different parts of India, many of which are in their opinion quite indefensible and the disparity which exists at present cannot possibly be justified. The Committee are of opinion that the prescribing of minimum salary scales is essential, if high academic standards are to be maintained : and after giving the best consideration they can to the matter they recommend the following minimum scales for different grades of teachers :—

(a) University Department.

Professors.	*Readers.*	*Lecturers.*	*Junior Lecturers.*
1,000 to 1,250	500—25—800	300—25—500	210—15—300

(b) Affiliated and Constituent Colleges.

*Principals.**	*Readers.*	*Lecturers.*	*Junior Lecturers.*
800 to 1,000**	500—25—800	300—25—500	(i) Junior Lecturers in Technical and Engineering Colleges and in subjects which require a certain amount of professional experience : 210—15—300. (ii) Other Junior Lecturers : 150—15—300.

The Committee recommend that no distinction should be drawn between teachers on account of their sex, the scales recommended above being applied both to men and women.

The Committee wish to make it clear that where a College teacher is given or is allowed to retain the title of Professor this should not automatically entitle him for the salary prescribed in the case of a University Professor. It is suggested that in such cases the rate of remuneration should be settled by consultation between the University and College authorities.

*It appears to the Committee that Universities may find it desirable, if not necessary, to classify affiliated Colleges into two groups. The scales suggested above would be appropriate for Colleges in the Class I Group (or whatever designation may be thought suitable). For Class II Colleges a salary scale of Rs. 500—25—800 is recommended ; and if it should be thought that there should be a still further class Rs. 450—600 would seem to be appropriate. The latter scale, however, should be confined to Colleges with not more than, say, 150 to 200 students.

**These figures do not refer to "scales" of pay, but only to a minimum pay of some amount between the two figures.

25. In Medical, Engineering, Technological and other professional Colleges, Principals and Professors might be given a salary of not less than Rs. 2,000 a month and Readers upto Rs. 1,200 according to their qualifications. It is perhaps regretable that such distinctions should have to be made, but the Committee recognise that in these cases salaries must bear some relation to the earnings of the professions outside. The Committee desire to observe, however, that the pay of between Rs. 1,000 and Rs. 1,250 which they have recommended for other University Professors is a minimum only, and they would gladly see it raised to, say, some amount between Rs. 1,200 and Rs. 1,500, where a University is in a position to pay that amount.

General Conditions of Service.

26. The Committee attach to this report a suggested model form of teachers' agreement, which follows closely the form of agreement at present in use in an Indian University. It appears to them that a teacher who had the benefit of a form of agreement on these lines would enjoy all the advantages which in their opinion a teacher ought to have and they recommend it to the consideration of Universities and Colleges. In the next succeeding paragraphs the Committee draw attention to certain points which are covered by the terms of the agreement.

27. First and foremost the Committee would put security of tenure, and some very sad cases have been brought to their notice in which College teachers, especially teachers in Colleges with a lay Governing Body, have suffered much injustice because their tenure of office was not secured. The provisions in the model agreement appear to the Committee to provide the teacher with ample safeguards without doing any injustice to the University or College in which he serves.

28. The Committee agree that a probationary period for those who are entering the profession is not unreasonable, though they think that periods of probation at the present time are often unduly extended, and in their view twelve months should be ample for the purpose of determining whether a man is likely to be a successful teacher or not. The period of probation, however, should be fixed at the time of the teacher's engagement and it should not be permissible to extend it thereafter. But the Committee do not consider that the appointment of a Professor, Reader or Principal on probation can ever be justified. The qualifications of a person who has achieved sufficient eminence in the academic world to merit consideration for a post of this kind ought to be, and in fact are, so well known that the period of probation is either unnecessary or humiliating. In the case of a Principal especially the period of probation, so long as it continues, deprives him of the greater part of the authority which he should be exercising ; and it is offensive to every idea of academic dignity that bodies of laymen, as is sometimes the case, should be able to insist on a period of probation when appointing distinguished academic figures to posts of this kind.

29. Except where teachers are entitled to a pension on retirement there should be a Provident Fund for teachers in all recognized Colleges, the minimum contribution by the institution being 6-1/4 per cent. No investment of Provident Fund money should be permitted otherwise than in trustee securities. The accounts of the Fund should be audited by a qualified auditor every year and every subscriber should be entitled to receive a copy of the audited accounts together with a certificate of the balance standing to his own credit. The Provident Funds whose rules follow those prescribed by Government enjoy certain special privileges of their own.

30. The model form of agreement sets out certain provisions with regard to sick leave which appear just and reasonable to the Committee. There seems to be difference of views on this matter, and it by no means follows that rules applicable to Government servants are equally applicable to the teaching service, where teachers enjoy regular vacations every year. A majority of the Committee were of opinion that the model agreement should not provide for privilege leave over and above the period of vacations, and that to include provisions for privilege leave would err on the generous side ; others thought that, since leave in any circumstances cannot be claimed as of right, provisions with regard to privilege leave might be included since it might be assumed that those provisions would be administered fairly and equitably and in such a way as to enable no teacher to take unreasonable or unseasonable leave during term time for purposes more appropriate to vacations. In the circumstances the Committee have thought it right to enclose the provisions in the model agreement with regard to privilege leave within brackets, leaving it to Colleges and Universities to determine whether to include them or not.

30A. Provision should be made for suitable maternity leave in the case of married women teachers.

31. The Committee agree that Universities and Colleges ought to be willing to give their teachers facilities for study leave, but it appears to them doubtful whether leave of this kind could be made a contractual obligation on the part of the University or College. It would, however, be desirable in their view that an attempt should be made to give a teacher study leave of at least one year in seven years' service or six months for every 3-1|2 years' service. Opportunities and facilities for study should always be afforded throughout a teacher's service.

32. The Committee recommend that the age of retirement for all teachers should be not less than fifty-five nor more than sixty, save in the case of Professors, where the age shohld be sixty.* It should however be possible, on the recommendation of the Vice-Chancellor, where the age of retirement is fixed at fifty-five for an extension to be granted of not more than one year at a time up to the age of sixty, if the interests of the University or College so require. It should be laid down that canvassing by or on behalf of a teacher for an extension would disqualify him from receiving an extension.

33. It will be observed that there is a provision in the model form of agreement requiring the teacher to devote his whole time to the service of the University or College and not without the permission of the appropriate authority to engage directly or indirectly in any trade or business or any work likely to interfere with the proper discharge of his duties. Teachers in professional Colleges may, however, be permitted to carry on private practice if the previous sanction of the Principal and the Governing Body has been obtained ; but the Committee are of opinion that this should not be encouraged and that as the supply of teachers in professional Colleges increases, permission should be more and more rarely accorded. They are of opinion that Law is more effectively taught by full-time teachers, though it is sometimes of value to include in a course lectures by practising Advocates of standing. In Medical Colleges, Heads of Departments of clinical subjects (medicine, surgery, midwifery, gynaecology, opthalmology, etc.) should be required to devote their whole time to teaching and should not be allowed private practice outside the hospital ; in each of these departments, there should be also some wholetime assistants ; in cases of emergency, where teachers of these subjects have in fact attended patients outside the hospital, any fees received by them should be paid over to the hospital funds. The Committee, however, do not wish anything that they have said in this paragraph to be taken as applying to surgeons and physicians attached to hospitals in an honorary capacity, who are often among the leading members of their profession and who put their services freely at the disposal both of the hospital patients and of the medical students who are being trained in the hospital. In Technical and Engineering Colleges teachers may be permitted to have a consultative practice on conditions prescribed by the employing authorities.

34. As regards hours of work, the Committee are of opinion that in an ideal University any regulation of these should be unnecessary, but evidence has been put before them which shows clearly that in certain circumstances teachers require some protection against the inordinate demands of Governing Bodies ; and accordingly they recommend, where necessary, a maximum of 18 hours teaching work for Colleges, that is to say, work which brings the teacher into direct contact with his pupils, whether lectures or tutorial hours. The Committee would deprecate the prescribing of maximum hours for Professors and Readers since this is a matter which should be left to be regulated by the good sense of all concerned ; but if a maximum has to be prescribed, it should be less than in the case of College teachers, in order that the Professor or Reader may be afforded facilities for his own work, whether research or otherwise. The Committee have been surprised to hear that in some Universities it is a minimum rather than a maximum which is prescribed ; but they would not have a very high opinion of any teacher for whom it was necessary to prescribe that he should do a certain quantity of work every week ; and it is of course plain that a dishonest teacher, if such exist, could evade such a rule with very little difficulty. A University or a College ought not to need rules and regulations of a kind which would find a more proper place in the world of industry or commerce ; and teachers ought to be able to trust

*Dr. M. Hasan of Dacca University was of opinion that the age of retirement of Professors should be the same as that of other teachers.

(31)

their University or College to treat them well, just as the University or College in its turn ought to be able to trust its teachers.

35. The attention of the Committee was directed to the question of promotion, and the age-long dispute between promotion by merit or by seniority was mooted. The Committee do not feel able to lay down any general rule ; but, broadly speaking, they are of opinion that a Junior Lecturer in Universities and Colleges should ordinarily be considered as eligible for promotion to the Senior Lecturer grade if he establishes his claim by merit and by successful teaching service.* Promotion to posts of Professor, Reader or Principal should, however, be governed exclusively by merit, and seniority alone, even with a long teaching experience, should not be able to establish a claim to them.

36. Another question raised before the Committee related to the transfer of teachers from one University or College to another and whether in such circumstances the teacher should be entitled as of right to count his previous service in determining his salary or pension in the new service. Here again it seems to the Committee difficult to lay down any general rule, since one is not always dealing with comparable circumstances. Previous salary ought certainly to be taken into account ; and in ordinary practice the teacher transferring from one institution to another ought not to be offered a salary less than the salary he was receiving in his previous post. All matters of this kind, however, will be much more satisfactorily adjusted by mutual arrangements between the Colleges and the Universities concerned.

37. The Committee have considered whether it was desirable to lay down any general rules as to the size of classes. It is certainly the case that teachers are sometimes required to lecture to classes far beyond the capacity of the average man to influence or even control ; and to that extent the question of the size of classes is involved in the teachers' conditions of service. Here again no general rule seems feasible ; but the Committee offer the following suggestions which those of their number with considerable practical experience in such matters are of opinion would be reasonable. Lecture classes in theatre lecture-rooms should not exceed 150 students at a time ; lecture classes in ordinary class rooms should never be for more than 75 students at a time. For practical work in laboratories there should be one supervisor or tutor for every 20 students. For clinical work in Medical Colleges and practical work in Technical and Engineering Colleges or Departments no teacher should have more than 12 students at a time. So far as lecture classes are concerned, the Committee are of opinion that it may be no less important to lay down the square space required for each student, since then the classes will limit themselves. The report of the School Buildings Committee of the Central Advisory Board of Education recommends that there should be 12 sq. ft. in the class room for every school pupil and a minimum mean height of 12 ft. where the roofs are not flat. The cubic space for College students in any class room should, if anything, be more than this ; and certainly in no case should it be less.

38. The Committee are strongly of opinion that there ought to be some fixed ratio between the number of students in, e.g., a College and the number of teachers in the service of that College. A ratio of 20 : 1 appears to them not unreasonable as a general rule ; but for post-graduate and honours classes the ratio should be 12 : 1 or even 10 : 1 for the former and perhaps 15 : 1 for the latter. Not less important is the establishment of a ratio between Lectureships and Assistant Lectureships, and the Committee are of opinion that a ratio of 2 : 3 is reasonable.

NOTE ON INTERMEDIATE COLLEGES.

39. The Committee anticipate that in course of time intermediate classes will be absorbed partly by the three year degree courses in the Universities and partly by the schools and for this reason they have not taken into special consideration teachers employed in intermediate Colleges but so long as Colleges of the intermediate standard

*Some members of the Committee would prefer a single scale for Lecturers, e.g., Rs. 210—15—300 E. B.—20—500, which would get rid of the Junior Lecturers grade altogether.

exist, they think it right to recommend minimum qualifications for Lecturers at such Colleges and also appropriate salary scales. Lecturers in Intermediate Colleges should in the opinion of the Committee at least have a second class M..A. degree and should be paid Rs. 150—15—255. Principals of Intermediate Colleges should be chosen not less for their administrative ability and for their academic attainments, and should be paid not less than Rs. 250—25—500.

THE FINANCIAL IMPLICATIONS OF THE COMMITTEE'S RECOMMENDATIONS.

40. The Committee realise that the recommendations which are made in this report, if adopted by Universities and Colleges, must inevitably mean a substantial increase in expenditure. They realise also that Universities and Colleges must look mainly to an increase in the Government grants which they at present receive in order to meet this expenditure. They earnestly hope that all the Governments concerned will give their earnest attention to this vital question, since they have no doubt whatsoever that the money thus spent would bear fruit a hundredfold ; and indeed that expenditure of this order cannot be avoided if development of Universities in India is to proceed satisfactorily, so as to enable them to cope with the requirements of the time. The basis of Government grants varies with almost every University throughout India ; but the greater part of the expenditure upon education generally is upon teachers' salaries. This has been recognised by the Central Government in the case of one University, where the grant given to the constituent Colleges of the University is 50 per cent. of the sum expended on teachers' salaries, plus 20 per cent. on other approved expenditure, the teachers' salaries being on a prescribed scale. It seems to the Committee that this is an example which might well be adopted elsewhere, and they recommend it to the favourable consideration of the Governments.

41. The Committee have also observed the recommendations in the recent report of the Central Advisory Board on post-war development suggesting that the increases in the expenditure upon University education hereafter might be shared in whole or in part between the Centre and the Provinces ; and, if such a thing ever came about the 50 per cent. grant towards teachers' salaries might form a convenient basis for the calculation of a contribution from Central Government funds. The Committee realise, however, that these matters are not strictly within their terms of reference, though they believe that they will not be unduly criticised for touching upon them.

42. Lastly, the Committee desire to emphasize that nothing in their recommendations can be construed as an interference with the autonomy of any University ; and indeed the presence of a number of Vice-Chancellors as members of the Committee will be a guarantee of this. The Committee have done no more than suggest that the conditions of service of all teachers in Universities and comparable institutions should reach a certain minimum standard and should in no circumstances be allowed to fall below it ; and that there must be a minimum below which no University or College receiving Government assistance ought to be allowed to fall is, it is confidently submitted, a self-evident proposition. If the suggestions they have made with respect to the Governing Bodies of Colleges should be regarded as an interference, they can only reply that stipulations of the kind suggested are long overdue and should rather be regarded in the light of a much needed and inevitable reform. They cannot doubt that in a substantial number of Universities these or analogous conditions of service already exist, and that they are only absent elsewhere because of financial difficulties.

43. If, as the Committee hope, their proposals are endorsed by the Central Advisory Board, they believe that this report may convince Governments throughout India of the justice of the teachers' claims ; and they earnestly hope that in future it will be made a condition of every Government grant to a University or affiliated College that the conditions of service of the teachers do not fall below the standards which the Committee have thought right to recommend. If this can be done, an immense step forward will have been taken. The teachers' profession will have achieved the status which in the opinion of the Committee it ought to possess and will never in future lack a supply of properly qualified recruits, while the effect upon the educational progress of India will be almost incalculable. For these reasons the Committee very earnestly commend their proposals to all concerned and express the earnest hope that considerations of finance will not be permitted to stand in the way of their fulfilment.

(32)

ANNEXURE I.

FORM OF TEACHERS' AGREEMENT.

An Agreement made the .... day of ..... 19 .. between .... (hereinafter called the teacher) of the first part and the University or ..... [*or* the Governing Body of the ..... College] of the second part.

1. The University [*or* the Governing Body] hereby [*or*, as from the ..... day of .....] appoints the teacher as a member of the staff of the ..... University [*or* College] upon the terms and conditions hereinafter set out :

Provided that the teacher shall be on probation for a period of twelve months, and shall be confirmed in his appointment on the expiration of that period, unless not less than one month before the expiration thereof the University [*or* Governing Body] inform him in writing of their intention not to confirm him. (*This proviso shall be omitted in the case of Principals, Professors and Readers*).

2. The University [*or* Governing Body] shall pay to the teacher during the continuance of his engagement a salary at the rate of Rs.....p.m., rising by annual increments of Rs.....to a maximum of Rs.....p.m., and no increment shall be withheld without the consent of the University.

3. The teacher shall during the continuance of his engagement be entitled to the benefit of the Provident Fund maintained by the University [*or* Governing Body] for the teaching staff in accordance with the rules prescribed by the Government.

4. The teacher shall devote his whole time to the service of the University [*or* College], and shall not without the permission of the appropriate authority engage directly or indirectly in any trade or business whatsoever or in any private tuition or other work which may interfere with the proper discharge of his duties ; but this prohibition shall not apply to work undertaken with the permission of the Vice-Chancellor [*or* Principal] in connection with the examinations of a University, Board, or Public Service Commission.

5. The University [*or* Governing Body] shall be entitled summarily to determine the engagement of the teacher on any of the following grounds, that is to say :

Wilful neglect of duty ;

Misconduct or insubordination ;

Physical or mental unfitness ;

but save as aforesaid, shall not be entitled to determine the engagement of the teacher except only for incompetence or for good cause and after giving three months' notice in writing or payment of three months' salary in lieu of notice :

Provided that incompetence shall not be a ground for dismissal in the case of any teacher who has served for five years after being confirmed in his appointment.

ALTERNATIVE FORM TO PARA. 5.

The University [*or* Governing Body] shall be entitled summarily to determine the engagement of the teacher for misconduct, but subject as aforesaid shall only be entitled to determine the engagement after giving three months' notice in writing, or payment of three months' salary in lieu of notice, and for good cause.

6. The University [*or* Governing Body] shall not determine the engagement of the teacher whether summarily or otherwise without informing him in writing of the grounds on which they intend to take action and giving him a reasonable opportunity of stating his case in writing, and before coming to a final decision, shall duly consider the teacher's statement and if he so desires give him a personal hearing.

7. The teacher may at any time terminate his engagement by giving the appropriate authority three months' notice in writing.

8. (1) Any dispute arising in connection with the termination of the services of the teacher, except when on probation, by the University [*or* the Governing Body] shall be referred to the arbitration of an Appeal Committee of three independent

persons appointed by the Chancellor, who shall have power to inquire into all the facts of the case and to interpret the terms of this agreement, and their decisions shall be final and binding on both parties.

(2) The Indian Arbitration Act, 1940, shall apply to an arbitration under this clause.

9. On the termination of this agreement, from whatever cause, the teacher shall deliver up to the University [*or* the Governing Body] all books, apparatus, records and such other articles belonging to the College or to the University as may be in his possession.

10. The teacher shall be entitled to leave on full pay in accordance with the following provisions, save during any period after he has given or received notice of the determination of his engagement :—

(a) *Casual Leave.*—In case of any emergency arising from sickness in his family or other domestic reasons, for a period not exceeding 14 days in any one academic year of which not more than 10 days may be taken at a time.

*[(b) *Privilege leave.*—Fifteen days in any academic year on full pay or one month on half pay.]

(c) *Sickness leave.*—In case of sickness preventing the teacher from performing his duties, for a period not exceeding one month for every completed 12 months' service, vacations included, but not exceeding three months consecutively at a time or 18 months in all during the whole period of the teacher's engagement : provided that where a teacher is absent for more than five days on account of alleged sickness, the Vice-Chancellor [*or* the Principal] may require him to furnish a medical certificate that he is prevented by illness from attending, and if the certificate is not furnished, the teacher shall not be entitled to sickness leave on full pay during that period of absence.

*[ ] *Vide*—Last sentence of para. 30 of report.

[*Note* :—Neither casual (nor privilege) leave can be claimed as of right.]

ANNEXURE II.

Agenda.

A. *Training* :

1. To consider the minimum educational qualifications of teachers appointed to Colleges, teaching upto :—

(a) Degree Classes.
(b) Post-graduate Classes.
(c) Teachers Training Colleges.
(d) Technical Colleges.
(e) Agricultural and other professional Colleges.

2. To consider the content of additional qualifications—research or practical training or both—to be prescribed for teachers engaged in the higher stages of education.

3. To consider the desirability of providing facilities for research or further studies for teachers in service.

4. To consider whether it is desirable that teachers of technical, commercial and professional subjects should have a period of practical experience in Industry, Commerce, etc.

B. *Recruitment and Selection* :

5. To consider what steps should be taken to ensure an adequate supply of recruits to the teaching profession in each of the categories mentioned above having due regard to the minimum qualifications and to the ascertainable intake in any given area.

6. To consider suitable methods for appointment and selection of professors, readers, lecturers, etc., in the higher stage of education.

33

7. To consider the question of exchange of professors, etc. between (a) Indian and foreign Universities, and (b) among colleges and universities in India.

8. To consider whether it is desirable and practicable to set up a cadre of specialist teachers in certain subjects and utilise their services for specified periods in different institutions by rotation.

C. *Conditions of Service* :

9. To consider whether it is both desirable and practicable to prescribe minimum national scales of salary for teachers, men and women, in all categories.

10. To consider the minimum scales of salary for principals in different types of colleges and heads of departments in universities and larger institutions.

11. To consider the question of pension or provident fund for teachers in all recognised institutions.

12. To consider the desirability of granting study leave to teachers at reasonable intervals.

13. To consider whether in the interest of efficient instruction teachers should be permitted private practice in their professions, Engineering, Medicine, Law, etc.

14. To consider whether teachers transferred from one university or area, to another should be entitled, to count their previous recognised service in determining their salaries and pension in the new sphere of their service.

15. To consider the question of probationary period and security of tenure of teachers in all recognised institutions.

16. To consider such matters as size of classes, hours of work, sick leave, age of retirement, etc.

17. To consider any other matters relevant to the terms of reference.

APPENDIX H.

Memorandum on Item X of Agenda.

Report of the Agricultural Education Committee of the Central Advisory Board of Education, 1944, as amended and adopted by the Board at their annual meeting in January 1945.

At their tenth meeting held at Baroda in January 1944, the Central Advisory Board of Education considered the report of the Committee appointed by them to explore the mode of developing the facilities for technical education (including art and commercial education) in the country as a whole. In view of the great importance for this country of Agricultural Education, the Committee had left it out of their deliberations and had recommended the appointment of a special Committee to consider the problem in all its aspects. The Board therefore appointed the following Committee to examine and report on the problem of Agricultural Education :—

W. H. F. Armstrong, Esq., C.I.E., M.A., I.E.S., D.P.I., Punjab.

The Hon'ble Pir Illahi Bakhsh Nawazali, Minister for Education, Sind.

Rao Bahadur Sir V. T. Krishnamachari, K.C.I.E.

Gaganvihari L. Mehta, Esq., M.A. (Ex-President, Federation of Indian Chambers of Commerce).

S. N. Moos, Esq., C.I.E., M.A., I.E.S., D.P.I., Bombay.

John Sargent, Esq., C.I.E., M.A., Educational Adviser to the Government of India.

Sardar Bahadur Sardar Ujjal Singh, M.A., M.L.A. (Punjab).

The Chairman was authorised to nominate a suitable number of agricultural experts to serve on the Committee.

2. In accordance with the power conferred by the Board, the Chairman of the Board invited the following additional members to serve :—

1. L. K. Elmhirst, Esq., Special Adviser, Agricultural Department, Government of Bengal.

2. Dr. Sam Higginbottom, Principal, Agricultural College, Naini.

3. Sir Pheroze Kharegat, C.I.E., I.C.S., Additional Secretary to the Government of India, Department of Education, Health and Lands.
4. Dr. F. C. Minett, D.Sc., M.R.C.V.S., Director, Imperial Veterinary Research Institute, Mukteswar-Kumaon.
5. Sri Rao Bahadur G. N. Rangaswami Ayyangar, Madras.

3. The Chairman of the Board appointed Rao Bahadur Sir V. T. Krishnamachari as Chairman of the Committee.

4. The Committee met at New Delhi on the 11th and 12th December 1944. The following members were present :—

1. Rao Bahadur Sir V. T. Krishnamachari (Chairman).
2. W. H. F. Armstrong, Esq.
3. Dr. Sam Higginbottom.
4. Sir Pheroze Kharegat.
5. Dr. F. C. Minett.
6. Sri Rao Bahadur G. N. Rangaswami Ayyangar.
7. John Sargent, Esq.

Dr. D. M. Sen, M.A., Ph.D. (London), Secretary, Central Advisory Board of Education, was Secretary of the Committee.

The following members were unable to be present :—

1. L. K. Elmhirst, Esq.
2. The Hon'ble Pir Illahi Bakhsh Nawazali.
3. Gaganvihari L. Mehta, Esq.
4. S. N. Moos, Esq.
5. Sardar Bahadur Sardar Ujjal Singh.

5. The agenda which the Committee considered is set out in the annexure. The following additional papers were circulated to the members :—

(1) A note on the existing facilities for Agricultural Education in India.
(2) Note by Dr. Sam Higginbottom, Principal, Allahabad Agricultural Institute.
(3) Report of the Committee on Post-War Agricultural Education in England and Wales.

6. The following papers were laid on the table :—

(1) A statement showing the facilities available in India for Agricultural Education (including Education in Animal Husbandry and Dairying).
(2) A statement showing the qualifications required of teachers in Agricultural (including Veterinary and Dairy) institutions in India and their scales of pay.

7. The Technical Education Committee (1943), whose Report has been endorsed by the Board and as a result of whose recommendation this Committee came to be appointed, observed that Agricultural Education, which includes Education in Animal Husbandry and Dairying, "should be regarded as an essential branch of Technical Education and should be closely linked up with the other branches." The Committee see no logical reason to differ from that view, but they are of opinion that in view of the special circumstances of India it will be necessary at any rate for some time to come to maintain the existing system and deal with Agricultural Education separately.

8. It is perhaps unnecessary to define here the nature, scope and function of Agricultural Education since they are essentially the same as those of Technical Education generally. It is therefore suggested that reference should be made to the Report of the Technical Education Committee in which the subject has been adequately discussed. All that need be done here is to point out that Agricultural Education should not be regarded as a single, uniform type of instruction. It must necessarily vary according to the needs of the different types of persons who will desire it. Broadly speaking, some will require instruction in an agricultural science and others training in scientific agriculture. A proper system of Agricultural Education should therefore aim at providing, (a) general education, combined with practical training in agriculture suited to the needs of future farmers, and (b) special education for persons who will advise farmers as administrators or organisers, and (c) more advanced scientific and practical instruction of different standards for those persons whose object it is to be teachers or research workers.

9. The existing facilities in this country for Agricultural Education can at best be described as meagre. There are at present in British India, in addition to (a) the Imperial Agricultural Research Institute, the only institution of its kind, (b) seven Agricultural Colleges, (c) two Arts and Science Colleges which have a Department of Agriculture, and (d) 19 Agricultural Schools. On the Animal Husbandry side there are, besides (a) the Imperial Veterinary Research Institute, Mukteswar, the only post-graduate institution, (b) five Veterinary Colleges. For education in Dairying there is only the Imperial Dairy Institute, Bangalore, though the Allahabad Agricultural Institute also provides training for the Indian Dairy Diploma. While no stage of Agricultural Education is adequately provided for, one is particularly struck by the niggardly provision for research and by perhaps an even greater neglect of the needs of practical farmers, including cattle farmers and dairymen.

Nor can the existing provision be considered satisfactory in regard to the quality of instruction. With a few notable exceptions, the instruction given in the existing institutions tends to be somewhat too theoretical or, at best, too idealistic and unrelated to the actual conditions of the country. It would perhaps not be an unfair comment to say that a graduate in Agriculture who is placed on a farm is likely to find that he must unlearn a great deal before he can utilise properly the useful knowledge of certain fundamental principles which he has acquired. If, therefore, the Agricultural branch of education is to play its proper role in the impending development of the country, it must be improved very considerably and at once.

10. Apart from the needs of private farmers and teachers in agricultural institutions, increased and improved facilities are required to meet the requirements of the development programmes of the Agriculture Departments of the Central and Provincial Governments. It is estimated that during the next 10—15 years the personnel required by Government Departments for the development of Agriculture and Animal Husbandry will be as follows :—

Agriculture :
20,000 Field Assistants (Kamdars).
10,000 Non-graduate Assistants.
1,500 Graduate Assistants.
300 Gazetted Officers (Class and Class II).

Animal Husbandry :
20,000 Stockmen.
4,000 Inspectors. (Graduates, or the rank of Veterinary Assistant Surgeons).
550 Gazetted Officers (Class I & Class II).

To enable one to consider the full implications of the above programme, so far as institutions of Agricultural Education are concerned, the nature and length of the training required for the different grades of personnel may also be stated here.

Agriculture :

Field Assistants.—One year's course at a Farm Institute which will be located on a Model Farm.

Non-graduate Assistants.—2 years' course at a special Agricultural School or the normal course at an Agricultural High School.

Graduate Assistants.—4 years' course at an Agricultural College or University.

Gazetted Officers.—A suitable post-graduate course of at least 2-3 years' duration.

Animal Husbandry :

Stockmen and Compounders.—One year's course partly at a Departmental laboratory and partly at a Farm Institute, which is equipped for training in Animal Husbandry.

Inspectors (or Veterinary Assistant Surgeons).—4 years' course at a Veterinary College.

Gazetted officers.—A suitable post-graduate course.

It is obvious that in order to meet these demands it is necessary to bring into existence as early as possible a comprehensive and planned system of Agricultural Education.

11. "Education from the earliest stages", observed the Technical Education Committee, "should aim at making boys and girls familiar with practical as well as academic subjects." From the point of view of agriculture, it may be added that adequate provision should be made in Junior Basic (Primary) Schools for Nature Study and practical gardening of an elementary character. A small garden is in any case a very desirable adjunct to a Junior Basic School. Apart from this, however, it is unnecessary to include Agricultural Education as such in the curriculum of any Junior Basic School.

12. (i) It can be assumed that a very large number of Senior Basic (Middle) Schools will adopt Agriculture as the basic craft which will integrate the entire curriculum. It will be in these schools that a boy or girl will obtain the first introduction to the regular study of Agriculture, and it will be these schools which will produce the bulk of farm hands and the lowest grade personnel of the Government Departments of Agriculture. In view of the practical character of the instruction to be given in these schools it is perhaps unnecessary to mention that they should also encourage their pupils to keep a few animal pets. The schools themselves will no doubt keep some for instructional purposes.

(ii) It is contemplated that there will be two main types of High Schools, (a) academic High Schools, and (b) those of a more practical type, called Technical High Schools. A variation of the latter will be the Agricultural High School, which will give the same standard of education as academic High Schools, except that its instruction will be more practical and will have a strong agricultural bias. It is to be expected that Agricultural High Schools will be mostly in rural areas, but there is no reason why such a school should not be located in a small country town or just outside what may technically be an urban area. Indeed, if the town and country are not to form two separate worlds, it is to be hoped that a large number of urban students will go into Agricultural High Schools and that Technical High Schools will contain a fair number of students from rural areas.

(iii) The lowest type of a professional institution for Agricultural Education will be the Farm Institute, which will be located on a Model Farm. It will in fact be rather the instructional side of a Model Farm. The Farm Institute will provide training for Kamdars and Stockmen.

(iv) It is contemplated that the existing type of a special Agricultural School will continue for the present but that it will be possible to do away with it when Agricultural High Schools have developed sufficiently.

(v) Students of Agricultural High Schools, and some perhaps of other High Schools also, will pass on to Agricultural Colleges or Agriculture Departments of Universities if they desire to proceed to higher studies and are fit to do so. These institutions will prepare students for the degree course which will be at least of 3 years' duration in the case of candidates proceeding from an Agricultural High School and four years' duration in the case of those who join after completing their course in an academic High School. These institutions will also prepare students for post-graduate courses of varying duration.

(vi) The top branch of the educational tree will be central institutes of advanced research, such as the Imperial Agricultural Research Institute and the Imperial Veterinary Research Institute. These institutes will provide facilities for the highest type of instruction and research and will be the principal recruiting ground for the highest class of experts and research workers.

In addition to the regular full-time courses which will be provided in the institutions detailed above, adequate facilities should also be provided for those who are already engaged in Agriculture in one capacity or another and desire to improve their knowledge, and also for High School leavers and such others as may intend to take up farming and wish to have a short course of practical training. It is, therefore, expected that Agricultural Colleges as well as special Agricultural Schools and Farm Institutes will also arrange short-term extension or refresher courses in particular branches of Agriculture and Animal Husbandry, including Veterinary Science, Dairying, Poultry Farming, Estate Management, etc. The nature, content and duration of the different types will be determined from time to time according to actual needs and in the light of experience.

(35)

13. It has been stated above that post-school Agricultural Education, except the most advanced types of research, will be provided in Agricultural Colleges or Agriculture Departments (or Faculties) of Universities. The latter have no doubt several advantages arising from the close association of their students and teachers with those engaged in other studies. It should, however, be emphasised that notwithstanding such advantages, if these Departments (or Faculties) of Universities are to serve as real alternatives to Agricultural Colleges, it is necessary that they should be adequately equipped and staffed.

14. The value of educational tours generally needs no emphasis. It is perhaps even greater for a practical subject like Agriculture. Indeed where students of Agriculture have once experienced the benefits of an educational tour they have almost always asked for more, even at considerable expense and inconvenience to themselves. It is therefore hoped that educational tours will be a regular and important activity of Agricultural Colleges and similar institutions.

15. Another extra-curricular activity, the need for which in agricultural institutions appears to be considerable, is the art of public speaking. This is particularly important for those who desire to serve as advisers to farmers. It is not an infrequent experience to find a field worker otherwise knowledgeable and efficient, who is quite unable to express himself clearly and make farmers understand what he is trying to tell them.

16. All school examinations will be conducted by appropriate educational authorities, and there will be no difference in this respect between schools with an agricultural character and other schools. In the post-school stage, however, the question of the examining authority arises, because in addition to Agricultural Departments attached to Arts and Science Colleges and Agricultural Departments (or Faculties) of Universities, there will also be independent Agricultural Colleges. The Committee are, however, of the opinion that, in order to maintain uniform standards and to secure a wide recognition for the students of Agricultural Colleges, all examinations for the Bachelor's and higher degrees should be conducted by Universities. Diplomas and certificates for short courses as well as for courses of advanced research will, however be awarded by the institutions concerned.

Where degrees or diplomas are awarded on the basis of an examination, it is suggested that there should be two external examinations in a four year course—one at the end of the first two years and the other at the end of the course. In the case of a three year course, however, there should be only one external examination at the end of the course. If it is considered necessary or desirable to hold one or more tests at earlier stages they should be conducted internally and should cause as little disturbance as possible to the progress of the course.

17. With the growth of a large and comprehensive system of Agricultural Education it will be still more necessary to ensure that the institutions concerned maintain proper standards of instruction and training. It is therefore suggested that the Imperial Council of Agricultural Research should set up a Council of Agricultural Education (including, as understood throughout this report, education in Animal Husbandry and Dairying). The functions of this Council will be mainly advisory, but it will be one of its most important duties to keep itself acquainted with the standards of instruction prevailing in the higher agricultural institutions. It should also be able to make its voice heard and thus ensure proper standards if it is given the power to endorse diplomas and certificates issued by higher institutions of agricultural education and also to make recommendations to the appropriate authorities in regard to the standards of agricultural instruction and examinations in Universities.

With regard to the composition of the Council it is obviously desirable that it should consist of persons who are regarded as experts in their own subject and whose word will therefore carry weight. It is also necessary that the Education Department should be represented on the Council so that proper co-ordination may be secured in the administrative field between the lower and higher stages of instruction.

18. The Committee considered the question of the qualifications and scales of salaries of teachers of Agricultural subjects, and they arrived at the following conclusions :—

(i) Teachers of Agriculture in Senior Basic (Middle) Schools should possess qualifications similar to those required for the teachers of other subjects, except that they should have undergone a course of practical training in Agriculture.

(ii) Teachers of Agriculture in Special Agricultural Schools and Agricultural High Schools must be at least graduates in Agriculture and should afterwards have received a year's practical training, partly in Agriculture and partly in pedagogy.

(iii) University or College teachers must possess at least a Master's degree in the subject which they are to teach. It is desirable that they should also receive some pedagogical training.

With regard to salary, the Committee considered that teachers of agricultural subjects should receive scales of salary similar to those of teachers of other technical subjects.

19. The Committee also considered the question of arrangements which should be made to enable suitable students in poor circumstances to take full advantage of facilities for Agricultural education. This question has already been considered by the Board in relation to education generally and also specifically in connection with Technical Education. It has been agreed that adequate provision should be made for a system of scholarship and maintenance allowances and also for hostel facilities. On the other hand, it is also generally agreed that the present level of tuition fees in the higher stages of education is very low for those who can afford to pay and considering the high cost of such education. The Committee assume that the same standards of fees and the same facilities for fee concessions, maintenance allowances and hostel accommodation will obtain in respect of Agricultural Education as in regard to the other branches of education.

20. In regard to the question as to which Department of Government should be in control of Agricultural Education, the Committee observed that the Board had accepted the recommendation of the Technical Education Committee that Technical Education being but a branch of education, should be administered, as it is administered in nearly every other country, by the same Department which is responsible for the other branches of education. The Committee recognise that there are strong arguments in favour of Education Departments being administratively responsible for Agricultural Education in the same way as for other branches of education. At the same time they feel that it would be impracticable to attempt to bring about such a change in the existing circumstances. The Committee therefore recommend that all Agricultural institutions except Senior Basic Schools, Agricultural High Schools, Agriculture Departments of Arts and Science Colleges and Agriculture Departments (or Faculties) of Universities should continue to be in the administrative charge of Agriculture Departments.

21. One advantage of the Agricultural Department being in control of Agricultural Education is that it can better serve to bring together the research worker and the farmer. It is suggested that an effective method to do this would be for the Agricultural Department to try to secure the co-operation of landlords and agricultural workers in various ways. Agricultural exhibitions, fairs and similar meetings should be encouraged, and every endeavour should be made to promote associations of agriculturists, including organisations of young farmers. The latter would be particularly important from the educational as well as from the purely agricultural point of view, and similar organisations have been found very useful in other countries. The 'young farmers' should be enrolled while still at school and should be permitted to continue their membership for a few years after they leave school. It is perhaps not too much to hope that if such youth organisations are set up properly they may appreciably raise the tone of the schools concerned and also do valuable propaganda work for education as well as agriculture in the countryside, without being conscious of their role as propagandists.

36

22. The following is a summary of the main conclusions and recommendations of the Committee :—

(1) Agricultural Education including education in Animal Husbandry and Dairying is logically a branch of Technical Education but in view of the special circumstances of India it will be necessary at any rate for some time to come to deal with it separately. Since, however, its scope and function are related so closely to those of Technical Education generally reference may usefully be made to the general conclusions contained in the Report of the Technical Education Committee of the Board.

(2) The aim of a proper system of Agricultural Education should be to provide (a) general education combined with practical training suited to the needs of future farmers, (b) more advanced scientific and practical instruction for those who will be called upon to advise farmers as administrators or organisers and also for teachers and research workers.

(3) The existing facilities for Agricultural Education are wholly inadequate to meet the probable requirements of the country in the near future, and it is necessary to bring into existence as early as possible a comprehensive and planned system of Agricultural Education.

(4) It is unnecessary to include Agricultural Education as such in the curriculum of any Junior Basic (Primary) School. All that is required at that stage is to make provision for Nature Study and practical elementary gardening.

(5) Beyond the Junior Basic stage agricultural instruction and training should be arranged in the following types of institutions :—

(i) Senior Basic (Middle) Schools, where Agriculture is adopted as the basic craft.

(ii) Agricultural High Schools. Schools, which combine General Education with a strong agricultural bias. These need not necessarily be located in rural areas only.

(iii) Farm Institutes (on Model Farms) where training will be provided for Kamdars and Stockmen.

(iv) Agricultural Schools imparting special education in Agriculture. Agricultural Colleges and Agriculture Departments (or Faculties) of Universities, which will prepare students for the Bachelor's degree in Agriculture covering a period of at least three years in the case of students passing out of Agricultural High Schools and four years in the case of those passing out of academic High Schools. Colleges and Faculties of Universities will also prepare students for post graduate degrees of varying duration.

(v) Central institutes of advanced research.

In addition to regular full-time courses, (iii), (iv) and (v) will also provide short term extension or refresher courses in particular branches of Agriculture and Animal Husbandry, including Veterinary Science, Dairying, Poultry Farming, Estate Management, etc.

(6) Agriculture Departments (or Faculties) of Universities, as distinguished from independent Agricultural Colleges, have several advantages arising from the close association of the students and teachers with those engaged in other studies.

(7) Provision should be made for the training of the personnel of the Agricultural and Veterinary Departments as follows :—

Agriculture Departments.

(a) *Field Assistants.*—One year's course at a Farm Institute.

(b) *Non-graduate Assistants.*—2 years' course at an Agricultural School or the normal course at Agricultural High Schools.

(c) *Graduate Assistants.*—4 years' course at an Agricultural College or University.

(d) *Gazetted Officers.*—Post-graduate courses of varying standards.

Veterinary Department.

(a) *Stockmen.*—One year's course.

(b) *Compounders (or Pharmacists).*—One year's course.

(c) *Veterinary Assistant Surgeons.*—3 to 5 years' course at a Veterinary College.

(d) *Gazetted Officers.*—Post-graduate courses of varying standards.

(8) All examination in the school stage will be conducted by the appropriate educational authorities. Examinations for the Bachelors' and higher degress should be conducted by Universities. Diplomas and certificates for short courses of advanced research will, however, be awarded by the institutions concerned. There should be two external examinations in a four year course—one at the end of the first two years and the other at the end of the course. In the case of a three year course, however, there should be only one external examination at the end of the course. All other tests should be conducted internally.

(9) In order to ensure that proper standards of instruction and training are maintained, the Imperial Council of Agricultural Research should set up a Council of Agricultural (including Animal Husbandry and Dairying). Education, with power to endorse diplomas and certificates awarded by agricultural institutions and also to make recommendations to the appropriate authorities in regard to the standards of agricultural examinations in Universities. The Education Department should be represented on the Council.

(10) Similar qualifications are required for teachers of Agriculture in Senior Basic (Middle) Schools or Agricultural High Schools as or teachers of other subjects, except that they must have undergone a course of practical training in Agriculture. University or College teachers must possess at least a Masters' degree in the subject which they are to teach, and it is desirable that they should also receive pedagogical training.

(11) Teachers of agricultural subjects should receive salaries similar to those of teachers of other technical subjects.

(12) The same standards of fees and the same facilities for fee concessions, scholarships, maintenance allowances and hostel accommodation should obtain in respect of Agricultural Education as in regard to other branches of education.

(13) While there are strong arguments in favour of Education Departments being administratively responsible for Agricultural Education, as for other branches of education, it is not practicable in the existing circumstances to effect this change at present and all agricultural institutions except Senior Basic Schools, Agricultural High Schools, Agriculture Departments of Arts and Science Colleges and Agricultural Departments (or Faculties) of Universities should continue to be in the administrative charge of Agriculture Departments.

(14) Every endeavour should be made to promote associations of agriculturists including organisations of young farmers who should be enrolled while they are still at school. Agricultural exhibitions, fairs and similar meetings should also be encouraged.

ANNEXURE I.

AGENDA.

1. To consider the scope and function of Agricultural Education including education in Animal Husbandry and Dairying, with special reference to the likely future needs of India.

2. To consider what types of institutions are required for a comprehensive system of Agricultural Education and to define their special function and place in relation to the other branches of the educational system.

3. To consider the proper relationship of the higher branches of agricultural instruction, including research, to Universities and institutions of University rank.

4. To consider how far the provision for Agricultural Education should consist of full-time or part time courses designed for these already engaged in Agriculture.

37

5. To consider the nature, content and duration of the main types of courses to be provided, including part-time courses.

6. To consider the question of Examinations at the different stages of Agricultural Education.

7. To consider the question of the recruitment, training and conditions of service of teachers for institutions of different types imparting Agricultural instruction.

8. To consider what arrangements should be made for enabling suitable students in poor circumstances to take full advantage of facilities for Agricultural Education.

9. To explore the best means of organising and administering Agricultural Education in order to meet the needs of the country as a whole.

10. To consider what Department of Government should be generally in control of Agricultural Education.

11. To consider what steps should be taken to secure the active co-operation of other Departments concerned with technical problems of Agriculture as well as with landlords and agricultural workers.

ANNEXURE II.

VIEWS OF MR. L. K. ELMHIRST, SPECIAL ADVISER, AGRICULTURE DEPARTMENT, GOVERNMENT OF BENGAL.

Fundamental, of course, to the whole position in India, is the need for elementary education of the right kind and there will be no major progress in agriculture until every cultivator can read and write and understand the elements of the problems he is trying to cope with. In advanced agricultural countries, more and more of this wider knowledge is being given at the elementary stage of education as part of the biological, chemical, physics and botanical training. All the new rural senior schools (age range 11 to 15) in Devonshire have space for the teaching of biology, chemistry, physics and carpentry as well as of domestic economics and science for the girls. In New York State, after a period (say 1910-1925) during which very many of the leading farmers took degrees at the state agricultural college degree courses came to be reserved almost wholly for technical specialists, research men and the advisory staff and the future farmer obtains his advanced training through the rural high school which has a highly qualified teacher and especially equipped laboratories for this work, well described in Higginbottom's note. After he leaves the High School, the four H. Clubs organisation carries the latest scientific and economic advice to him on his father's farm and thereby save considerable sums, at one time spent by the state in trying to get ideas into the heads of ill-educated adult farmers and their wives, he would be farmer. He can still attend special and short courses at his State University and takes every advantage of this privilege.

I have little doubt that all other countries have to go through the same stages but the U.S.S.R. did succeed in speeding up the whole process of education by taking boys and girls into national service organisations for their period of conscription and in using this training as a broad and technical education instead of attempting an extension of High School and University facilities which would have taken a number of years.

Such a course would be entirely logical in India and would be the least expensive method of speeding up general progress. What I am getting at is that it is no use proliferating advanced education and research at the top unless there is a proliferation of intelligence and an improvement of "reception" at the bottom.

My last suggestion is that the Provincial Departments of Education should enrich elementary education with practical science and workshop teaching and be responsible for an education with a strong rural basis, not bias, up to the end of both elementary and secondary education in rural area and that during this period, the closest collaboration should be established between the Departments of Education and Agriculture over curricula and equipment. In Devon, the County Agricultural Advisory Staff (called in the U. S. A. Extension) offer a wide range of specialist teachers who visit the rural senior schools giving courses in special skills. The Universities with similar collaboration should be responsible for the University and technical college training of rural

specialists. Institutes for Advanced Research and Training should always be set up in the neighbourhood of Universities but should not necessarily be run by them but preferably be under a body like the I.C.A.R. upon which the Department of Agriculture and the University authority and the public would be represented.

Behind all your questions lies a still bigger one and, that is, the economic policy, welfare aim and social objective of the State. No private landlord or tenant farmer can any longer afford from his private pocket to instal into rural areas that wide range of utilities and services, educational, scientific, economic and welfare which rural areas need. These can from now on be provided by the State alone or in financial collaboration with the farmer and/or landlord. The State too must stand as an economic unit within the international economy of the future. Farm prices in India and the need of the world and India for her rural output must bear an economic relationship to India's own rural requirements if she is ever going to have the educational structure she requires.

APPENDIX J.

Memorandum on Item XI of Agenda.

Interim Report of the Religious Education Committee of the Central Advisory Board of Education, 1944.

Not printed.

APPENDIX K.

Memorandum on Item XII of Agenda. (Part I).

Report of the Administration Committee of the Central Advisory Board of Education, 1944, as amended and adopted by the Board at their annual meeting in January 1945.

At their Tenth Meeting held at Baroda in January 1944, the Central Advisory Board of Education considered further the Memorandum on Post-War Educational Development in the light of observations received from the Inter-University Board in India and the Indian Public Schools Conference. The Board were of opinion that the successful operation of their plans for post-war development would require important administrative changes and that a readjustment would be necessary amongst the various bodies now concerned with the Primary and Secondary stages of education. They accordingly appointed the following Committee to examine and report on the issue :—

Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., LL.D. (Ex-Chief Justice, Federal Court, India), Vice-Chancellor, Delhi University.

The Hon'ble Mian Abdul Haye, Minister for Education, Punjab.

Dr. W. A. Jenkins, C.I.E., D.Sc., I.E.S., Director of Public Instruction, Bengal.

Dr. V. S. Jha, Ph.D., Divisional Superintendent of Education, Central Provinces.

S. N. Moos, Esq., C.I.E., M.A., I.E.S., Director of Public Instruction, Bombay.

The Hon'ble Khan Bahadur Saiyidur Rahman, Minister for Education, Assam.

John Sargent, Esq., C.I.E., M.A., Educational Adviser to the Government of India.

Sir Meverel Statham, C.I.E., I.E.S., Director of Public Instruction, Madras.

Dr. (Mrs.) Malini B. Sukthankar, M.B.B.S., J.P.,

W. G. P. Wall, Esq., M.Sc., I.E.S., Director of Public Instruction, United Provinces.

2. The Chairman of the Board subsequently appointed the following additional members :

1. W. H. F. Armstrong, Esquire, C.I.E., M.A., I.E.S., Director of Public Instruction, Punjab.
2. Sir V. T. Krishnamachari, K.C.I.E., Ex-Dewan of Baroda.
3. Rao Bahadur V. P. Menon, C.I.E., Reforms Commissioner.
4. K. G. Saiyidain, Esq., B.A., M.Ed., Director of Education, Kashmir State.

38

3. The Chairman of the Board appointed Sir Maurice Gwyer as Chairman of the Committee.

4. The Committee met at New Delhi on the 13th December 1944. The following members were present :—

1. Sir Maurice Gwyer (Chairman).
2. W. H. F. Armstrong, Esq.
3. Dr. V. S. Jha.
4. Sir V. T. Krishnamachari.
5. Rao Bahadur V. P. Menon.
6. The Hon'ble Khan Bahadur Saiyidur Rahman.
7. John Sargent, Esq.
8. Dr. (Mrs.) Malini B. Sukthankar.

Dr. D. M. Sen, M.A., Ph.D. (London), Secretary, Central Advisory Board of Education was Secretary of the Committee.

The following members were unable to attend :—

1. The Hon'ble Mian Abdul Haye.
2. Dr. W. A. Jenkins.
3. S. N. Moos, Esq.
4. K. G. Saiyidain, Esq.
5. Sir Meverel Statham.
6. W. G. P. Wall, Esq.

5. The agenda and papers circulated to the members of the Committee are set out in Annexures.

The Committee had before them the following papers :—

(1) An abstract statement of recommendations of the Central Advisory Board of Education and of its various committees with regard to control of education at various stages.

(2) A statement of the position with regard to the relationship between the Central authorities and Local authorities in respect of administration of education as obtaining in Britain and the U.S.A.

(3) A statement of administrative arrangements necessary for ensuring compulsory attendance.

(4) Extracts from "Organisation and Administration of Public Education" prepared by the Advisory Committee on Education, U.S.A., regarding (i) Relationships of Federal, State, and Local Units in the Administration of Education Functions and (ii) Suggested Improvements for State and Local Organisation and Administration of Education.

6. The Committee desire to state at the outset that they have interpreted their terms of reference as requiring them to supplement the recommendations which the Board have already made on the subject of educational administration and, where necessary, to amplify them or fill in certain important details. They do not propose to restate all the features of the administrative framework, a sufficiently clear outline of which is to be found in the Board's Report on Post-War Educational Development. It is against the background of that Report that the observations which the Committee have to offer should be viewed.

7. The Board have observed in their Report referred to above that the implementing of educational reconstruction will require vision and efficiency on the part of the responsible authorities. No less important will be the qualities of courage and a broad and objective outlook, in so far as many practices and conceptions which have assumed the authority of traditions will have to be discarded, and "in fact much of the present rambling edifice will have to be scrapped in order that something better may be substituted." (Board's Report on Post-War Educational Development.)

8. In the light of experience it cannot be considered unfortunate that the administration of education, particularly in the lower stages, should have been handed over to local bodies which for various reasons have proved unable to shoulder the responsibility. The question of administration of Primary Education by Local Bodies

has already been considered by the Board on several occasions. In 1937 the Board's Committee on Vernacular Education, presided over by Mr. B. G. Kher, then Premier of Bombay, reported that, in regard to education under local bodies, there was "sufficient evidence that generally the administration is lax in many ways." "We are aware", the Committee proceeded to remark, "that the policy of the Government of India is to train the people in the management of their own local affairs and that political education of this sort must in the maintake precedence of considerations of departmental efficiency', but there must be limits to the extent to which education can be allowed to form the training ground of our administrators.....we have little evidence to show that local bodies generally are developing a higher sense of civic responsibility in education administration."

Provincial reports for years past have presented a very gloomy picture of education under local bodies, and the Board at their Eighth Meeting in 1943 were constrained to recommend that, wherever possible, Provincial Governments "should assume full responsibility for the administration of primary education." All the evidence which has been available to the Committee supports this conclusion, and bearing in mind particularly the fact that the enlarged provision contemplated for even the Junior Basic (Primary) stage of education will be wholly beyond the means of local bodies, the Committee have no doubt whatever that it will be essential for Provincial Governments to assume full administrative and financial responsibility for all stages of school education. That even the Provincial Government may find it beyond its means to meet the cost involved and may require assistance from the Central Government does not in any case invalidate the conclusion set out above.

9. The above recommendation of the Committee is based solely on considerations of efficiency and on the need to ensure that the vast sum of money involved will be spent to the best advantage. At the same time they recognise the desirability of enlisting public interest as widely as possible in the educational system. With this end in view, the ultimate object should be to entrust functions in connection with educational administration to local bodies and suitable local individuals to the utmost extent that may be practicable. This can be achieved in several ways.

While Provincial reports leave no doubt as to the generally unsatisfactory level of educational administration by local bodies, there are nevertheless some whose administration is less open to criticism. Such local bodies therefore as are considered efficient in this respect may well be authorised by the Provincial Governments concerned to continue their educational functions under such conditions as the latter may prescribe, as long as those functions are efficiently discharged to the satisfaction of the Provincial Government.

Similarly, the resumption of all powers by Government in any area in regard to educational administration need not mean that the local body or bodies of the area will be divested of those powers permanently It is hoped that as education spreads more widely and opportunities for training in responsible self-government increase, there will come a further realisation among the public at large of the importance of an educational administration which is both efficient and unaffected by any personal or political considerations. As and when this hope is fulfilled, Provincial Governments will no doubt be ready to delegate progressively some of their educational functions to existing local bodies or to *ad hoc* bodies when it may be considered more desirable to establish these.

10. Elected public bodies cannot be expected under existing circumstances to contain any substantial proportion of members with real knowledge of and interest in education. Other means should therefore be adopted to enlist the services of such persons where they exist. It is suggested that each Provincial Government should establish for this purpose a central body with advisory functions. This body would be in constant contact with the Provincial Government and would represent to the latter the enlightened public opinion in regard to educational matters. In addition to this Provincial Advisory Board of Education, there should also be Regional Advisory Boards, which will be likely to possess a more intimate knowledge of local needs and conditions and will therefore be better able to deal with matters which require a more detailed consideration. It may be convenient that the regions of these latter bodies and the areas of divisional inspectors of schools should be coterminous.

It would not perhaps serve any useful purpose at this stage to attempt to prescribe the composition or define the functions of these Boards, beyond saying that their members should at any rate in the early stages, all be nominated by the Provincial Government and that their purely advisory functions should be concerned with all education upto the High School stage and also with Adult Education and Youth Service. The details of their constitution, powers and functions will be determined from time to time by the Provincial Government concerned, in accordance with local needs and in the light of experience. It is, however, hoped that when these Boards have been sufficiently well established it will be possible to broaden their functions and powers as they make progress.

11. In addition to these Advisory Boards, it would be well to associate educated and influential local individuals with educational administration, as managers of a school or group of schools, according to local needs and circumstances. These managers or managing bodies should be appointed by the Provincial Government and should be responsible to it either through the local educational officer or through the Regional Board if so determined. Subject, however, to the ultimate full control of the Provincial Government, they should be entrusted with as wide administrative powers as may be feasible (though the Committee would not include among these powers anything to do with the appointment of teachers) and encourage to exercise those powers with a full sense of responsibility and independence.

12. In most if not all Provinces there will no doubt be a large number of voluntary educational organisations and their relation to the administrative system will need consideration. Private, enterprise can play a very valuable part in the educational field, and it is desirable therefore to give voluntary organisations the fullest encouragement, both financially and otherwise. On the one hand, they should be given financial assistance in conducting their own educational institutions, provided always that those institutions offer facilities of a standard not lower than that of comparable State institutions. On the other hand, they should be given an opportunity of assisting the State with their knowledge and experience. It is therefore suggested that, in addition to any other steps that a Provincial Government may consider desirable in this connection, the voluntary educational organisations should be given adequate representation on the proposed Provincial and Regional Advisory Boards.

13. A co-operation problem of a different kind which is likely to arise is how to secure proper co-ordination between the lower stages of education and the University stage. At the moment instruction in high schools is to large degree subordinated to the requirements of the University courses but the problem will assume much greater importance when the lower stages of education generally and high school education in particular are planned on a wider basis and the interests of those pupils who will not proceed to a University are provided for. To preserve the requisite contact with Universities it is suggested that the Provincial Advisory Board of Education should be given representation on the principal executive and academic bodies of the University or Universities of their respective areas. It should be sufficient if the Board is allowed to nominate to each body two representatives, including the Director of Public Instruction of the Province. In some cases the Director of Public Instruction is already an ex-officio member of such bodies.

14. The subject of Technical Education, including questions of organisation and administration has already been dealt with fully in the Board's Report on Post-War Educational Development and in the Report of the Technical Education Committee (1943). It is unnecessary to deal with those matters again here; but the Committee envisage the need for regional committees or councils, in addition to the All-India Council of Technical Education. The territorial jurisdiction of these councils or committees should be determined by economic considerations rather than by existing administrative boundaries.

15. The Board's proposals for universal compulsory education if they are to be administered effectively require a new branch of the educational service, namely that of School Attendance Officers. An efficient service of School Attendance Officers is indispensable to the satisfactory working of a system of compulsory education.

At first the role of School Attendance Officers will be an unpopular one, but it is to be hoped that gradually the function of these officers will come to be less one of bringing pressure to bear on parents and prosecuting them and more one of acting as 'guides, philosophers and friends' to children and their parents. It is therefore necessary in the larger interests of education both that these officers should be very carefully selected for their fact and personality and that they should be kept separate from the inspectorate and other branches of the educational service.

It is suggested that there should be a Chief School Attendance Officer for each Province and under him Regional School Attendance Officers, District School Attendance Officers and School Attendance Officers. The last mentioned should be of the status of Senior Basic (Middle) School teachers and should be paid at roughly the same rate. They will not be required to undergo the usual teacher training course but will be given a special training suited to their work.

16. Any organisation for enforcing attendance at school must aim at securing the co-operation of parents by persuasion and propaganda and should always regard legal compulsion as a last resort. It is therefore desirable to associate the parents in some way with the School Attendance organisation. It is suggested that wherever a Provincial Government is able to find suitable persons it should appoint School Attendance Committees consisting of members of local bodies or other influential local persons. Whenever a School Attendance Officer finds it necessary to take a parent to the court of law he should first submit the case to the local Committee where one has been set up, and a prosecution should be launched only after the Committee is satisfied that other means have failed.

17. It has been the general experience, particularly in this country that magistrates are often inclined to treat School Attendance cases somewhat lightly. This may perhaps be due to the fact that compulsory education is still a more or less rare phenomenon in India and there has not so far grown up an enlightened public opinion on the subject. With the introduction of universal compulsory education throughout the country, the whole community including the Magistrate will no doubt recognize the importance of seeing that it is properly enforced. A common complaint at present is the great delay which often occurs in the hearing of cases. It is most essential that this kind of case should be speedily disposed of; and the Committee suggest that special court days might be assigned for the purpose and that a rota of Magistrates should always be available for dealing with them.

18. Above all, the success of the School Attendance organisation will depend upon the possession by the School Attendance Officers of the right personality. The difficulty of obtaining so many persons of the right kind, particularly in the initial stages, is not overlooked. It will be still more difficult to recruit the right type of women in the numbers required; and on account of the *purdah*, the need for suitable Lady School Attendance Officers needs special emphasis.

19. The Committee wish to call attention at this stage to an obvious truth which nonetheless needs to be reiterated and emphasised. Whatever administrative arrangements may be made they shall fail in their object unless there are capable men to give effect to them. The most skilfully devised machine must break down sooner or later if it is unskilfully driven and this applies to the educational machine not less than to others. "Since it is not uncommon", observed the Board's Committee on Recruitment of Education Officers (1942), "in India or other countries to come across people who think there is something about Education which makes it unnecessary to pay its servants properly, the Committee think it desirable to record what might otherwise appear a truism, *viz.*, that if Education is to attract as good servants as other Services it must offer comparable rewards." If, therefore, there are to be any substantial developments in the educational field the first pre-requisite will be not only to strengthen very considerably the administrative staffs of the Central and Provincial Education Departments numerically but also radically to revise current ideas in regard to the salaries which should be offered to the persons whose function it will be to give concrete shape and impetus to far reaching schemes of development.

(40)

20. The Committee on Recruitment of Education Officers has indicated the scales of salary which may normally be considered reasonable. It is, however, necessary to emphasise another important point. Not only should those in the educational service be paid reasonably well, but it is even more important that they should be treated, in regard to salary and otherwise, as well as those in other services. An inferior scale of pay will mean an inferior personnel for the educational services, and a lower status will make it extremely difficult for that personnel to discharge its duties properly. "In Government Service, as in other walks of life" observed the Committee on Recruitment of Education Officers, "pay and prestige tend to be closely related and the Committee are in agreement with the Bengal Government that it will always be difficult for the Education Officer to hold his own with Officers of other services and particularly with district officers so long as they have reason to regard him as of inferior states."

21. Another point to which the Committee wish to call attention in this connection is the fact that the Secretary to Government in the Education Department is in every Province, except the Punjab, a member of the Indian or Provincial Civil Service. This matter has already been considered by the Board and the Committee are in entire agreement with the views of the former as expressed in their Report on Post-war Educational Development in India. "The Director of Public Instruction", observed the Board, "should be responsible to Government for the general administration of education (other than University and higher Technical education) throughout the Province. For this purpose he should be Secretary for Education, if such a post is really necessary, as well as Director of Public Instruction*. There can be no possible justification for interposing an officer without an expert knowledge of education between the Director of Public Instruction and the Minister or Board to whom he should be directly responsible." The Committee record the opinion, though they feel it should hardly be necessary to do so, that the Director of Public Instruction himself always be a person who combines high academic qualifications and considerable teaching experience with a wide knowledge of educational administration.

22. The Committee have attempted in the foregoing paragraph to indicate certain administrative rearrangements and readjustments which will be necessary if the Board's proposals for educational development are to be given effect to. Some of the Committee's recommendations, it should be mentioned, are equally valid and urgent with reference to the existing system. But, whatever the administrative arrangements, a large scheme of development such as that contemplated requires for its success a large measure of good will and a spirit of co-operation. It will demand an attitude of give and take and a sense of community of interest between one Provincial Government and another and between Provincial Governments and the Central Government.

It appears probable that no Provincial Government will be able to meet the total expenditure on those stages of education for which it will assume responsibility, and that the Central Government will therefore have to give financial assistance to Provinces on an adequate scale. In that event it will be open to the Central Government to attach any condition to the grant which they would make from the central revenues including, if necessary, that expenditure met from such grants should be audited on their behalf as well as on behalf of the Provincial Government, though in a single audit. In addition to this, in order to ensure satisfactory co-operation it is suggested that a committee appointed by the Central Advisory Board of Education should visit each Province in receipt of financial aid from the Central Government, once in five years, or oftener, if the Provincial Government so requests or if it is otherwise necessary. The object of the visit will be to ascertain the progress which particular schemes of development are making and also to discuss with the Provincial Government any problems that may have arisen in connection with the carrying out of those schemes.

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* NOTE.—The Minister for Education, Bengal (The Hon'ble Mr. Tamizuddin Khan) desired it to be noted that he did not wish to express any opinion on this point.

23. The Committee are reluctant to make definite recommendations as to the manner in which the Provinces should co-operate *inter se*, particularly as the same arrangements may not be equally feasible for all Provinces. They nevertheless trust that it will be possible for Provinces to devise suitable measures which will ensure fullest co-ordination and co-operation between themselves. The Committee particularly hope that inter-Provincial barriers, for instance in regard to admission to Teachers' Training Colleges and other educational institutions, will progressively be broken down in the interest of co-operation.

24. The following is a summary of the Committee's main conclusions and recommendations :—

(1) Provincial Governments should assume full administrative and financial responsibility for all school education.

(2) Powers resumed by Provincial Governments may be redelegated by them either at once or at an early date to those local bodies whose efficiency can be depended upon or to *ad hoc* bodies that may be set up for this purpose.

(3) In order to enlist public interest in educational administration, each Provincial Government should appoint—

(i) A Provincial Advisory Board of Education, which should take cognisance of the whole field of Provincial education.

(ii) Regional Advisory Boards of Education.

These Boards will be concerned with Adult Education and Youth Service also, in addition to all education upto the High School stage.

(iii) Managers or Managing bodies for individual schools or groups of schools, exercising such powers as may be prescribed, as and when suitable local persons are available.

(4) In order to link up voluntary institutions with the general system voluntary educational organisations should be adequately represented on Provincial and Regional Advisory Boards.

(5) In order to secure co-ordination between the lower stages of education and education in the University stage, Provincial Advisory Boards should be represented on the principal executive and academic bodies of the University concerned by the Director of Public Instruction and one other member.

(6) The All-India Council of technical Education should have regional committees which may cover the areas of one or more provinces.

(7) There should be an efficient organisation of School Attendance Officers in each Province. The need for Women School Attendance Officers requires special consideration.

(8) When and where possible, School Attendance Committees consisting of members of Local Boards or other influential local persons should be set up to decide locally what cases should be sent for prosecution.

(9) It is essential that school attendance cases should be disposed of as speedily as possible and steps should be taken, if necessary, to assign special court days for them, with a rota of Magistrates who will be available to sit.

(10) No substantial developments in the educational field are possible without a very considerable strengthening of the administrative staff of Education Departments, both qualitatively and quantitatively. It is also necessary that the salary and status of educational officers should not be appreciably lower than those of comparable Government servants in other services.

(11) In the event of the Central Government giving a grant to a Provincial Government for an approved scheme of development, the former may require as one of the conditions to be attached to the grant that the Provincial accounts should be audited on behalf of the Central Government as well as the Provincial Government, though in a single audit. In addition to this, in order to ensure satisfactory co-operation it is suggested that a Committee of the Central Advisory Board of Education should visit a Province once in five years, or oftener if necessary, to discuss the progress of development schemes and other matter of common interest.

(12) Suitable means should be devised to ensure the fullest co-ordination and co-operation between Provinces, and inter-Provincial barriers, *e.g.*, in regard to admission to teachers' Training Colleges and other educational institutions, should not be allowed to impede the working of the Educational system in any province.

ANNEXURE I.

AGENDA.

To consider what arrangements or readjustments are necessary in order to improve the machinery of educational administration and hereby to facilitate the introduction of a comprehensive system of public instruction on the lines contemplated by the Central Advisory Board of Education with particular reference to the following matters :—

1. Arrangements for the administration and control of different stages and types of education such as Basic (Primary and Middle) Schools, Junior Technical Schools, High Schools (Academic and Technical, including Art, Commercial and Agricultural), Universities Senior Technical Institutions and Adult Schools.

2. The extent to which it may be desirable and practicable to provide for popular representation on educational bodies and to recognise and encourage the activities of voluntary organisations.

3. The need for strengthening the administrative staffs of Education Departments, including the question of status of educational officers *vis a vis* other Government servants.

4. The administrative arrangements necessary for ensuring compulsory attendance.

5. The best way of securing essential co-operation in regard to post-war development between individual Provinces and between Provinces and the Centre.

ANNEXURE II

A SUMMARY OF THE PRESENT POSITION AND THE SUGGESTIONS MADE BY THE DIRECTORS OF PUBLIC INSTRUCTION AND SUPERINTENDENTS OF EDUCATION

A.—Provinces

Assam.—Primary education is subject to "Dual Control". It is partly in the hands of Government and partly under the Local Bodies and Mission Agencies. To remove this evil the Government of Assam have set up a Committee to advise about the spread of primary education with a view to the liquidation of illiteracy, including the question of taking over control from the Local Bodies and others.

As the Secondary Education, the 'Middle' stage is mainly a responsibility of the Provincial Government while the High School stage is controlled by the Calcutta University in many respects.

Bengal.—By the Primary Education Acts of 1919 and 1930 Primary Education was made a responsibility of (a) Municipalities and (b) District School Boards and District Boards. Government exercises no direct material control over Primary Education. It seems very improbable that the Legislature would at the moment agree to the charges which are necessary for implementing the Report on Post-War Educational Development. This would involve

(a) drastic changes in the Primary Education Act with far greater authority resting with the Provincial Government than at present, and

(b) a completely new type of Secondary Education Bill which will ensure that Government can implement the general education policy.

The bringing into operation of a plan like that proposed in the Advisory Committee's Report will be of the greatest difficulty as far as Bengal is concerned.

Bihar.—(i) *Primary Education.*—Under the Local Self Government Act District Boards have been made responsible for the maintenance and management of primary and middle schools and they have been vested with powers to control their employees and also to a certain extent the subordinate inspecting staff who are the employees of

Government. This dual control leads to apathy and inefficiency amongst the subordinate inspecting staff. Primary Education should be state-controlled.

The rules in the Education Code have no sanction other than refusal or withdrawal of Government grants or of recognition of the schools.

The best arrangement would be to constitute a Provincial Board for Primary Education presided over by the Education Minister or Adviser and representative of all interests. There should also be district and sub-divisional *ad hoc* committees to whom powers will be delegated by the Provincial Board. The cost of Primary Education should be met from provincial revenues with contributions from local Educational cesses. The question of better organisation of the control of Primary Education is under the consideration of the Provincial Government.

(ii) *Secondary Education.*—Secondary (High School) Education is under the dual control of Government and the University of Patna. Government discharge their responsibility mainly through the Board of Secondary Education which is a non-statutory body. But in important matters the decisions of the Board are subject to the concurrence of the University. Secondary Education should be controlled by the Government while the University should be free to hold its own Entrance Examination and to grant such exemptions as it may like to candidates passing the School Leaving Examination of the Secondary Education Board.

(iii) *Technical Education.*—This is under the control of the Industries Department except at the University stage where the academic control is by the University and the administrative control by Government. Technical Education at the secondary stage should be under the control of the Secondary Education Board which may have to work through a committee on which industrial interests should be adequately represented. The Provincial Government have in the past decided that Technical Education should be under the Industries Department, the necessary coordination between Education and Industries being obtained by the fact that both these subjects are dealt with in the same Department of the Secretariat viz. the Education and Development Department.

Bombay.—Primary Education.—The majority of Primary schools are maintained by Local Authorities. Of the total of 20,000 primary schools, 12,000 are Local Authority Schools and 8,000 private schools receiving grants-in-aid from the Local Authority or from Government direct.

Under the Primary Education Act of 1923 the administration and control of Primary Education, including inspection of schools was, transferred to Local Authorities who functioned in this connection mainly through School Board. The Act was amended in 1938 and the inspecting staff was taken over by the Education Department from the Local Authorities. The School Boards however still retain the power of determining the general policy and the budget and are thus in a position to interfere with the duties and powers of the Administrative Officer.

In the opinion of the Director of Public Instruction, Bombay, if Primary Education is to be made compulsory, it will be necessary to take over complete control of Primary Education from Local Boards by Government as the major portion of the expenditure will have to be met from taxes, Provincial or Central.

Secondary Education.—Out of the 900 Secondary Schools, 25 are maintained by Government, 200 by Local Boards and the rest by private bodies with aid from Government. The only control exercised by Government is through the Grant-in-aid Code. Most of the schools are over-crowded and ill-equipped and the conditions of service of teachers are far from satisfactory. Raising of the salaries of teachers and generous increase in grants alone can improve the condition of these schools.

Technical Education.—There is a Board of Technical and Industrial Training which looks after all Trade (Junior Technical) Schools, All Primary and Secondary Schools with a vocational bias are under the control of the Education Department.

C. P. & Berar.—The present position is as follows :—

(i) *Primary Education.*—The responsibility for provision of primary education rests on Local Bodies and private societies. Government pays grants-in-aid, employs an inspectorate to see that the prescribed standard of efficiency is maintained. It also maintains some primary schools the great majority of which are girl schools. The question of assuming full responsibility by Government has been postponed for consideration after the restoration of the normal constitution.

(ii) *Pre-Primary Education.*—This is left to private enterprise.

(iii) *Secondary Education.*—Development and establishment of Secondary Schools are left to private enterprise, Government providing model High and Middle Schools at selected places and giving grants-in-aid to selected Private and Municipal schools. Government also employ an inspectorate to see that the prescribed standards are maintained. The High School Education Board exercises control over courses of studies and examinations.

(iv) *Technical, Commercial and Art Education.*—Handicraft schools are controlled by the Department of Industries. An Engineering College affiliated to the University is maintained by the Education Department. The Education Department also provides a number of stipends for the study of Engineering and Art outside the Province.

(v) *Adult Education.*—Schemes for the establishment of adult schools by Local Bodies with the aid of Government grants have been in force. But local enthusiasm has waned. Some libraries are maintained by Local Bodies with the aid of Government grants.

N. W. F. P.—(i) *Primary Education.*—The agencies mainly concerned with primary education are—

The Local Bodies, private aided bodies like the Christian Missions and the Islamia Khalsa and Hindu School Managing Committees, Government administration in agencies and tribal areas and some States.

No difficulty is experienced by the Education Department in exercising the requisite amount of control on primary schools, except those under Local Bodies. For the reason that the Local Bodies are given excessive executive powers with regard to appointment, transfer, dismissal, etc., of school masters serving in their schools. This is particularly anomalous in view of the fact that Government meet 9|10ths of the expenditure on primary schools and almost the entire expenditure on secondary schools incurred by District Boards. The powers given to them have not been exercised judiciously by the Local Bodies.

Primary education if it is to function efficiently should be taken over entirely by Government and the Municipalities and District Boards, should make fixed contributions amounting to 15 to 20 per cent. of their gross revenues.

(ii) *Secondary Education.*—The remarks in the above paragraph hold good in respect of secondary education under Local Bodies. The entire control should be in the hands of the Provincial Government who should meet the entire expenditure except in the case of denominational and state institutions where the present system of grants-in-aid should continue. A suggestion to this effect has been made by the Director of Public Instruction and is being considered by the Local Government.

Punjab.—(i) *Vernacular Education.*—Vernacular Education, both primary and secondary, mostly rests with the various Local Bodies in the province. There are practically no vernacular schools directly managed by Government. Private effort too is negligible and the few schools that exist will disappear when Government schemes for compulsory education are enforced.

Instances are not wanting to show how political, social and religious prejudices of the members of Local Bodies have influenced the administrative affairs of the schools to the detriment of educational advance. There are some bodies who have delegated some administrative powers to the officers of the Education Department but this delegation has been hedged round by provisos, which have resulted in complications. Financially the Local Bodies have reached the limit of their resources and if any advance is to be made, vernacular education must be financed on a provincial basis.

The Punjab Government being an elected democratic Government the taking over of control of primary education by Government cannot politically be regarded as a retrograde step. Or at least the delegation of adequate administrative powers by Local Bodies to educational authorities should be made compulsory and effective. This will call for amendments to the District Board and Municipal Committee Acts as well as the Punjab Education Code.

In order to keep local interest in education alive, the District Board and Municipal Committee Acts might be modified so as to enable each Local Body to organise an education committee with only advisory functions and duties. The committees may act as a

kind of liaison, between the Boards and the education department without interfering with administrative affairs.

(ii) *Relation of District Educational Officers to the Civil Authorities.*—The District Educational Officers should be sufficiently free and independent to carry out the educational policy of the Department without any direct interference from the heads of the civil administration of the districts or any other similar authority.

(iii) *Enforcement of compulsion.*—This requires the speedy and effective disposal of cases under the Compulsory Primary Education Act. Either the *D.E.O.'s should be given magisterial powers for a summary trial after they have passed the prescribed law examination or there should be separate magistrates for this work. Their work might be reviewed annually by the District Magistrates in consultation with the Director of Public Instruction.

(iv) *High School Education.*—The management of High Schools is at present divided among (a) Government, i.e., the Punjab Education Department, (b) Local bodies, and (c) Private organisations. The administrative position of High Schools under Local Bodies and private managements is not above criticism. Government have tried in recent years to safeguard the interests of the teachers in these schools by enforcing service rules for their benefit.

The objective of a good high school system being to secure the best talent for national service, it is desirable that High Schools should be run by the State. Government will have to subsidise non-Government schools also very generously in order to maintain a minimum standard of efficiency.

To meet the needs of children who fail in the selective test for High School education but whose parents may desire them to have such education, separate provision will be necessary on a no cost basis to Government.

Sind.—1. *Compulsory Education.*—There is a scheme under consideration to introduce free and compulsory education for boys between the ages of 6+ and 10+ within a period of 10 years by applying compulsion to 6 talukas every year.

2. Educational control has been resumed from all Local Boards except the Karachi Municipal School Board. An additional post of District Educational Inspector for Muslim Education has been created, bringing the total number to four, each being in charge of two districts.

3. The Director of Public Instruction should have the same rank as officers of the all-India services and in a small province like Sind, he should also be Secretary to Government.

4. Changes in pay and designation of the educational services together with other administrative changes will be needed when the introduction of the post-war scheme is taken-up. Local circumstances will have to be kept in mind when doing so.

B.—*Local Administrations.*

Ajmer-Merwara.—Present position :—

Primary Education.—Primary Education is mainly managed directly by the Government. The few private agencies in the field may disappear on account of the stoppage of the grant-in-aid hitherto paid by the District Board. All rural Primary Schools are mainly managed by Government. The contribution of the District Board is negligible. They meet a part of the contingent expenditure and the pay of 31 teachers borne on their cadre. The Municipal Committees of Ajmer and Beawar maintain certain Primary Schools and Primary and Secondary Schools respectively. The Nasirabad Cantonment Board give some aid to privately managed schools.

Secondary Education.—Secondary Schools are maintained by Government as well as private agencies. A few are managed by the Beawar and Kekri Municipal Committees, with Government aid.

Suggestions :—

(1) Government should take over all Primary Schools managed by the Municipal Committees at Ajmer, Beawar and Kekri.

*District Educational Officers.

(43)

(2) Government should ask these Committees to transfer their present expenditure on education to Government in the shape of their contribution towards education in the areas under their jurisdiction.

(3) The Inspecting and Ministerial staff of the Education Department need strengthening.

(4) Attendance Officers should be appointed to ensure compulsory primary education.

Bangalore.—(i) *Primary Education.*—Compulsion has not been introduced and there has been no need of it, as most parents readily send their children to school.

Of the 69 primary schools in the Civil and Military Station, Bangalore, 39 are Municipal Schools and 29 are aided. With effect from 1944-45 all municipal schools have been put in the charge of the Deputy Inspector of Schools and are under the general supervision of the Inspector. Thus the recommendation in paragraph 7 of Chapter XII of the Report on Post-War Educational Development has been given effect to.

(ii) *Secondary Education.*—The educational needs of the C. & M. Station are being met very fully so far as secondary education is concerned.

Coorg.—At present the province spends Rs. 3,05,581 on education, both primary and secondary. Of this Rs. 1,31,850 come from provincial revenues, the rest being contributed by Local Bodies and private agencies. Primary education has been mainly the concern of the District Board. The Government give a grant of Rs. 25,740 and the Local Bodies meet out of their revenues Rs. 1,73,731. Government should take up the responsibility for primary education. Coorg is a small area and there is hardly room for two organisations in the field. Moreover, the finances of the Coorg District Board do not permit of much advance in education.

The Chief Commissioner is the head of Education as he is the head of every other branch. He is advised by the Inspector of Schools of the Bangalore Cantonment area. Immediately under the Chief Commissioner is the District educational Officer on a scale of Rs. 225—10—325—25|2—350. He is also education member for the Coorg Legislative Council. Under him there is an Assistant Educational Officer on a scale of Rs. 75—5|2—100.

The present administrative machinery needs change. In the first place the District Educational Officer does not enjoy the same status and grade as the officers of similar position in other departments.

Similarly the scales of pay of the establishment of the *D.E.O. need to be raised. The *D. E. O. should be designated Director of Public Instruction and made the adviser to the Chief Commissioner. More posts for inspection should be created.

Delhi.—Primary Education—Present position.—Primary education is mainly the concern of the Local Bodies, *viz.*, the Delhi District Board the Delhi and New Delhi Municipal Committees and the Notified Area Committee, Civil Station, Delhi. A number of primary schools and primary departments of secondary schools also receive grants-in-aid from the Local Bodies on the recommendation of the Education Department.

The Superintendent of Education is an *ex-officio* member of the Delhi and New Delhi Municipal Committees. The District Inspector of Schools is an *ex-officio* member of the Delhi District Board and Chairman of the Education Sub-Committee. Certain powers formerly exercised by the Chairman of the District Board have been delegated by the Board to the District Inspector of Schools, the Superintendent of Education and the Assistant Superintendent of Female Education.

The Education Department acts in an advisory capacity in all matters relating to education.

The District Inspector of Schools, on behalf of the Superintendent of Education, acts as the educational adviser to the Notified Area Committee, Delhi.

The Government inspecting staff inspect all the primary schools.

The local bodies fully co-operate with the Government Inspectors in furthering the cause of education. There has been no clash between them as is usual elsewhere.

*District Educational Officers.

Secondary Education.—The Education Department recognises schools up to the Middle stage. Vernacular Middle education is administered by the Education Department of Delhi whereas the vernacular Middle Examination is conducted by the Punjab Education Department. In view of th small number of students from Delhi taking the examination, a separate examining body for the Delhi Province has not been constituted.

Secondary schools are managed variously by Government Local Bodies and private agencies.

The High School portion of secondary schools is recognised by the Board of Higher Secondary Education, Delhi.

In addition to being inspected by the Education Department the Higher Secondary and High Schools are inspected triennially by a Special Inspecting Committee of the Board.

Suggestions.—(1) Government should take over full control of Primary Education from Local Bodies.

(2) The Inspecting and Ministerial staff of the Superintendent of Education will have to be strengthened.

(3) Attendance Officers should be appointed to ensure compulsory education. The Superintendent of Education should have magisterial powers to punish offenders.

C. Indian States.

Baroda.—Primary Education.—No change in the administrative system is necessary since primary education is already state controlled. The present compulsory age which is 7 to 12, will have to be extended to 6 to 14, involving an increase in the number of schools, inspecting staff, etc.

Secondary Education.—This is imparted partly by Government and partly by private and public enterprise. Government's policy is to give liberal grants in order to encourage private enterprise. There are only 48 Government schools, out of a total number of 156.

Administration.—All forms of education are directly administered by the Education Department. The Colleges and High Schools however which are affiliated to the Bombay University are, in academic matters, subject to the rules and regulations of that University.

Although the State Government have not thought it proper to delegate any educational administrative powers to Local Bodies, there is a statutory provision of various advisory committees like the Taluka and District Education Committees consisting of non-official members nominated by Government to enlist public co-operation in the field of education. The District Committees alone have certain executive powers.

Several of the recommendations of the Board in this connection have already been implemented by the State Education Department. For those that are not yet in force, necessary adjustments will be made

Hyderabad.—Primary Education.—Primary education is free but not compulsory. It is entirely under the control of the State and recurring expenditure is met from State Revenues. Non-recurring expenditure on buildings, repairs, furniture, etc., of schools in rural areas is met by the Local Fund Department. There are also some schools which are aided from State Revenues.

Secondary Education.—Bifurcation for Secondary Schools for general education and Industrial Schools begins at the end of the primary course. The academic Secondary Schools cover two stages of three years each—the Middle stage, and the High School stage.

There are also Vocational and Technical Schools. The Board of Secondary Education controls the schools for general education while an Advisory Council advises on technical and vocational education. All schools, technical as well as academic, are under the control of the Director of Public Instruction.

Kashmir.—In Kashmir the control and supervision of both primary and secondary education rest entirely with the State Government. The position is, thus, in line with the recommendations of the Central Advisory Board of Education.

(44)

Mysore.—(i) *Primary Education.*—The Government resumed the control and administration of primary education from Local Bodies in 1941. Simultaneously with the resumption a Central Education Board for Elementary Education was set up to which each District Education Committee is entitled to elect one member. The latter have been constituted in order to retain local interest in Education. They function in an advisory capacity. The function of the Board is to consider the reports submitted by the District Education Committees and to advise upon all such matters as may be referred to it by the Education Department. The Director of Public Instruction has been appointed by Government as the President of the Board and the Deputy Director of Elementary Education as its Secretary.

79.5 per cent. of the primary schools are established and maintained by the State while 20.5 per cent. have their own committees of management.

(ii) *Secondary Education.*—Secondary Schools are largely maintained and controlled by the State, but private effort is in greater evidence at this stage and Municipal Councils are encouraged to open High Schools. In view of the need for educational reconstruction after the war a Board of Education similar to the Central Advisory Board of Education in India and functioning on identical lines has been set up by the Government with the Minister for Education as Chairman and including representatives of all educational interests in the State.

Many of the recommendations of the Central Advisory Board of Education in this connection have been anticipated in the State. The whole system of Education in State maintained and State controlled at all stages. Private effort is stimulated in pre-university stages.

The question of the improvement of the status and emoluments of educational officers is also under consideration.

Industrial Schools in the State are under the control of the Director of Industries and Commerce.

Travancore.—Secondary and Primary Schools are mostly managed by non-official agencies, the Government maintaining and directly administering only about one-fourth of the total number. The other receive grants according to the rules laid down by Government. Primary education covering a period of 4 years is free to all. There are no Local Bodies, properly so called, engaged in managing schools. The few that were tried were not successful and there is only one such school at present. Experiments were tried to create local interest in Education by appointing school boards, but this did not work satisfactorily. Some changes in this direction will be necessary in the future either in the form of an Advisory Board with Standing Committees to represent various branches of education, or separate boards for each of the important branches of education under the new scheme.

The final decision on all questions of policy and administration rests with Government. Control over educational organisations and institutions vested in the Director of Public Instruction is regulated by the Education Code. The Director of Public Instruction is not Secretary to Government (Education) as it is considered advantageous that matters affecting public interests intimately should be scrutinised from the standpoint of the general administration.

For inspection purposes the State is divided into four main Educational Divisions, with a Divisional Inspector at the head of each Division. Each Division has eight Districts, each District being under an Assistant Inspecting Officer. This *A. I. O. has control over all primary schools within his or her jurisdiction. He also inspects middle schools imparting instruction mainly in the mother tongue. Reading rooms and libraries which are the main agencies for adult education are also under the control of the Assistant Inspecting Officers. Such libraries are either maintained or assisted by Government.

Apart from ordinary schools with a vocational bias, technical schools are administered by the appropriate departments concerned, i.e., Agricultural Schools by the Director of Agriculture and Industrial Schools by the Director of Industries. Fishery Schools, which are merely primary schools for the fisherfolk are under the Education Department, Higher Technical Education is under the control of the University. There is much to be said for bringing all educational programmes of the pre-University grade

*Assistant Inspecting Officer.

under the Education Department. A special officer for the promotion of vocational and welfare work in schools has been attached to the Director of Public Instruction.

It is necessary for the State to secure representation for the Director of Public Instruction on All-India Educational Committees to enable the State to keep pace with the progress achieved outside.

The inspecting staff for separate girls' schools needs to be strengthened so that more frequent inspections may be made possible. For the same reason, the number of Divisional Inspectors needs to be increased.

On matters concerning school medical inspection the Director of Public Instruction, the Director of Public Health and the Surgeon-General take counsel and jointly advise the Government.

An Inspector of Muslim Education inspects the teaching of Arabic in schools and carries on propaganda for the extension of education among Muslims. The functions of the Protector of Backward Communities are largely educational combined with rural uplift work.

MEMORANDUM ON ITEM XII OF AGENDA (PART II)

Migration of students to educational institutions outside their own State or Province—Difficulties—Resolution of Standing Committee of All-India Women's Conference

It is suggested that the following resolution passed by the Standing Committee of the All-India Women's Conference held at Delhi at the end of November 1944 which has recently been received from the Honorary General Secretary of the Conference, may be taken up for discussion in connection with the Report of the Educational Administration Committee (Appendix L, Item XII of Agenda)—

"The Standing Committee of the All-India Women's Conference draw the attention of the members of the Central Advisory Board of Education to the substantial obstructions that confront students desirous of migrating to educational institutions outside their own State or Province, and request the Board to give full consideration to the question of an effective removal of such difficulties, particularly since they tend to retard the natural advance of education as a whole in the country."

APPENDIX L

MEMORANDUM ON ITEM XIII OF AGENDA

In para. 32 of their report the Committee appointed to consider the question of the training, recruitment and conditions of service of teachers made the following remarks : " The Committee recognise that apart from purely financial considerations, such matters as sick leave, size of classes, hours of work, holidays, etc., have an important bearing on the attractiveness or otherwise of conditions of service. They feel, however, that to frame suggestions in regard to matters of this kind on an all-India basis is a matter of extreme difficulty in view of differences in local circumstances, and they suggest that if the Board think it desirable that these questions should be investigated further, they should either instruct the Committee to take them into consideration and present a further report or should appoint a special committee for the purpose. ** **". The report of the Committee was adopted by the Board at their eighth meeting in January 1943 [vide page 10 (para. 18) of proceedings of 8th meeting]. The question of appointing a Committee as mentioned above is now submitted for the consideration of the Board.

APPENDIX M.

MEMORANDUM ON ITEM XV OF AGENDA

Inclusion of 'Education' as a subject of study in the degree courses

The Government of Bengal have suggested for the consideration of the Central Advisory Board of Education the question of the inclusion of 'Education' as a subject of study in the degree courses. The Principal of the Teachers' Training College, University of Calcutta, has adduced the following arguments in its favour in his note on the subject, which has been received through the Provincial Government. A copy of the full note is placed on the table for the information of members :

(a) A graduate with or without previous teaching experience joins a training college for a course of training extending over one year. Besides practical teaching

(45)

he studies subjects like Principles of Education, Educational Psychology, Educational movements, etc. The student generally devotes more time to the theory of education than to the practical aspects of the training programme. The period of training is inadequate in every College and it is difficult to cover the wide range of theoretical subjects and practical work prescribed for the course within the stipulated period.

(b) As the number of Training Colleges is limited, Secondary Schools are obliged to employ untrained teachers.

The normal solution to this difficulty is to increase the number of training Colleges and to equip them properly. But it has not been possible to establish new Training Institutions. The alternative is to include 'Education' in the list of subjects for the graduation course. This will provide the necessary theoretical background to the new entrant who joins the profession immediately after graduation. At least these will be better equipped than ordinary graduates in academic subjects.

(i) 'Education' as a subject of studies for the degree courses is a more suitable alternative than subjects like Economics, Sanskrit, Philosophy, etc., for one who has to take to the teaching profession. As an instrument of intellectual discipline, Education can stand its ground against any of the academic subjects which now constitute the degree course. As a liberalising and humanising influence, the subject, representing as it does the pragmatic side of human experience, has far more potentiality than any other academic subjects.

(ii) If Collegiate education should stress the vocational side, Education as a subject would draw a larger number of students than any others, since in any progressive country, teaching is by far the largest profession.

(iii) Those who have already had some grounding in educational theories during their degree courses will require only a short and intensive course of practical training for three or four months' duration. The training colleges will be able to organise two or three terms of courses for intending teachers.

(iv) In the absence of maintenance grants and other facilities a full one year training course is beyond the means of an ordinary teacher. Also schools find it easier to release a teacher for training for a short period than for full one year.

(v) To avoid the fear that the inclusion, of education will circumscribe the prospective teacher's knowledge of school subjects which he will be called upon to teach when he joins his school, it may be made obligatory for those who intend to join the teaching profession to take up an actual school subject like Mathematics, History, Geography or Civics, along with Education as a second subject. Also, Education may be made alternative to Philosophy or Psychology because it will include some portions of either of these two subjects.

APPENDIX N

MEMORANDUM ON ITEM XVI OF AGENDA

School of Indian Architecture and Regional Planning.

The Service Architects Organisation have prepared a scheme for a School of Architecture and Regional Planning in India after taking into consideration the experience of many well known schools of architecture in various parts of the world, and have drawn attention to the following points to be taken into account :—

(i) There is no existing International Architectural and Planning Institute whose qualifications would serve as a recognized standard of technical knowledge throughout the world. Under the circumstances the standards of the existing national Institutes have been accepted, and have been adapted for use as a basis, not only for the regeneration of Indian Architecture and Planning but also as a guide to similar Institutions all over the world.

(ii) Post-War World Reconstruction will need highly trained Architects and Planners to tackle the complex problems of Regional and City Planning and Development which will remove the obstacles hindering the aesthetic and spiritual

progress of the people. One of the objects of the School will be to initiate an International Institute of Architects which will not only create world Educational and Technical standards, but will also help to engender that harmony of creative work between the countries of the world.

(iii) The scheme must be considered in relation to a much wider system of Technical Education, embracing the complete needs of the Building Industry such as the training of craftsmen and operatives, and the creation of Building Research Centres, with which it would be closely associated.

2. The scheme is submitted for the consideration of the Board and such recommendation as they may like to make on it.

Note.—A booklet named "Introduction to Planning" by P. J. Marshall, (not printed with these proceedings) was also circulated to the members of the Board.

APPENDIX O

Memorandum on Item XVII of Agenda

High School or School Leaving Examinations—Question of adopting a uniform procedure in the matter of admitting private candidates.

The Central Provinces' Board of High School Education consider it necessary and desirable to restrict the scope of admission to its examination of private candidates. The new regulation proposed by the Board is as follows :—

"The Examination Committee may admit any of the following persons as private candidate to the High School Certificate Examination, provided such person obtains the certificates referred to in regulation 11, duly attested by two respectable persons—

(a) any female candidate,

(b) any male candidate who has previously appeared from a recognised high school and failed to pass the examination, and

(c) any whole-time teacher who has served for not less than 18 months in a recognised school and is recommended by the departmental inspecting authority of the area in whose jurisdiction the school is situated."

The Board however considers it desirable that the question should be examined on an all-India basis and have requested that the matter may be placed before the Central Advisory Board of Education for their opinion.

2. The position in this respect in the regulations of the other Boards of High School Education or S.L.C. Examination is as follows :

(i) *Dacca.*—Private candidates who have not attended any High School or High Madrasa for at least one year previous to the examination shall also be admitted to the High School Examination or the High Madrasa Examination respectively, provided that

(a) before appearing at such examination they have passed a preliminary test held respectively at a High School or a High Madrasa recognised by the Board for such purpose ;

(b) satisfactory evidence is adduced that the candidate has prosecuted a regular course of study and has been subjected to proper discipline.

(ii) *Delhi.*—The Board's examinations shall be open to—

* * * * * *

(b) Any private candidate who is a resident of Delhi Province and fulfils the following conditions—

That his name has not been borne on the rolls of a recognised or unrecognised school at any time since 15th April of the year preceding the Examination and that he submits a school leaving certificate from the recognised school last attended by him which will not be returned ; provided that permission shall in no case be granted to a candidate to appear as a private candidate, who having been at a school any time during the year previous to the examination has failed to obtain promotion to the 10th class, or

46

That he has never read in any school recognised or unrecog and submits a certificate on the prescribed form.

Candidates who have failed at a previous examination or who have been unable to appear at a previous examination in part or as a whole are also eligible to reappear.

The Committee for scrutinising applications for private candidates, may admit private candidates to an examination from unrecognised schools for special reasons provided (i) that these schools have observed inter-school rules in the admission of such candidates, (ii) that such schools shall not send candidates for more than three years (from 1945). Night schools shall not be treated as recognised or unrecognised institutions for the purpose of admission of their candidates in the Board's examinations.

A Night School, to enjoy the privileges under this regulation must be on the approved list of the Board. Permission shall in no case be granted to a candidate to appear as a private candidate from a night school who having been previously at a school, seeks to cut short the normal period of study contemplated for the High School and S.L.C. examinations of the Board.

Madras.—There is no provision for the admission of private candidates to the S.S.L.C. examination, except candidates who have appeared once as school candidates. Even in their case, they can take only the next two examinations privately without studying in a school.

Rajputana, Central India and Gwalior.—Applications of private candidates from a State not maintaining a High School shall be sent duly countersigned by the highest officer of that State. He should also forward the original copy of the Scholar's Register granted to him by the institution, if any, at which he last studied.

Provided that a candidate who has appeared and failed at the High School Examination as a school candidate may send his application as a private candidate signed by the Headmaster of the school from which he failed.****

Private candidates who have failed to obtain promotion to the highest class of any school shall not be admitted to the next ensuing High School Examination.

No student who has left an Anglo-Vernacular school at a stage earlier than the High section shall be permitted to appear at the examination as a private candidate in a year earlier than that in which he would have appeared if he had continued his studies.

Applications from private candidates are referred to the Committee appointed to scrutinize such applications. The Chairman, after considering the recommendations of the Committee, shall grant or reject the applications.

United Provinces.—Private candidates shall be eligible to appear at the Board's examinations on the conditions hereinafter laid down.

1. Permission to appear as private candidates will be given to candidates who have appeared at a previous High School Examination and have failed ;** **

* * * * * *

9. Permission to appear as private candidates at the High School Examination shall not be given to candidates who have passed the examinations noted below until the period noted against each has elapsed since the date of their passing the examination :

(a) Vernacular Final for boys with English as an optional subject—three years.

(b) Vernacular Final for boys without English as an optional subject—four years.

(c) Vernacular Upper Middle Examination for girls—two years.

(d) Vernacular Lower Middle Examination for girls—four years.

(e) Anglo-Vernacular Middle Examination for girls—three years.

* * * * * *

** ** ** Any woman candidate, who is not studying at a recognised institution, may be admitted by the Sub-Committee referred to in Regulation 12 as a private candidate to any of the Board's examinations provided she fulfils the other conditions governing the admission of private candidates.

The following are the relevant regulations for the Matriculation Eraminations of some of the Universities :

Bombay University.—Applications for exemption will be considered from full-time employees only, of—

(a) Schools maintained or recognized by a Local Authority, such as a Municipality or a District Local Board in the Provinces of Bombay and Sind, or the Schools Committee of the Bombay Municipality :

(b) Schools situated in the Provinces of Bombay and Sind, which are not within the jurisdiction of a Local Authority, or the Bombay Schools Committee : and

(c) Schools in the Indian States situated within the jurisdiction of the Bombay University :

on conditions that (i) the exemption shall be available only to those teachers who have been in continuous service from the month of June of the year preceding that in which the Matriculation Examination is held, and that (ii) the application for exemption is supported by a certificate from—

(i) the Administrative Officer of the School Board of the Local Authority, or the Secretary of the Schools Committee of the Bombay Municipality, as the case may be in the case of applicants under (a) :

(ii) the Educational Inspector of a Division in the case of applicants under (b) ; and

(iii) the highest Educational Officer of the Indian State concerned in the case of applicants under (c).

The certificate in each of the above cases should be to the effect that the school is recognized or maintained by the Local Authority, the Bombay Schools Committee, the Government or State Educational Department, as the case may be, and that the applicant has been a full-time employee of the school from the month of June of the year preceding that in which the Matriculation Examination is held, and that his application is *bona-fide.*

Calcutta University.—Candidates who have not attended any school for at least one year previous to the Examination, may also be admitted to the Examination as private candidates, and the following procedure shall apply in their cases :—

(a) All such candidates shall submit their applications to the Divisional Inspector of Schools, on or before a date to be fixed by the Syndicate in this behalf ; such candidates in submitting their applications to the Inspector of Schools, shall produce satisfactory evidence that they prosecuted a regular course of study and have been subject to proper discipline.

(b) In the cases of candidates who are able to produce evidence to his satisfaction that they have prosecuted a regular course of study and have been subject to proper discipline, the Inspector of Schools shall arrange for their appearance at the Test Examination of a recognised school or a special Test Examination to be held by him for this purpose.

(c) The Inspector of Schools shall submit to the Registrar, in such forms as may, from time to time, be prescribed by the Syndicate in this behalf and on or before such dates as may be fixed by the Syndicate, lists of candidates—

(1) who have been permitted by the Inspector to appear at the Test Examination under (b) above ; and

(2) Who have not been granted permission to appear at the Test Examination, recording in each case the reason for the refusal of permission.

The Inspector of Schools shall inform the candidates concerned accordingly.

(iii) Private girl candidates need not appear at a Test Examination. But girl candidates will not be entitled to appear as private candidates if they have read in any recognised school one year previous to the Examination.

47

These provisions shall not take away the power of the Syndicate to deal with special cases in such a way as it thinks proper.

Punjab University.—The Syndicate may submit as private candidates to an examination for Matriculation and School-Leaving Certificate—

(a) Girl candidates.

(b) Pupils of unrecognised night schools in the Punjab.

(c) Other candidates from unrecognised schools in the Punjab for special reasons to avoid hardship.

(d) Candidates who having passed the Matriculation or the School-Leaving Certificate Examination of the University of the Panjab appear in additional subject.

(e) Candidates who have failed in the M. & S.L.C. Examination of the University of the Panjab.

(f) Candidates who having passed any of the Examinations in Oriental Languages or in Modern Indian vernaculars of the University of the Panjab appear in English only.

(g) Under exceptional circumstances other candidates who reside outside the territorial limits of the University of the Panjab and have not been reading in any school since July 1st of the year preceding the examination. Provided that in the case of candidates from the Province of Delhi, only those *bona fide* candidates shall be allowed to appear in the examination who themselves or their guardians are or have been residents of the Punjab and produce a certificate to this effect.

L110EH'—800—27.9.46—GIPS

Education & P.H.(A) Department

I.

Letter No. 4426447 Edn. dated. 25.10.45

To

The Secretary to the Govt. of India,
Department of Education, Simla.

S i r,

Sub:- Central Advisory Board of Education - Eleventh Meeting - Proceedings - Your letter No.F.10 8-45 E.11 dated 29-9-1945.

...

I am directed to reply as follows to your letter quoted above:--

Item II - Basic and Adult Education and Social Services:

The policy of the Madras Government in the matter has already been explained to the Government of India-- vide my letter No.1574 Edn., dated 18th November 1943. There have been no developments to report in regard to basic and adult education. As regards social services, the D.P.I. is being asked to take steps to compile a register of social service agencies in the Province.

Item V - Post War Plan: I am to invite attention to this Govt.'s letter No.636 Edn. dated 24-4-45, on this subject. The proposals for post-war educational development were considered by the Education Sub-Committee of the Post-War Reconstruction Committee and the Sub Committee's proposals have been approved by the General Committee. A Five Year Plan of Post-War Educational Development has accordingly been drawn up (copy enclosed) and proposals for implementing the plan for the first year have been called for from the D.P.I. A Special Officer has also been appointed to work out details of the plan.

Item VI:-- Admission of Indian Students in Foreign Universities The question of setting up a Students' Advisory Bureau is under the consideration of the Govt.

with reference to your letter No.F.50-1/45.E.(IV) dated 10-10-1945.

Items IX, X and XII:-- Replies will be sent in due course.

II.

Memorandum No. [illegible] Edn. Dated [illegible]

Ref:- Letter from the Government of India, Department of Education, No.F.10-8-40 E.II dated 29-9-45

...

Central Advisory Board of Education - Eleventh Meeting - Proceedings.

...

The letter from the Government of India quoted above is forwarded to the Director of Public Instruction. The Director is requested to offer his remarks on the recommendations of the Committees referred to in item IX, and XII of the Proceedings of the Central Advisory Board. The attention of the Director is also invited to item II and he is requested to take steps to compile a register of Social Service Agencies.

To

The D.P.I.

R: 5-11-45

C.NO. 1440-J/45. OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS, DATED 10-11-45.

From

Dr. S.R.U.Savoor, M.A., D.Sc., I.E.S.,
Director of Public Instruction, Madras.

To

The Secretary to Government,
Education and Public Health Department.

Sir,

SUBJECT:- Central Advisory Board of Education - 11th Meeting Proceedings - Letter from the Government of India, Department of Education, No.F.10-8-40. E.11, dated 29-9-45.

****

READ:-- Government Memorandum No.44624-A.2. Edn. dated 25-10-[illegible]

With reference to Government Memorandum read above, I have the honour to submit below a brief report on the "Rural Reconstruction work" (which forms one of the subjects in item II of the Proceedings of the Central Advisory Board) carried out in the province during 1944-45.

With the co-operation of the officers of the Education Department, the Revenue Department, and the National War Front Private Agencies such as the Prema Samajam in Vizagapatam District the Theosophical Society Adyar, the village Improvement Association, Adyar, and the Harijan Sevak Sangh, Devakottai, have done some useful work during the year. The Mayanoor Rural Centre (Trichinopoly District) has opened a new textile weaving section to give employment to the old boys. A summer training class for agriculturists is conducted and the staff visit one centre in each taluk for 3 days and spend their time in April and May with cultivators.

In the Y.M.C.A.Rural Reconstruction Centre, Indukkurpet, Poultry keeping was started and a model poultry house was built. Bee-keeping is also encouraged and there are three model bee-hives in working order. The Rural Demonstration centre, Pasumalai (Madura District) took the initiative in the construction of a bridge in vilachery over the Nilayoor channel at a cost of Rs. 1700/- and they bore the cost themselves. At this centre, training is given to people, who come from different parts of South India in village uplift work. The working of sugalimetta cattle breeding society in the Kurnool District is also worth mentioning. The main object of the association is to promote the economic interests of the sugalis by improving the methods of cattle breeding and by affording facilities for grazing etc. The Special Development Officer, Salem and the Rural Reconstruction Officers, West Godavari and Chingleput have also helped the promotion of the rural reconstruction work during the year.

The travelling Library and the itinerating dispensary maintained by the Tanjore District Board were availed of by a larger section of the rural population in the District. During the Rural Reconstruction week in the District exhibitions were arranged in 71 centres, libraries started in 25 centres, reading rooms in 71 centres and night schools for adults were reported to have been opened in 36 centres.

The Unique feature of the Rural Reconstruction Scheme under the Tanjore District Board during the year was the opening of the District Board Industrial and Agricultural Exhibitions at Darasuram during the time of festival at Kumbakonam. Paper making soap making, ceramic industry, weaving, engraving, poultry and bee-keeping were all demonstrated and explained in detail to the visitors.

P.T.O.

6

-2-

In other Districts, rural reconstruction centres were encouraged to introduce games in rural areas organise reading rooms and libraries, conduct village sanitation survey and attend to the improvements of the general health and mode of life of the rural population by means of propaganda and exhibition etc.

As regards the suggestion to take steps to compile a register of social service agencies, I wish to state that the suggestion of the Government of India will be attended to and the necessary particulars will be called for from the Inspecting Officers.

The reports in regard to other subjects will be submitted separately.

for Director of Public Instruction.

Eddy. 10-11.

Srl
12/11.

No. F.10-8/45- E II.
Government of India,
Department of Education,
New Delhi, the 22nd December, 19[illegible]

(50)

IMMEDIATE

58901

ASST. SECRETARY TO GOVERNMENT EDUCATION AND PUBLIC HEALTH DEPT. 27 DEC 1945

From

The Secretary to the Government of I[illegible]
Department of Education.

ASST. SECRETARY TO GOVERNMENT EDUCATION AND PUBLIC HEALTH DEPT. 2 6 DEC 1945

To

The Secretary to the Government of Madras,
Education and Public Health Department, MADRAS.

Subject:- Eleventh Meeting of the Central Advisory Board of Education - Proceedings - Action taken.

Sir,

I am directed to invite a reference to the correspondence resting with your letter No. 44264/A-I-Edn dated the 25-10-45, and to request that the information on the items of the agenda not covered by your reply to this Department letter No.F.10-8/45-E II, dated the 29th September, 1945, may kindly be furnished to this Department by the first week of January, 1946, at the latest.

I have the honour to be,
Sir,
Your most obedient servant

for Secretary.

Memo

Letter from the DPS Conf. 1440 T/45 dt 10.11.45.
Central Advisory Bd of Edn. - Eleventh Meeting - Proceedings.

The DPS requested to report any action taken on the report promised in the last para of his letter and above may be expected one of these days. I have reminded him the matter.

DM 29/12/45.

of insolvency.

(5) that this present position, therefore, demands immediate pecuniary relief.

(6) that, realising the difficulties of their low paid servants, Government themselves have sanctioned varying rates of dearness allowance to their servants and have permitted Local Boards to grant similar allowance to their servants.

(7) that, private employers like factory owners and quasi publice agencies like Railway Companies have also given generous aid to their low paid employees to allow them to tide over these difficult times.

(8) that the Malabar District Board has not yet granted the dearness allowance allowed in G. O. No. 2788, L. A. dated 19-9-'42 to its servants and

(9) that, therefore, he humbly prays that the benign Government may be pleased to consider his present pitiable circumstances and to issue immediate orders to the District Board making it obligatory to grant dearness allowance to the memorialist at the rates sanctioned to Government servants treating the expenditure as a prior charge on District Board funds.

For which act of justice and generosity, the memorialist shall, as in duty bound.

Place.....Eriyil..
Date.....17...3...43

Ever Pray,

17-3-43
Assistant-master
B. m. school, Eriyil

52 11

Ed: & P.U. dept

53 / 15

Letter Repd

Uhzbn A-b
15.1.46

To

The Secretary to the Govt. of India, dept. of Ed.
New Delhi

Repd 15-1-46

Sir

Central Advisory Bd of Ed:- Eleventh Meeting - Proceedings - your letter No. F-10-8/43-Edn (E) dt 22.12.45

I am directed to say that the further report promised in my letter No. Uhzbn A-1, dt 29-10-45, will be sent as soon as possible.

By order
Uhzbn A-b
11.1.46

Offg
12/1/46

To

Sri Diwan Bahadur A. Appadurai
Pillai M. L. A.
52, Pooramalle High Road
Kilpauk, Madras

aspect or aspects of general policy which you wish to discuss, so that the requisite material may be got ready for the reply to the ~~cut~~ motion.

Yours sincerely,

C.F. 32.

Education Department

From (Name) Dr. S.R.U.Savoor, D.Sc., I.E.S.,
Designation Director of Public Instruction.
Station Madras.

Received ..... Registered .....

To

The Secretary to Government,
Education and Public Health Dept.,
Madras.

Enclosures:

C.No. 2-S.O/46 dated 11-1-1946.

Sir,

ASST. SECRETARY TO GOVERNMENT
16 JAN 1946
EDUCATION AND PUBLIC HEALTH DEPT.

Sub: Provincial Advisory Board of Education - upto High School Education including Adult education etc.- Formation of - Proposals submitted with reference to item XII of the Proceedings of the 11th meeting of the Central Advisory Board of Education.

Ref: Government Memo No. 44624-A-2 Edn. dated 25-10-45.

The Central Advisory Board of Education at its 11th meeting in January 1945 has recommended the formation of a Provincial Advisory Board representing enlightened public opinion on educational matters vide item XII of the Proceedings of the meeting. This body has naturally to consist of men and women who have personal knowledge of educational matters and also are actively interested therein.

2. The question of constituting a Provincial Board in this province has to be taken up now and the following proposals are submitted to Government for their consideration. If the Board is to advise Government at the ministerial level, it may be necessary that, in addition to the Education Minister, the Minister of Finance, Agriculture, Public Health and Industries should be on the Board with powers to co-opt others in special circumstances.

3. The official members that will have to be included are detailed below:-

(i) The Director of Public Instruction.
(ii) The Director of Public Health.
(iii) The Director of Agriculture.
(iv) The Director of Industries and Commerce.
(v) The Vice-Chancellors of the Madras, Andhra and Annamalai Universities.

It may perhaps not be necessary to have the Ministers other than the Minister of Education on the Board if these Heads of Departments attend. Hence I recommend that one representative of the Departments will be adequate.

4. As regards non-official representatives, the question of including the undermentioned members may be considered:

(i) One representative of the Protestant Mission.
(ii) ,, Catholic Mission.
(iii) ,, South Indian Teachers' Union.
(iv) ,, Muslim Education Society.
(v) One Headmaster of Secondary Schools.
(vi) One Headmistress of Secondary Schools.
(vii) One Headmaster of an Elementary School.
(viii) One representative of the South Indian Chamber of Commerce.
(ix) One representative of an Engineering firm.
(x) One representative of Non-Mission agencies.

5. It will be useful to have the following additional members included in the Board.

(i) One Deputy Director of Public Instruction.
(ii) One Divisional Inspector of Schools.
(iii) One Inspectress of Girls' Schools or Deputy Directress.
(iv) One Inspector of Industrial Schools.

14

(v) The Chief Director of Physical Education.
(vi) Woman Specialist in Physical Education.
(vii) One from the School of Arts and Crafts.
(viii) Principal of a Training College.
(ix) Principal of a First Grade College.
(x) Two M.L.As.
(xi) 3 experienced educationists of the Province including one woman.

Including the Minister of Education the Board will consist of 32 persons. If the Finance Minister is to be added, the Board will have 33 members.

6. The Board shall meet once a year and shall recommend resolutions for the consideration of Government. The Board may, if necessary, be asked to meet at other times by the Minister. All the non-official members will be nominated by Government.

7. The Central Advisory Board has also recommended the formation of Regional Advisory Boards; but I am not in favour of taking this up now. If and when the Provincial Board is considered to be ineffective, this proposal may be taken up. The Provincial Board may be formed first and its working watched for some time.

8. If the Government accept the general procedure outlined above, I will work out the details and submit the final scheme to Government.

I have the honour to be,
Sir,
Your most obedient servant,

Sd/- [illegible]
15/1

nc/15.1

For Director of Public Instruction.
15/1/46

4/Edn

(54)

Education & P.H.(A) Dept.

15

Letter/Ref.No. 442 6413 2/45-6 Edn. dated 6/3/46.

To

The Secretary to the Government of India,
Department of Education,
New Delhi.

Copy to the D.P.I.(w.r.t. his letter No.2.S.0/46 dated 11-1-1946)

Copy sent 5-3-46

Sir,

CENTRAL Advisory Board of Education - Eleventh Meeting - Proceedings.

Correspondence resting with my letter No.44264 /A.6.dated 15th Jan. 1946.

...

With reference to Item XII relating to the report of the Administration Committee of the Central Advisory Board of Education, I am directed to state that local bodies in the Presidency have not proved to be totally unworthy, in spite of pronounced drawbacks, to be entrusted with educational functions and the D.P.I. and the Govt. have authority to exercise and have in fact exercised a very close control over educational administration by local bodies and will, therefore, be able to enforce proper standards. Having regard to the foregoing considerations, apart from the

p.t.o.

As regards aided agencies, the Govt. have absolute control over them thro' the rules framed for the disbursement of grants to schools maintained by them.

Para 9 of Appendix K at p.70 of the printed Proceedings would apply in this Province.

16

question of costs, that the Govt. have decided in connection with their post-war plans to utilise local bodies and aided managements for providing the necessary schools places for the introduction of compulsory elementary education. I am to add that as the new Madras Panchayats Act will strengthen and vitalise the Panchayats, a suggestion, that private aided schools may be taken over by the Panchayats to a large extent as an alternative to the direct management by the State, is also under consideration. In the circumstances, the Govt. of Madras do not consider it necessary at present to take up the question of having a Provincial Advisory Board of Education or Regional Advisory Boards.

Y.O.S.

28/2/46

5/Mar.

107/19/3

Memo 44264 B2/46-7 dt 19/3/46.

Correspondence ending with the DPI's letter

Rc. 2.50/46, 3.1.46

Central Advisory Bd of Edn. - Eleventh Meeting - Proceedings

The DPI. is requested to explain his reply to the other points raised in Govt. Memo under reference.

16.3.46.

The DPI. - Replied 22.3.46

E+P+H Deptt. (B2)

Memo. 44264 B2/46-9 dt 7-5-46.

Central Advisory Board of Education -
Proceedings.

The attention of the D.P.I is invited to the Govt Memo no 44264 B2/46-7 d 19.3.46 and he is requested to expedite his reply to the Memo.

C/E
6.5.46

OSM
7/5/46

Dy
6-5-46

Dy
6-5-46

→ To The D.P.I

Education Department.

From

G.L.Lobo Esq., B.A.(Hons.), Cantab,
Deputy Director of Public Instruction, (In charge),
Office of the Director of Public Instruction,
Madras.

To

The Secretary to Government,
Education and Public Health Department,
Madras.

26427

ASST. SECRETARY TO GOVERNMENT
17 MAY 1946
EDUCATION AND PUBLIC HEALTH DEPT.

R.C. No.1345 E/44 dated the 16th May 1946.

Sir,

Sub: Central Advisory Board of Education - Eleventh meeting - Proceedings - Remarks - submitting.

Ref: Government Memorandum No.44264 A3 Edn., dated 25-10-1945.

In continuation of my letter Rc.No.1440 J/45 dated 10-11-45 I have the honour to submit the following remarks on the recommendations of the Committees referred to in items IX and XII:

Item IX:- This item relates to the Report of the Committee of the Central Advisory Board of Education appointed to consider the question of the Training, Recruitment and conditions of service of teachers in Universities and other institutions of higher education. The following remarks on the recommendations of the Committee are submitted so far as they relate to Government Colleges:

1. Method of selection of teachers.

The Committee, hope that the Public Service Commission will be willing that a representative of the University having special knowledge of the subject in which the appointment has to be made should be associated with the Commission. In this Province the Director of Public Instruction or his representative is being invited to be present and take part in the deliberations of the Commission at the time of interview of the candidates. The object with which a representative of the 'University' is intended to be associated with the Commission may be considered to be fulfilled by the existing practice of associating the Director of Public Instruction or his representative with the Commission in the matter of selection of Lecturers or Professors for Government Colleges in the Province.

2. Qualifications of Teachers: It has been statutorily provided that persons for appointment to posts of Assistant Lecturers, Lecturers, etc. should possess a first or second class B.A.(Hons.) or B.Sc.(Hons.) or an M.A.degree in the subjects concerned. In the case of Demonstrators and Tutors too, the minimum qualification prescribed is a First or Second Class B.A. or B.Sc. Degree.

The Committee observe that it must be insisted that untrained teachers should never be employed in training institutions. Though this ideal is kept in view, sometimes the posting of untrained Lecturers to Training Colleges has been unavoidable in the interests of administration. But it is hoped that in view of the fact that all teachers appointed in Government Colleges have to obtain a degree in teaching before completing their period of probation, there will be no teacher (except certain probationers) who will be without a professional degree in teaching, in any of the Government Arts or Training Colleges in future.

p.t.o.

So far as the recommendations of the Committee in regard to staffing of the Law and Engineering Colleges are concerned, I may state that they are already in vogue in this province.

In paragraphs 21 and 22 of the Report the Committee deals with the nomenclature of the several grades of teaching personnel in the colleges. The Committee opines that the designation "Reader" or "Professor" should be conferred by a 'Recognition Committee' of a University on such college teachers who organise and conduct teaching of Honours or Post-graduate standard. So far as Government colleges are concerned Presidency College, Madras is providing for Honours and post-graduate teaching and the teachers therein are designated as Professors and Assistant Professors, whereas the teachers in the other Government Arts and Training Colleges are designated as Lecturers and Assistant Lecturers.

3. Teachers' remuneration. The Committee has suggested suitable scales of pay for the posts of Principals of different colleges of Professors, Readers, Lecturers, Junior Lecturers etc. The general question of revision of salaries of the Officers of the Department is separately under consideration, as a part of the Post-war Educational Development in the province. Proposals in this regard will be submitted shortly.

I may submit that Government have already been addressed to increase the scale of pay of the posts of Principals of the Presidency College and the Teachers' College, Saidapet to Rs.1250--50/2--1500. Proposals for placing the Chief Professors of the Presidency College, Madras on a higher scale of pay have already been submitted to Government.

The Committee suggests that Professors in Law and Engineering Colleges should be started on a pay of Rs.1200 and that Principals of the above Colleges might be given a salary of not less than Rs.2000/- p.m. I may point out that the scale of pay of the Principal College of Engineering, Guindy was recently revised as Rs.1250--50/2--1500 which scale, though a notable improvement on the previous scale for the post, still falls far short of the scale which the Committee have in view. The scales of pay of Professors in the Engineering Colleges call for revision and the question will be examined in due course.

4. General Conditions of Service: In the Committee's opinion a period of probation for 12 months for new entrants to the profession would be ample and that no probation is necessary for the posts of Principals and Professors. I do not think there is any harm in continuing the present practice of prescribing 2 years of probation which is also the period of probation prescribed for all other appointments under the local Government. The period of 2 years' probation for teachers in Colleges is especially justifiable as they have a numberof holidays and vacations. As regards probation for Principals the general rule is that whenever a person is promoted to a post carrying a higher scale of pay in the service he should undergo the prescribed period of probation. I consider that there is no necessity to drop this rule in regard to Principals and Professors promoted from a category carrying a lower rate of pay.

In paragraph 35 of the Committee's report it is recommended that promotion to posts of Professor or Principal should be governed exclusively by merit. This recommendation is already observed as according to the Special Rules for the Madras Educational Service the posts of Principals are 'Selection Posts' appointments to which are made on grounds of merit and ability, seniority being considered only where merit and ability of the candidates are approximately equal.

Item XII. Advisory Boards.

At present there is a Central Advisory Board for Women's Education which surveys the needs of girls' education in this Province and makes recommendations to the Director of Public Instruction.

There are local Advisory Committees for Government Girls' schools which consist of non-officials and which can advise the Director on matters connected with the schools. There is the S.S.L.C. Board on a Provincial basis for dealing with matters concerning the Secondary school Leaving Certificate Courses and examination. Similarly there is the T.S.L.C. Board which deals with the organisation and curriculum of teachers' training schools. As regards the planning for the future an Education Sub-Committee was formed and that Committee had made recommendations for the future.

Inspecting Officers. - Increasing the number and the pay.

This adequacy of the inspecting staff is examined periodically and whenever necessary the strength of the inspecting staff is increased. The Government have just sanctioned an increase in the inspecting and directing agencies. The revision of the pay of these officers is under consideration as a post-war scheme.

Inter-provincial barriers.

There are no barriers in regard to the admission of students from other provinces where facilities are inadequate. The Government of Madras have reserved a certain number of seats in the Engineering Colleges and the teachers' training colleges for students from other provinces.

Primary Education: Regarding the recommendation of the Central Advisory Board that provincial Governments should assume full administrative and financial responsibility for all school education, I submit that the question of taking the control of primary education by the Government was considered by the Government in the year 1938 and was dropped (Please see U.O.Note No.32656/A-1 Edn. & P.H. dated 10-9-38). In view of this, the other points viz. 7, 8 and 9 at page 74 of the Proceedings of the Board do not arise. The Education Department of this Province has sufficient powers of control over Elementary schools and these powers are exercised to an adequate degree by means of the rules for recognition of schools and the grant of Government aid to them.

As regards BASIC EDUCATION referred to in item II of the Board's proceedings, I have the honour to state that the system of Basic Education has not been introduced in this Province. I am however enclosing a copy of the Report showing the development of Elementary Education in the Province during 1944-45.

Adult Education: As reported in previous years, the Government of Madras have been working on the concentrated plan of bringing under instruction all children of schoolage, instead of having wide-spread schemes for the education of illiterate adults. However I submit below a brief report on the development of Adult Education in the Province during 1944-45.

Adult Education classes attached to the following Government Colleges continued to function during 1944-45.

(1) Government Arts College, Kumbakonam.
(2) Teachers' College, Saidapet.
(3) The Social Service Group of the Presidency College, Madras.

About 95 illiterate adults received instruction in the schools attached to these 3 Colleges.

The night school for Juvenile and adult labourers attached to the Agricultural Research Station, Samalkot continued to work during the year with 12 pupils on the rolls. The expenditure of the school was met from the budget grant of the Agricultural Research Station. The Night School for Muhammadan adults was run by the Proddatur Municipality (Cuddapah District) from its general funds with 47 pupils on the rolls and two trained teachers of the Higher Elementary grade on the staff.

P.T.O.

The Aided night school at Muppavaram (Nellore District) continued to work with 76 pupils on the rolls. Under the auspices of the Pasumalai Training School, (Madura District), five night schools were conducted as a part of the Rural Extension Work in 5 villages. 126 men and 11 women attended these schools. These schools were maintained by contributions and public donations. A circulating library at a cost of Rs.200/- was also started during the year.

The Roman Catholic Mission conducted at Kumbakonam the "St.Mary's Night School" with 48 pupils on the rolls. Instruction was imparted to adults upto standard V.

DEPUTY DIRECTOR OF PUBLIC INSTRUCTION
(In charge).

k.h. 16-5.

16/5.

PROGRESS OF ELEMENTARY EDUCATION
MADRAS PROVINCE
1944-45.

During the year 1944-45, the number of complete schools decreased from 32,595 (31-3-44) to 32,200 (31-3-45). The number of single teacher schools decreased from 7,240 to 6,704 which is an encouraging feature.

The distribution in the several standards is as given below:

	I	II	III	IV	V
1942-43 ..	10,02,050	6,43,456	5,00,090	4,03,567	3,54,302
1943-44 ..	9,66,072	6,27,601	4,93,819	3,98,925	3,52,666
1944-45 ..	9,85,412	6,34,466	4,98,993	4,03,530	3,60,404

An fncrease in the number of pupils who attained permanent literacy is noticed this year.

The percentage of pupils in standard V to the number in standard I is given below:-

	Boys.	Girls.
1942-43 ..	35.7	33.0
1943-44 ..	37.0	33.2
1944-45 ..	37.1	33.6

According to the departmental tests of efficiency, at least 25% of the number of pupils in standard I should be in standard V. There has been a steady progress inthis direction both in the boys and girls schools, It is to be noted that the percentage is above the minimum fixed.

PUBLIC INSTRUCTION REPORT 1944-45. - MADRAS PROVINCE - ADULT EDUCATION.

Adult education classes attached to the following Govt. educational institutions continued to function during the year under report.

Govt. Arts College, Kumbakonam.
Teachers' College, Saidapet.

The free Adult night school conducted by the Teachers' College, Saidapet continued to do useful service in educating the semi-literate and illiterate population of Saidapet. For the last 3 years the average daily attendance continues to be steady at 30. This year it was noted that a regular pupil attending the school is able to go through a course of a Primer, reading of posters, twenty specially prepared reading cards and also a short story book. One-rupee prizes for completing a primer within a school year were awarded as usual, to nine pupils during the year. Other pupils have read books suitable for standards III, IV and V. 7 pupils studied English. Instructors were drawn mainly from among the pupil-teachers of the college and secondary departments of the Teachers' College. As done in previous years, the expenses of the school were met from subscriptions and donations. One note-worthy feature of the school during the year is, that it partook in the 4th South Indian Adult Education Conference held at Adyar in ~~1st~~ April 1944 and organized an exhibition regarding Adult Education.

The Adult Night school conducted by the Government College, Kumbakonam continued to work during the year. The average strength and attendance of the school during the year under report was 33 and 22 respectively. During the year 14 students left the school to join the military service and 9 more to the "Grow More Food Campaign". The one higher grade teacher continued to work during the year. The number on rolls on the 31st March 1945 was 35.

The Adult education classes in the Government Training School for women, Ramnad did not work during 1944-45.

The Night school for the Adults run by the Social Service Group of the Presidency College was again revised during the year and began to function in a building lent by the Principal, Lady Willingdon Training College, Madras.

The number on rolls was over 30 and the average attendance was over 20.

The Night school for Juvenile and Adult labourers attached to the Agricultural Research Station, Samalkot continued to work during the year. The strength and average attendance in March 1945 were 13 and 10 respectively. Instruction was imparted in the three Rs. Hygiene and Moral Instruction. Some of the Telugu Weeklies were read out and the news explained to the pupils. The expenditure of the school was met from the budget grant of the Agricultural Research Station, Samalkot.

The Night school for Muhammadans run by the Proddatur Municipality (Cuddapah district) continued to work during the year with 47 pupils on the rolls and two T.T.C.holders of higher elementary grade on the staff. The medium of instruction in this school is Urdu. The expenditure of the school was met from the general funds of the municipality.

The Aided Night school at Muppavaram (Nellore dist.) continued to work during the year under report. Its strength and average attendance for 1944-45 was 76 and 53 respectively.

Under the auspices of the Pasumalai Training School, Pasumalai (Madura District) five night schools for adults were conducted as a part of the Rural Extension work in five villages viz., Pasumalai Thirupparankunram, Vilacherry, Palanganatham, and Madukulam. 137 adults (126 men and 11 women) attended these schools. 8 teachers were in charge of the classes out of whom 6 were pupil-teachers of the training school. The schools were maintained by the contributions made by the Madura Dist. Adult Edn., Association, the Pasumalai Youngmen's Association and the Pasumalai Co-operative Stores. A circulating library at a cost of Rs.200/- collected by public donation was started during the year.

The R.C.Mission started at Kumbakonam a night school for orphans, destitutes and adults under the name "St.Mary's Night School." Instruction was imparted to adults upto Standard V. 48 pupils attended the school during the year.

The working of the adult education classes in the Presidency during the year under report is on the whole satisfactory.

Deputy Director of Public Instruction.
(In charge)

C.F. 32 (a).

Education Department

From (Name) G.L. Lobo Esq., B.A.(Hons.) Cantab.,
Designation Deputy Director of Public Instruction in-charge.
Station M A D R A S.

Received 8 - JUN 1946 Registered
ASST. SECRETARY TO GOVERNMENT EDUCATION AND PUBLIC HEALTH DEPT.

To The Secretary to Government, Education & Public Health Department.

Enclosures :

R.C.No. 1440-J/45 dated 31st May 1946.

Sir,

Sub: Central Advisory Board of Education 11th meeting - Proceeding - Letter from the Government of India - Department of Education No.F.10-8-40 E.11, dated 25-9-45.

30572

***

In continuation of his office letter C.No.1440-J/45, dated 10-11-45, I have the honour to state that a Register of Social Service Agencies has been compiled in this office with reference to Government of India, letter No.F.10-8-45.E.11 dated 29th September 1945 Communicated in Government Memo No.44624.A2 Education, dated 25-10-45.

for Director of Public Instruction.

fm6/6.

Edn & P.H. Deptt
B2.

The ~~file relating to the subject mentioned over-leaf~~ main has been circulated to H. M. Edn. This may lie over till the file is recd. back in the Section.

8/6
10/6
a
11/6 Sub.

8/7
11/6/46

E & P.H. (B.2.) Deptt. 27

Letter No. 44264B2/46-11 Edn. dt 4-7-46

50/4/7

(60)

To

The Secretary to the Govt. Of India,
Department of Education, New Delhi.

(with enclosures)

Sir

Sub: Central Advisory Board of Education--
Eleventh Meeting proceedings.
**

Ref: Correspondence resting with this Govt's letter No. 44264 B.2.6 dated 6-3-1946.
**

I am to state that this Govt have examined the recommendations of the Committee appointed to consider the question of training, recruitment and conditions of service of teachers in Universities and other institutions of higher education and that they generally agree with ~~its recommendations~~ this. I am however to point out that ~~this~~ Government do not interfere with the administration of institutions maintained by Universities . The selection of teachers and their general conditions of service in these institutions are regulated by the Universities themselves . So far as the colleges under the Govt. management are concerned, the appended note will explain how far the Committee's recommendations / carried out ~~into practice.~~

/have been

2. ~~The~~ His Governments views on the recommendations of the administration Committee of the Central Advisory Board of Education are also set out in the ~~annexure~~ appendix

2.7.46 8/7/46 2.7.46

Y.O.S.

~~Annexure~~ Appendix

Item IX --Report of the Committee on Training Recruitment and conditions of service of teacher.

Method of selection of teachers:

P.T.O.

The Committee hope that the Public Service Commission will agree that a representative of the University having special knowledge of the subject in which the appointment has to be made should be associated with the Commission. In this Province the Director of Public Instruction or his representative is being invited to be present and take part in the deliberations of the Commission at the time of interview of the candidates. The object with which a representative of the 'University' is intended to be associated with the Commission may be considered to be fulfilled by the existing practice of the associating the Director of Public Instruction or his representative with the Commission in the matter of selection of Lecturers or Professors for Govt Colleges in the Province.

Qualifications of teachers: It has been statutorily provided that persons for appointment to posts of Asst. Lecturers, Lecturers, etc., should possess a first or second class B.A.(Hons) or B.Sc.(Hons) or an M.A. Degree in the subjects concerned. In the case of Demonstrators and Tutors too, the minimum qualification prescribed is a First or Second Class B.A. or B.Sc. Degree.

The Committee observe that it must be insisted on that untrained teachers should never be employed in training institutions. Though this ideal is kept in view, sometimes the posting of untrained Lecturers to Training Colleges has been unavoidable in the interests of administration. But in view of the fact that all teachers appointed in Govt. Colleges have to obtain a degree in teaching before completing their period of probation, it is likely that there will be no teacher (except certain probationers) who will be without a professional degree in teaching, in any of the Govt. Arts or Trng. Colleges in future.

The recommendations of the Committee in regard to

P.T.O.

staffing of the Law and Engineering Colleges are being followed in this Province (61)

Teachers' remuneration. The Committee has suggested suitable scales of pay for the posts of Principals of different colleges, of Professors, Readers, Lecturers, Junior Lecturers, etc. The question of revision of salaries of the teachers and Officers of the Deptt. is under consideration as a part of the Post-War Educational Development in the Province. The Madras Govt. generally agree with the suggestion.

General Conditions of Service: The Committee considers that a period of probation for 12 months for new entrants to the profession would be ample and that no probation is necessary for the posts of Principals and Professors. In Madras the period of probation has been fixed as two years. The period of two years' probation for teachers in Colleges is justifiable especially as they have a number of holidays and vacations. As regards probation for Principals the general rule is that whenever a person is promoted to a post carrying a higher scale of pay in the service he should undergo the prescribed period of probation. The Madras Govt. consider that there is no necessity to drop this rule in regard to Principals and Professors promoted from a category carrying a lower rate of pay.

In paragraph 35 of the Committee's report it is recommended that promotion to posts of Professors or Principal should be governed exclusively by merit. This recommendation is already observed in this Province.

Item XII Report of the Administration Committee

Recommendations 1 to 5.

P.T.O.

30

Administration of Elementary Schools and Formation of Advisory Boards.

The views of the Government on these matters have already been communicated in letter dated 6-3-46 cited above.

COMPULSORY ELEMENTARY EDUCATION.

Recommendations 7 to 9

Under the scheme of compulsory elementary education envisaged in the Madras Ele. Edn. Act 1920 as amended in 1935 guardians who fail to send their children to schools are liable to be penalised for the default. The penalties are imposed by the P.D.Bs. in rural areas, by the Chairman in Ml. areas and by the Commr. Corporation of Madras in the city of Madras and they are collected in the same manner as taxes are collected.

The Act has recently been amended transferring the power to impose penalties to D.E.Os. The Amendment Act has not yet been brought into forces. The scheme of prosecution parents before magistrates was in force till 1935. In that year the system was withdrawn and a system of penalties introduced. The rules framed under the E.E. Act contemplate the constitution of attendance committees in compulsory areas.

Recommendations 10 & 12.

Strengthening of administration staff of Edn. Dept.-- Removal of Inter Provincial barriers.

**

The adequacy of the inspecting staff is examined periodically and whenever necessary the strength of the inspecting staff is increased. The Government have just sanctioned an increase in the inspecting and directing agencies. The revision of the pay of these officers is under consideration as a post-war scheme.

There are no barriers in regard to the admission of students from other provinces where edl. facilities are inadequate. The Govt. have reserved a certain number of seats in the Engineering Colleges and the Teachers' training Colleges for students from other provinces.

27/7/46

Telephonic Message dated 25-10-1946.
(Post Copy)

From the Deputy Director of Public Instruction, Madras.

To the Assistant Secretary to Government. Education & P.H.Department, Madras.

Ref: Provincial Advisory Board of Education - Formation of.

The Government of Madras in their letter Education & P.H. No.44264 B2-45 Edn., dated 6-3-1946 (may be verified whether this is the correct reference) informed the Government of India that there was no need for the formation of the Provincial Advisory Board of Education and sent to the Director a copy of the letter. This letter is not readily traceable. Will you kindly furnish me with a copy of this letter for answering a communication received from the Director of Public Instruction, Central Provinces and Berar.

Deputy Director of Public Instruction.

k.h.26-10.

SECRETARY TO GOVERNMENT 65278 29 OCT 1946 EDUCATION AND PUBLIC HEALTH DEPT.

32

The file on the subject of Text. Hdqrs dept with another file. This may be con-
ble it is becomes available.

22
1.11.46

DPH
2/11/46

3/12 42/30/11

C.No. 44264 B2/45-6
6.3.46.

(63) Edt. P.H. Dept. B2

Memo no 44264 B2/46 Edn. Dated 29.11.46.

Central Advisory Bd. of Edn. Recommendation re constitution of Prov. Advisory Bd.

1 Cy

A copy of the letter no 44264 B2/45-6 dated 6.3.46 is forwarded to the Director of Public Instruction with reference to his telephonic message dated 25.10.46.

3 Cys

DPH
29/11/46

22
28/11/46

To
The Director
Public Instruction
Madras.

Dispatched 3/12

wtw cy & Bell

pp 15-16
CF

C.No.44264.A. From the Government of India, Department of Education, No. F.10-8-45 dated 29-9-1945.

...

Central Advisory Board of Education - Eleventh Meeting - Proceedings.

...

The Government of India have forwarded a copy of the proceedings of the Central Advisory Board of Education at its eleventh meeting held at Karachi in January 1945. They call for reports and the views of this Government on certain points. These are noted on below:-

Item II of the agenda: Basic Education, Adult Education and Social service Registers: Basic education as such and adult education in the real sense of the term have not been introduced in this Province. There are no developments in regard to these in 1944-45 to be reported to the Government of India.

The Government of India were informed in Nov. 42 that it would not be practicable to undertake the preparation of a register of social service agencies at work in this Presidency. The reasons adduced were the extraordinary conditions that prevailed during war the need for reducing work during the period. The Board has reiterated its suggestion in regard to the preparation of register for social service agencies. Now as the war is over it is for orders whether any action should be taken in the matter. If so the D.P.I. may be asked to collect the detailed information required by the Government of India.

Item V of the Agenda: Post War Education Plan: The Government of India call for a statement of the progress made in this Province in regard to the Post-War plan on Education. The D.P.I. has been asked to submit proposals for implementing the Post-War Education Schemes. A special staff has been appointed in the Director's Office for working out details. ~~The~~ For ~~D.P.I. etc.~~ be asked to send a statement of the progress of the post-war scheme on Education. Attention is in this connection invited to the letters on pages 11 to 16 of G.O. No.636 Edn., dated 24-4-1945.

Item VI of the Agenda: Deputation of students for training overseas: The question of setting up of a Students

Advisory Bureau is still under consideration. Recently the Government of India was addressed for some further information about the pattern of the Bureau they had in mind and their reply has just been received.

Item IX and XII of the Agenda: Conditions of service of teachers in colleges - Administrative changes and adjustments in the Post-War Plan: The D.P.I. may first be requested to offer his remarks on the recommendations of the Committee.

Item X of the Agenda: Agricultural Education: This relates to Development.

2. Orders are requested on the points raised above.

A draft letter to the Govt. of India & a draft memo to the Dept. are submitted for approval. After the issue of the drafts, the file may be sent to Development with reference to A above.

DPI 19/10/45

draft revised; it is presumed that Secy has approved 'B' on page 1 ante.

DPI 19/10/45

SECRETARY, EDN. AND P.H. DEPT. 25 OCT 1945 GOVERNMENT OF MADRAS

the drafts have been issued.

the file may be sent to Development with reference to A above

DPI 30/10/45

ADDITIONAL ASSISTANT SECRETARIAT TO GOVERNMENT 31 OCT 1945 DEVELOPMENT DEPARTMENT

(65)

To A.S. Dev. Deptt.

This file relates to the proceedings of the Eleventh meeting of the Central Advisory Board of Education in India held at Karachi in Jan 1945. The Govt. of India have called for reports regarding the action taken or proposed to be taken on certain recommendations made by the Board. This file has been sent to this Deptt. with reference to item X of the agenda - "Agricultural Education" - para 15 on p 11 of the proceedings. The main conclusions and recommendations of the Committee are summarised in para 22 on pp 65-66 of the proceedings and may be perused. An extract of para 15 of the proceedings together with an extract of the appendix H may be communicated to the Dpt. for remarks in Consultation with the D.P.I.

Subject to orders a draft memo is submitted for approval. After issue necessary extracts from this file may be taken and formed into a separate file for further action, and the main file returned to E & P.H. dept.

Dc. No. 67473 Ad1/45-2, 12-11-45

5165

Please see the communication from the Dpt. on pages 5-6 ante. No reports due to the Govt. of India regarding action

4/

reconstruction work. One file may be kept pending receipt of the further reports promised by the DPI.

12.12.45 / 17/11/45 / 16.11.45

cd. 5810A. From the Govt. of India No. F-10-8-45-EII dt 22.12.45 the DPI may be reminded for his reply. A draft memo is put for approval. Development may also see with reference to the enclosure - agricultural edn. (item X of the agenda). [It is doubtful whether a reply to the Govt. of India can be sent by the first week of January 1946]

28.12.45 / 28.12.45 / 29/12/45 Dev (after circle)

Whether A.S. 4/1/46

Encl. Previous note of this Deptt. ends 3 above. Dev. Deptt

Notes of Edn. dept above may be perused.

The report called for from the Dt. has not yet been received. He is being reminded. It is presumed that the Edn. Deptt. will send an interim reply to the Govt. of India. The file may be returned to Edn. Deptt.

5746 Edn Dept

Dev. 2-0-677A-IV/45-1 5.1.1946

25.12.45 Dept

~~any reply need be sent to the Govt. of India~~

~~as this Dept. for orders~~. One draft below is for consideration

10.1.46 / 11/1/46

4 JAN 1946 DEVELOPMENT DEPARTMENT

ASST. SECRETARY TO GOVERNMENT 7 - JAN 1946 EDUCATION AND PUBLIC HEALTH DEPT.

921

(66) 5

pp 13-14 cf

p 9 of Book pad up

C.No.2483.A. From the D.P.I. C.No.2.S.O.46 dated 11-1-1946.

Item XII in the Agenda for meeting of the Central Advisory Board of Education held in January 1945 runs as follows:-

> "To receive and consider the report of the Committee appointed to examine the administrative changes and readjustments that would be necessary amongst the various bodies concerned with the primary and secondary stages of education, in implementing the scheme for post-war educational development."

Book pad up

The Board adopted the report of the Committee appointed to examine the subject with a few modifications and decided that it should be forwarded to Provincial Governments for necessary action - para 17, p.12 of the Board's Proceedings. The report as amended is printed as Appendix K - pp.66-75 of the Proceedings. ~~Some of~~ The (committee's) main conclusions and recommendations ~~of the Board~~ among others are:

para 24) p 74 of Book pad up

(1) that Provincial Governments should assume full administrative and financial responsibility for all school education;

(2) that the powers resumed by Provincial Governments may be re-delegated by them either at once or at an early date to those local bodies whose efficiency can be depended upon or to ad hoc bodies that may be set up for the purpose; and

(3) that in order to enlist public interest in edl. administration each Provincial Government should appoint

(i) A Provincial Advisory Board of Education, which should take cognisance of the whole field of Provincial education.

(ii) Regional Advisory Boards of Education.

These Boards will be concerned with Adult Edn. and Youth Service also, in addition to all education upto the High School stage.

(iii) Managers or Managing bodies for individual schools or groups of schools, exercising such powers as may be prescribed, as and when suitable local persons are available.

2. With reference to the above recommendations the D.P.I. has submitted proposals for constituting a Provincial Advisory Board of Education and he has stated that the question of the formation of Regional Advisory Boards may be considered if the Provincial

pp 13-14 cf

Board proves ineffective.

3. The necessity for constituting a Provincial Advisory Board of Education and Regional Advisory Boards will arise only if recommendation

(1) above, viz. that the Government should assume full administrative and financial responsibility for all school edn., is accepted. The Committee's reasons for making the recommendations are set out in paras 8-9 on pp.69-70 of the Proceedings. During the time of the Congress Ministry the question whether Government should take over the management of elementary schools under local bodies with a view to improve their administration was considered at length. The proposal was finally given up as it was found that such transfer would result in considerable addl. expre.. to Government. In connection with the Post-War plan for introduction of compulsory elementary education the policy of Government is to make use of local bodies and aided agencies for providing the necessary school places. The question whether panchayats also should not be utilised more largely has been raised. The recommendation of the Central Advisory Board of Education is a very radical one. It seems that it should more appropriately be considered by a popular Government which is expected to take up office before long. The question of constitution of a Provincial Advisory Board of Education may also be deferred as it is linked up with question (1) above.

For orders.

A

Book put up pp81-88 & para 6, p128 of GO No. 2458 2-11-39

B

C

Refer made to letter D.P.I

Please return. Dr 4/2

DPI 16/2/46 S

A above is correct.

The DPI is not offering his comment on the main question.

B above. The position is altered now in view of Govt. not having to bear the question of cost as that would be a deterrent; but the question of saving of cost to the extent possible is still relevant; & it was mainly this aspect which was kept in mind when the decision at C above was taken. That aspect, however,

has not got quite the same force in regard to private aided agencies as in regard to the local bodies, because the bulk of the expenditure in private aided elementary schools is on payment of salaries to teachers and this is more or less borne only out of the teaching grant given by Govt. (i.e. the bulk of the expenditure is being borne by Govt. even now); the entire expenditure on dearness allowances is being borne by Govt. now; and under the proposed scheme of enhancement of salaries also the bulk of the expenditure will be falling on Govt. In view of these, the question has been posed by me in another connection whether (with only a negligible addition to the money spent by Govt. through the private-aided agencies,) the Govt. cannot take over the schools (or with a view to avoid even that negligible addition, and at the same time give local bodies an opportunity of associating themselves with educational activities), such schools cannot be handed over to Panchayats wherever possible -- particularly as the new Panchayats Act will strengthen and vitalise the Panchayats.

In regard to local bodies, it is precisely on the consideration indicated at "P" at page 70 of the Proceedings viz., that in spite of pronounced drawbacks the local bodies here had not proved to be totally unworthy, and the connected consideration that the Govt. and the D.P.I have authority to exercise, and have in fact exercised, a very close control over the local bodies' administration of schools and will therefore be able to enforce proper standards, that we were, apart from the question of costs, further justified in taking the decision referred to at "C".

We may explain this to the Govt. of India; and we may make mention of the suggestion under consideration (referred to above) about private aided schools being taken over by the Panchayats to a large extent as an

alternative to the State taking them over; and we may say that in the circumstances the Govt. do not think it necessary at present to take up the question of having a ~~Central~~ Provincial Advisory Board of Education.

SECRETARY, EDU. AND P. H. DEPT. 22 FEB 1946 GOVERNMENT OF MADRAS

I agree 22.2.46

ASST. SECRETARY TO GOVERNMENT 8-APR 1946 EDUCATION AND PUBLIC HEALTH DEPT.

A draft letter is ordered.

28/2/46 S

[Issued a letter No. 44264 B2-6 dy 6.3.46]

The D.P.I. may be asked to explain his reply to the other points raised in the proceedings of the Central Advisory Bd. of Edn.

A draft memo is ordered for approval. After issue the file may be sent to Dev. with reference to Edn. & P.H. U.O. 44264 B2/45-6 dy 8/3/46 the note on p 4 ante.

16.3.46

18/3/46

(Issued as memo. No. 44264 B2/46-7 dy 19.3.46 to the D.P.I.).

p 17 CF

21620 Aiv/46 1.4.46

Dev. Dept.

This was last seen by Dev. at p 4 above. The file has been sent to this Dept. with reference to this Dept. note on p 4 above - the letter issued to Govt. of India at pp 15-16 CF. Agri. Edn. PC. see P.H. note above are perused. The report calls for on the subject from the D.D. has not so far been received. He has reported that he will be able to submit his report by the end of this month. Unless this information the file may be returned to Edn. & P.H. Dept.

24.4.46 5/4/46

Dev. No. 21620 Aiv/46 1924 25.4.46

B2 (68) Edn. & P.H. Dept.

With reference to Dev. Dept. note on p. 8 ante, below, the file may lie over till 5.5.46.

[The D.D.I. will also be reminded by this date for his reply to the Memo on p 17 cf]

10/4/46. 10/4/46

11/4/46

The D.P.I has sent his reply to the Memo on p17 C.F. A draft memo is submitted for approval. After issue the file may be sent to the Development Dept. with reference to this Dept's note on p 8 ante.

6.5.46. 6.5.46

7/5/46 Dev. (after issue of Memo)

Dev. Dept (Aiv)

#P.H.U.044264/B2/45-10 dy 31812 Aiv/46 18.5.46.

A.S.

ADDITIONAL ASSTT. SECRETARY TO GOVERNMENT 15 MAY 1946 DEVELOPMENT DEPARTMENT (67473 A 17/46)

Previous note of this dept on p 8 above. The report from the D.A. is still awaited. He is being reminded. The case may be returned to E.P.H.

21.5.46 21/5/46.

Dev. No. 31812 Aiv/46-1 24.5.46.

ASST. SECRETARY TO GOVERNMENT 27 MAY 1946 EDUCATION AND PUBLIC HEALTH DEPT.

28185

Education & P.H. Department.

Sub: Central Advisory Board - of Education - Eleventh meeting Proceedings - ~~Remarks - Submitting~~.

Ref: From the Dy.D.P.I.(incharge), Rc.No.1345 E/44, dated 16th May, 1946.

The D.P.I. has forwarded his remarks on the recommendation of the Committee appointed by the Central Advisory Board of Education to consider the (1) questions of training, recruitment and conditions of service of teachers in Universities and other institutions of higher education. (2) the administrative

changes and adjustments that would be necessary to post war education and development. The Director's reply is examined below:-

1/above. the proposal of the Committee relates to teachers and professors in Universities and Colleges and institutions of higher education. The Director's remarks cover the cases of teachers and professors in Government Colleges. These may generally be concurred in and a reply sent to the Government of India accordingly. The Committee refers to teachers in schools and colleges or departments of technology. As these institutions are not under the control of Education dept. the Director has not passed over any remarks on the recommendations relating to these institutions.

As regards Universities, the Inter University Board has resolved to adopt generally the recommendations of the Committee with a slighter modification. As regards institutions under private managements, the Govt. have no control over their admnistration. The important question is that the committee of the Central Advisory Board that additional expenditure on the revision of the salaries of teachers and professors should be shared by the Provincial Government. It is submitted that Government of Madras have under consideration the question of general revision of salaries of teachers in all schools & colleges under all kinds of managements. The Government have undertaken to meet the extra cost resulting from the revision of salaries to the extent to which managements are not in a position to meet the cost from their own funds.

2/above. - The recommendations of the committee on the subject are summarised in para 24 on page 74 proceedings. Brief notes are given on the recommendations.

Recommendation 1 and 2: The Government have decided to leave the administration of the ele. schools under local bodies and to tighten their control over their administration. Rules and regulations have been framed to achieve the object in view.

Recommendation 3 to 5. The Director has explained how advisory committees function in this Province to co-ordinate the activities in Edn.

(69) Edn. & P.H. 11

The proposal of the Director to constitute a Provincial Advisory Board was not accepted and the matter intimated to Government of India.

Recommendation 6. This does not relate to Education.

Recommendation 7-9 Under the scheme of compulsory ele.edn. envisaged in the Ele.Edn.Act., guardians who fail to send their children to school are liable to be penalised by fines. The fines (penalties) are levied by the P.D.Bs. in rural areas the Chairman, in municipal areas and commissioner in the city. and are collected like taxes. The Act has recently been amended transferring the powers to impose penalties to D.E.Os. The Amendment Act has not yet been brought into force; the scheme for prosecuting the parents before magistrates was in force till 1935 In that year, this system was withdrawn and a system of penalties introduced. The rules under the Act contemplated the constitution of attendance committees in compulsory areas.

Recommendation 10 & 12. The Director has explained the present position.

Recommendation 11. No action.

The file may be circulated (to Edn.) for orders. On return of the file from circulation, the draft letter to Government of India may be put up.

BM 4/6/46 Rose

TSA 20-6-46 H.S (Edn)

A draft letter is submitted for approval. When once the file may be sent to Development with reference to orders on pages 8 & 9 ante

BM 2/7/46 Rose 3.7.46

Dept. (a i)

G.O.Ms.No. 4626 P.H. dt. 8-7-46

SECRETARY TO GOVT. 9 JUL 1946 9.7.46 DEVELOPMENT DEPARTMENT

12

Dev Dept A IV

A.S. This file has been sent to this Deptt with reference to notes on pp 8 and 9 above

~~Dept last saw at p 9 above~~. The D.A. has reported that he would submit his reply by the middle of this month. With this information the case may be returned to E.P.H.

8/7/46 10/7/46.

Edu & PH Deptt (B2)

Dev No. 46217 A IV/46-1
11-7-46

ASST. SECRETARY TO GOVERNMENT EDUCATION AND PUBLIC HEALTH DEPT. 37625 12 JUL 1946

The file may lie over till 1-9-46.

15/7/46

Linked with E.P.H.U.O. 54364 returned to section on 11/10

Developments may be requested to inform the stage of the file dealing with the recommendations relating to agricultural edn.

E&PH U.O. 54264 B2/45-13
11-10-46.

28/9/46

26.9.46.

Dev No 76759 A IV/46
12.X.46

Dept A IV

A.S. Dept. last saw at 'A' above. ~~The report is still awaited. The file may be returned to the Dept.~~ The D.A. has reported, in a communication received on 7/X/46, that the matter is under his consideration and that he would submit his report shortly. With this information the file may be returned to E.P.H.

FOURTH ASSISTANT SECRETARY TO G... 12 OCT 1946 Dev No 67473 A IV/46 x Interim reply received on 7-10-46 N.R. 21.X.46

14/X/46 14/X/46.

ASST. SECRETARY TO GOVERNMENT EDUCATION AND PUBLIC HEALTH DEPT. 61737 15 OCT 1946 E&PH

Dev No. 76759 A IV/46
14.X.46

Lie over until 1-11-46

16/10/46

[The file was circulated with a reminder]

13

(76)

the development Dept may be requested to inform us about the stage of the file dealing with the recommendations of the Central Advisory Bd of Education on agricultural edn.

28/11/46 Dev.

22.11.46

E&PH U.O. 44264 B2/46.
23.11.46

ADDITIONAL ASSISTANT SECRETARY TO GOVERNMENT 25 NOV 1946 DEVELOPMENT DEPARTMENT

Dev 90419 A IV/46
25.11.46

Dept A IV

(This Dept. last wrote on p 12 above)

A.S. The file relates to the proceedings of the eleventh meeting of the Central Advisory Bd of Education in India held at Karachi in Jan. 1945. Extract of item X of the agenda were taken from this file, & dealt with in the Deptt. E.P.H. Dept now want to know the stage of this file. That Dept may be informed that the recommendations relating to ~~this Deptt~~ Agriculture Education have been examined in the light of D.A's & D.V.S's remarks, and a final reply sent to Govt of India Dept. of Education. With this information, the file may be returned to E.P.H.

27/11/46 SPH

27/11/46

Dev No. 90419 A IV/46
27-11-46

ASST. SECRETARY TO GOVERNMENT EDUCATION AND PUBLIC HEALTH DEPT. 28 NOV 1946

73161

E+P.H. Dept B.2.

Please see the Telephonic Message from the D.P.D. on page 31 C.F. A draft memo is submitted. After issue the papers may be Recorded.

Recorded 2302 30-11-46.

28/11/46

29/11/46

(11)