Secrt. II-27—58,001—27-10-47.

Edn (1948) Department.

Ms. SERIES.

G.O. NO. 1985

Dated 11-8-48

[Despatch Abstract.]

Central Advisory Board of Education - Thirteenth Meeting - Proceedings - Notes recorded.

ASST. SECRETARY TO GOVERNMENT
21 SEP 1947
EDUCATION AND PUBLIC HEALTH DEPT.

No. F.1-2/47-E.II.
Government of India.
Department of Education.
New Delhi 3, dated the 15th August, 1947.

From

Dr. D. Nag, O.B.E., M.A., D.Litt.,
Deputy Secretary to the Government of India.

To

All Provincial Governments and Local Administrations
(excluding Pakistan Provinces and Areas).

13TH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION-
PROCEEDINGS - ACTION TAKEN.

Sir,

I am directed to forward herewith for the information of the Provincial Government/your information, a copy of the proceedings of the 13th Meeting of the Central Advisory Board of Education held at Bombay in January, 1947. Copies of the memoranda and other papers mentioned therein were circulated to Provinces before the Meeting and printed copies of the Proceedings will be sent to you as soon as they are ready. The Government of India offer the following comments on the items which call for specific action:-

Item I. Necessary action has already been taken by the Government of India.

Item II. It is requested that the information supplied in future on developments in Basic (Primary and Middle) Education and in regard to main developments in adult education and social services, particularly with reference to the progress of women's education, may be as comprehensive as possible and may kindly be supplied to this Department by the end of November, 1947. Supplementary reports on specific educational developments may also be furnished to this Department by that date.

Item IV. This is for information only. A separate communication will follow, regarding the suggestion made by the Board on financial adjustments.

Item VIII. The Government of India have under consideration the further steps to be taken to bring the Indian Uniform Braille Code into use. A separate communication will follow.

Items X,XI,XII. The issues are under examination, and a separate communication will follow.

Item XIV ....

Item XIV. The Government of India agree with the recommendation of the Board and hope that steps will be taken to see that text-books prescribed conform to the principles recommended.

Item XV. A separate communication will follow.

Item XVI. The Government of India are in general agreement with the recommendations of the Board in regard to the teaching and status of Physiology and trust the same will commend themselves to the Provincial Government.
you

Item XVII. The question of appointing a University Enquiry Commission is at present under active consideration and a separate letter will follow.

Item XIX. The Provincial Government will no doubt agree that the
you
use of broadcasting facilities for educational purposes is important and it is hoped that all possible steps will be taken to this end. The Government of India will be glad to be informed of the progress made in this connection.

Items XX and XXVI. As recommended in the resolution, a committee appointed by the Board to examine the question of curriculum in Basic Schools, etc., met at Simla on the 25th and 26th June, 1947. It is expected that the recommendations of the ~~other~~ Committee will be placed before the next meeting of the Board.

Items XXV. The matter is under consideration, so far as the Government of India is concerned. It is suggested that the Provincial Government may take suitable action in the light of the
you
recommendation made by the Board.

Items V.VI.VII.IX.XIII.XVIII.XXII and XXIV. For information only.

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

(V.M.Jan).
Deputy Secretary.

E.& P.H.Dept.

Memo. No 7475 E/I/47 E D U. Dated 28-11-47

Subject- Central Advisory Board of Education- Thirteenth meeting .- Proceedings.

Very urgent.

Ref. From the Govt. of India, No. F- 8-2/47 E-II
Dated 15-9-47 and 15 11 47.

Copies of the letters from the Govt. of India read above along with copy of Proceedings of the thirteenth meeting of the Central Advisory Board of Education are forwarded to the D.P.I. He is requested to submit at an early date reports on items II, XIII, XVI, XIX, and XXV in the Proceedings.

To
The D.P.I.
(with a copy of pages 43 cf. and a copy of the proceedings- to be returned with reply).

Action taken by the Director of Public Instruction and the typed copy drawn by the Reviser.

BY AIR MAIL.

NO.F.8-2/47-E.II.
GOVERNMENT OF INDIA,
Ministry of Education,
New Delhi 3, the 3rd December, 1947.

ASST. SECRETARY TO GOVERNMENT 8 - DEC 1947 EDUCATION AND PUBLIC HEALTH DEPTT.

From

Sir S.S. Bhatnagar, O.B.E., D.Sc., F.R.S.,
Secretary to the Govt. of India.

To

The Secretary to the Govt. of Madras,
Education and Public Health Deptt., MADRAS

13TH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION - PROCEEDINGS - ACTION TAKEN.

Sir,

I am directed to refer to this Ministry's letters No.F.8-2/47-E.II, dated the 15th September, 1947 and the 15th November, 1947 on the subject noted above and to request that necessary information called for may kindly be furnished to this Ministry immediately.

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

for Secretary.

'THAKUR'3.

ASST. SECRETARY TO GOVERNMENT
15 DEC 1947
EDUCATION AND PUBLIC HEALTH DEPT.

8r 7 (6) 11

NO.F.8-2/47-B.I.
GOVERNMENT OF INDIA,
Ministry of Education,
New Delhi 3, the 9th DEC., 1947.

From

K.R. Purna, Esqr.,
Assistant Educational Adviser to the Govt.of India.

To

The Secretary to the Govt. of Madras,
Education and Public Health Deptt.,
MADRAS.

9826

Sir,

I am directed to forward herewith 3 copies of the Proceedings of the 13th Meeting of the Central Advisory Board of Education in India for your use and for the use of the Director of Public Instruction of your province.

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

Assistant Educational Adviser.

'THAKUR'5.

Z 10

RECEIVED BY THE SECRETARY TO GOVERNMENT
DEC 1947
EDUCATION AND PUBLIC HEALTH DEPT.

Ex P.H (Ex) Dept.

Please see the reminder from the Govt. of India at p.6. note. The memo to the D.P.I. calling for reports was issued on 2-12-47. It is too early to remind him. He may be reminded on 15-12-47 if necessary. No interim reply to the Govt. of India seems necessary.

8.12.47

9/12/47

C.F. 32.

EDUCATION Department	Received Registered
From (Name) Sri D.S. Reddi, M.A.(Oxon),	To
Designation Director of Public Instruction,	The Secretary to Government,
Station MADRAS.	Education and Public Health Department,
	MADRAS.

Enclosures:

R.C. No. 9749 E4/46 dated 6th February 1948.

Sir,

SUB: CENTRAL ADVISORY BOARD OF EDUCATION - 13th Meeting - Proceedings.

REF: Government Memo No.74751B2/47-1 Edn., dated 28.11.47 and 5.1.48

I submit the following report with reference to the above Government Memo.

Item II - Basic Education.

There are at present eight Basic Training schools in the Province; of which five are under Government Management; and the remaining three under private managements and have not yet been recognised by Government. About 320 men and women teachers are getting trained in these institutions; a fourth of these are women. The number of Basic Schools so far organised is 25.

ASST. SECRETARY TO GOVERNMENT 9465 9 FEB 1948 EDUCATION AND PUBLIC HEALTH DEPT.

Item XIV: Exclusion from Text Books of Statements derogatory to foreign countries and their administrations:-

Necessary instructions will be issued to the Secretary, Text Book Committee on receipt of orders of Government in the matter.

Item XVI:- Teaching and status of.

Physiology:- Physiology is an optional subject at present in addition to elementary Physiology in General Science in Secondary schools. The recommendations of the Board are:-

(1) Provision for the teaching of Elementary Physiology in all primary and secondary schools.
(2) Physiology be made additional subject like Biology and Chemistry, for the Matriculation Examination.
(3) Provision for the teaching of Physiology at the Intermediate, B.A., and B.Sc. stages in colleges and Universities.

Item (1):- Physiology in functional aspects is included in the syllabus for the Higher Elementary standards, while only Hygiene is taught only in Lower standards. In the Middle school stage also, an Elementary knowledge of Physiology is included in the syllabus for Elementary Science. In the High school stage both in the existing scheme and in the proposed reorganised scheme, Elementary Physiology finds a place in General Science. Besides this, a more advance knowledge is included in the draft syllabus for Home Science under the contemplated specialised High School course, teaching up to the examination equivalent to matriculation. The recommendations under items (2) and (3) are for the University authorities to decide.

Item XIX: Broadcasting:-

Both the Madras and Trichy stations of the A.I.R. have constituted consultative committees for Educational Broadcasts consisting of prominent educationists including working teachers in the respective cities. Of the committee at Madras, the Director of Public Instruction is one of the members. Only a small proportion of schools attempted to Co-ordinate the broadcasts with instruction. In most of the schools, the listening in was mainly in the form of incidental learning. The programmes of "Learn to sing" were listened into for conscious educational purposes. A suggestion that purchase and maintenance of Radio sets may be admitted for the purpose of grants to aided schools and an admissible item of expenditure for schools under public management has been made to Government serveral times, it

P.T.O.

it has not been accepted. If this is accepted it will help make Broadcasting useful to schools.

Item XXV. To consider a resolution passed by All India Physical Educational Conference at its session held in Amraoti in October 1946.

The two points raised therein (viz) (1) inclusion of Physical Education as an examination subject in High School and (2) the appointment of an expert committee for considering questions about Physical education, may be placed before the Provincial Advisory Board of Education, Physical education as an examination subject does not come in the purview of the present scheme of reorganisation. Regarding (2) above there are already members to represent Physical education in the Provincial Advisory Board.

for DIRECTOR OF PUBLIC INSTRUCTION.

Ramu.7.2.48.

E.& P.H.(G.3)

Letter/Ref-No. 74751.B2/47-4. Edn., dated 28-2-48

To

The Registrar, University of Madras, Madras. (Encl - copy of p.18, p.p.115-118 of the Book (D) and extract of D.P.I.'s letter of p.9 c.f.).

The Registrar, Andhra University, Waltair.

The Registrar, Annamalai University, Annamalainagar.

Sir,

Sub:- Central Advisory Board of Education - 13th meeting - Proceedings.

I am directed to enclose a copy of para.23 and Appendix (O) of the Proceedings of the Central Advisory Board of Education together with the views of the D.P.I. thereon and to request you to offer your remarks thereon at an early date.

Y.O.S.,

Memo.No. 74751.B2/47-5. Edn. dated 28-2-48

Sub:- Central Advisory Board of Education - 13th Meeting - Proceedings.

A copy of para 23 and paras I, IV and clauses 4, 5, 6, & 7 of para VIII of Appendix "O" of the Proceedings of the Central Advisory Board of Education is communicated to the S.G. who is requested to offer his remarks thereon at an early date.

To
The S.G.
(with encl.)

Reminded on 22/4/48

Letter
No. T4751.B2/47-6. Edn. dt 8-4-48.

To The Secretary to the Govt of India,
Ministry of Education, New Delhi.

Sir,

Subject:- Central Advisory Board of Education - Proceedings of the Thirteenth meeting - Ref. your letters no. F. 8-2/47 Pol-3 dated 15-8-47 and 15-11-47.

With reference to items II, XIV, XVI, XIX and XXV of the proceedings of the Central Advisory Board of Education referred to in your letter cited, I am directed to send the following report :-

Item II of the Proceedings :-

(i) Basic Education.

At present 29 Basic schools and eight Basic training schools are functioning in this Province. Of the eight Basic training schools five are under Govt management and three under private management. Further, officers are also deputed to Bombay for training in the principles of Basic education. With the help of these teachers trained in Basic education, Basic schools will be opened on a large scale in 1948-49. In 1948-49 seven ordinary training schools will also be converted into Basic training schools.

(ii). Adult Education.

I am to enclose a copy of the proceedings of this Govt. containing a programme for the spread of Adult Education in this Province.

Yours faithfully,
17.3.48.

Item II of the Proceedings:

(1) Basic Education.

(2) Adult Education.

Item XIV of the proceedings:- Exclusion from text-books of certain statements.-

This Government accept ~~xxxx~~ the recommendation of the Board. Necessary instructions in the matter are being issued to the Director of Public Instruction.

Item XVI - Teaching and status of physiology:-

(i) Teaching of the subject in primary and Secondary Schools:-

Physiology in functional aspects is included in the syllabus for the higher Elementary standards, while only ~~Hygiene~~ Hygiene is taught only in Lower standards. In the Middle school stage also, an Elementary knowledge of Physiology is included in the syllabus for Elementary Science. In the High school stage both in the existing scheme and in the proposed reorganised scheme, Elementary Physiology finds a place in General Science. Besides this, a more advanced knowledge is included in the draft syllabus for Home Science under the contemplated specialised High School course, teaching up to the examination equivalent to matriculation

(ii) and (iii) Introduction of "Physiology" in the Matriculation and University Courses of Studies

The matter is under consideration. A further report will follow.

Item XIX of the proceedings:-

Broadcasting: Both the Madras and Trichy stations of the A.I.R. have constituted consultative committees for Educational Broadcasts consisting of prominent educationists including working teachers in the respective cities. Of the committee at Madras, the Director of Public Instruction is one of the members. Only a small proportion of schools attempted to co-ordinate the broadcasts with instruction. In most of the schools, the listening in was mainly in the form of incidental learning. The programmes of "Learn to sing" were listened into for conscious educational purposes.

4 2 22 pp 114 20 of (D)

-2-

Item XXV of the proceedings:

Physical education:- The two points, raised therein (viz.) (1) inclusion of Physical Education as an examination subject in High School and (2) the appointment of an expert committee for considering questions about Physical education ~~will may~~ be placed before the Provincial Advisory Board of Education. Physical education as an examination subject does not come in the purview of the present scheme of reorganisation. Regarding (2) above there are already members to represent Physical education in the Provincial Advisory Board.

Vide p. 16 of

Is 10.3.48 Rt 11.3.48.

D.M. 18/3/48

Mf 20/3/48.

(11) 13 II 23 Edn. & P.H.(S) Dept.

pp 1-3 c
pp 9-10 c

Text-books - Recommendations of the Central Advisory Board of Education.

From the Govt. of India, No.F.8-2/47,E.II, d/ 15-8-47.

From the D.P.I. R.C.No.9749.E4/46, dated 6-2-1948.

MEMORANDUM No. 74751 Pr/47-7. Edn. dt 8.4.48.

~~The D.P.I. is informed that~~ (2) the Government accept the recommendations of the Central Advisory Board of Education that books meant for educational institutions should as far as possible present an objective historical view and should not contain statements which have not passed the test of ~~the~~ critical judgment and that as far as possible prescribed school text-books should avoid reference to current events of a controversial character. ~~xxxxxxx~~ The D.P.I. is requested to issue the necessary instructions in the matter and to see that the text-books prescribed conform to the above ~~standards~~ in educational principles.

p. 2 c.
(2) p. 17 of (D)

To the D.P.I.
Spare copy.
Copy 5 43

15.3.48.
15.3.48.

D.M. 18/3/48 Mf 20/3/48.

14 (12) 25 ✗

Edu V.P.H Sept

Memo No. 7475 I.Pr/47 - 8. Edu. 5 8.4.48 B2

Central Advisory Board of Education -
. Proceedings of the Thirteenth meeting -

Pg-1 cy. Ref. From the D.P.I. No. 9749 E4/46 dated 6.2.48

Govt
Pg 1 cy. The ~~I~~ agree with the D.P.I. that with
Pg 1 cy D reference to item XXV of the proceedings of
the Central Advisory Board of Education
the points raised in the resolution of the
All India Physical Education Conference at its
sessions held in Amraoti in Oct. 1946 should
be placed before the Provincial Advisory Board of
Education. The D.P.I. is requested to
take steps to this end

~~2. The D.P.I~~ Pg 5/4/48 V 2. The Govt consider that in regard to
broadcasting attempts should be made to bring
about greater co-ordination. The D.P.I is

B 26

requested to suggest how best it can be co-ordinated and take steps for such coordination

DPI 7/4/48

6/4/48

To The DPI (3 Secs.)

175/47—12-11-47—10,000.

All official letters, packages etc., should be addressed to the Registrar by designation and not by name.

ANDHRA UNIVERSITY

Waltair, 19th March 1948

TELE {GRAMS: "UNIVERSITY", WALTAIR
PHONE: VIZAGAPATAM No. 8.

No. C4-1313-(2)-48.

Encl.

RECEIVED
ASST. SECRETARY TO GOVERNMENT
EDUCATION AND PUBLIC HEALTH DEPT.
22 MAR 1948

From THE REGISTRAR, ANDHRA UNIVERSITY.

To The Secretary to the Government of Madras,
Education and Public Health Department,
M a d r a s.

21813

Sir,

Sub: Central Advisory Board of Education - 13th Meeting - Proceedings.

I have the honour to acknowledge the receipt of your letter No. 74751-B.2/47-4. dated 28-2-48 and to inform you that the remarks of the University will be sent about the 1st week of May 1948.

Registrar.

CR.

ANNAMALAI UNIVERSITY

No. 176 5th April, 1948

From

THE REGISTRAR,
ANNAMALAI UNIVERSITY
ANNAMALAINGAR

To The Secretary to Government of Madras,
Education and Public Health Department,
Fort St. George, Madras.

RECEIVED
ASST. SECRETARY TO GOVERNMENT
EDUCATION AND PUBLIC HEALTH DEPT.
6 APR 1948

25078

Sir,

Ref: No.74751 B/2/47-4 Edn. dated 28-2-48 - Proceedings of Central Advisory Board of Education - Memorandum of Indian Science Congress - Teaching of Physiology in Educational institutions.

I am to enclose copy of letter from the Professor of Zoology of this University setting forth the opinion on the above subject.

Your most obedient servant,

S. Ramachandra Rao 5.4.48
Ag. Registrar.

Encl:
N.5.

17 31

Copy of Letter dated 24th March, 1948 from the Professor of Zoology, Annamalai University, to the Registrar, Annamalai University.

Ref: Your letter No.11791 dated 18--3--1948.

Sub: Proceedings of the Central Advisory Board of Education regarding the teaching and status of Physiology in Schools and Colleges.

I submit below my remarks on the above:-

1. The report prepared by the Physiology Section of the Indian Science Congress does not draw a distinction between Human Physiology and Comparative Physiology. This distinction will be necessary, because an advanced study of Human Physiology is possible only when there is a Faculty of Medicine. The Annamalai University does not have a medical College and research work on advanced teaching of Human Physiology is therefore not possible for it.

2. A knowledge of Human Physiology is very necessary particularly for boys and girls in schools - the potential citizens of the country. It must be admitted that the teaching of Human Physiology is sadly neglected and very inefficient in almost all schools of the Madras Presidency.

3. In the Annamalai University, Human Physiology is studied by all students of Group B in the Intermediate Classes. The teaching includes not only theoretical lectures, but also practical demonstrations. Zoology and Human Physiology form one paper in the Intermediate Examination, and there is equal emphasis on the two subjects. (An equal number of questions has to be answered from each part).

4. It is not advisable to treat 'Physiology' as an independent subject at the Intermediate or undergraduate stage, as a knowledge of Physics, Chemistry, particularly of Physical Chemistry and Bio-Chemistry is essential for the appreciation of physiological processes. Without a good foundation in the physical sciences a student cannot grasp the essentials of physiology.

5. In the Annamalai University there is provision for the teaching of Comparative Physiology as a special subject for the B.Sc. (Honours) Degree in Zoology. The scope of the syllabus is

comprehensive and of a high standard. As most of the advances in Human Physiology are based on research work in comparative physiology, the study of comparative physiology is of great importance.

5. Research and advanced teaching in comparative physiology can be undertaken in the Annamalai University only if proper laboratory equipment is financed by Government.

6. The Zoology Department of the University has been equipping itself gradually for research work in experiemntal embryology which is really the physiology of development. It was suggested by the Head of the Department of Zoology to the Scientific Man-Power Commit in person that the Zoology Department of the Annamalai University might be financed by the Central Government for Research work in Experimental Embryology.

Sd. . . . . .

Head of the Department of Zoology

18 Mar

33

15

It is requested that all communications should be addressed to The Registrar, University of Madras, Triplicane P. O., Madras, and not to any person by name.

UNIVERSITY OF MADRAS.

No. C&C1479

UNIVERSITY BUILDINGS,
CHEPAUK, MADRAS.
6-- APR 1948

RECEIVED
8 - APR 1948
FROM
GOVT. SECRETARY TO GOVERNMENT
EDUCATION AND PUBLIC HEALTH DEPT.

THE REGISTRAR,
University of Madras.

To

The Secretary to the Government of Madras,
Education and Public Health Department,
Fort St. George, Madras.

25572

S i r,

Ref: Your letter reference No. 74751 B2/47-4 Edn., dated the 28th February 1948 - Proceedings of the 13th meeting of the Central Advisory Board of Education - The Teaching and Status of Physiology in India.

I have the honour to inform you that the Syndicate, after consideration of the memorandum from the Indian Science Congress, forwarded with your letter under reference, has resolved to recommend:-

1. that the Government should take up the question of the provision for the teaching of Elementary Physiology in all Primary and Secondary Schools;

2. that with a view to providing good teachers in the subject it is necessary that the teaching of Physiology ~~in~~ should be encouraged at the Intermediate, B.A. and B.Sc. stage in the Colleges affiliated to the University;

3. that the Syndicate is of opinion that provision should be made in the Medical Colleges for the teaching of Physiology up to the B.Sc. standard and in particular requests that Government may take the necessary steps to implement this resolution;

4. that a Committee consisting of the Vice-Chancellor (Convener) and the Chairmen of the Boards of Studies in Zoology, Botany, Home Science and Medicine be appointed to consider how best a ~~scheme~~ scheme can be evolved to promote the teaching of Physiology in the Medical Colleges and to permit Medical students to acquire a Degree in Physiology;

5. that as regards Fellowships and Scholarships the Government in the Department of Public Health may kindly institute some Fellowships or Scholarships in Physiology, Pharmacology, Biochemistry, etc.

I am also to state for your information that

P.T.O.

(1) necessary Regulations have already been passed for the Degree Courses in Physiology; (2) the Syndicate has already laid down that teachers of Physiology for the B.Sc. or the Medical course should have a post-graduate degree in that subject and adequate teaching experience; and (3) Research Degrees like M.Sc., Ph.D., and D.Sc. have already been instituted in Physiology, Pharmacology, Biochemistry, etc., in this University, and candidates have qualified in such subjects.

Necessary action is being taken to implement resolutic (4) relating to the appointment of a Committee for evolving a scher for the promotion of the teaching of Physiology in the Medical Colleges and to permit medical students to acquire a Degree in Physiology.

Your obedient servant,

R. Rao

Ag. REGISTRAR.

mks/6/4.

R.19806-M(1)/47. Office of the Surgeon-General wit with the Government of Madras, Madras-6. dated 19th May 1948

From Colonel S.L.Bhatia, CIE, MC.,MA.,MD.(Cantab),FRCP(Lond. Surgeon-General with the Government of M FRS(E), Madras.

ASST. SECRETARY TO GOVERNMENT EDUCATION AND PUBLIC HEALTH DEPTT. 21 MAY 1948

To The Secretary to Government, Education & Public Health Department, Madras-9.

Sir,

Ref: Government memorandum No.74751-B.2/47-5, Edn. dated 28-2-48 regarding Central Advisory Board of Education - 13th meeting Proceedings - Studies in Physiology.

The remarks of the Principal, Medical College, Madras have not yet been received. On their receipt a reply will be sent to Government.

Your obedient servant,

for Surgeon-General with the Government of Madras.

kvr 18/5.

Edn. H. Dept B2

Letter no 74751 B2/47-5 Edn Dt 29-5-48

Ref

To

The Registrar, Andhra university Waltair.

Sir.

Sub: Central Advisory Board of Education - 13th meeting. Proceedings

I am directed to invite attention to your letter no 74751 B2/47-4 Edn Dt 28.2.48 and to enquire when a reply may be expected

y.o.s.

p. 15 C.F.

175/47—12-11-47—10,000.

All official letters, packages etc., should be addressed to the Registrar by designation and not by name.

ANDHRA UNIVERSITY

TELE { GRAMS : "UNIVERSITY", WALTAIR
PHONE : VIZAGAPATAM No. 8.

Waltair, 4th June 1948



No. C4.-1313-48

Encl.

From THE REGISTRAR, ANDHRA UNIVERSITY.

To The Secretary to the Government of Madras,
Education and Public Health Department,
Fort St. George, Madras.

42242

Sir,

Sub: Central Advisory Board of Education -13th Meeting Proceedingsabout - Teaching and status of Physiology in India.

Ref: Your letter No. 74751-B2/47-5 Edn. dated 29-5-48.

I have the honour to inform you that the matter is still under consideration of the Syndicate and that its decision will be intimated to you by the 3rd week of this month.

In Charge Registrar.

s.a. Edn. II Dept. B2
Reminder letter from the Registrar, Andhra University may be awaited till 1.7.48.

R.No. 19806 M I/48.

Office of the Surgeon-General with the Government of Madras, Madras 8, Dated 9-8-48.

From

Colonel S.L.Bhatia, CIE.MC.MA.MD (CANTAB) FRCP(LOND) FRS (E)., Surgeon-General with the Government of Madras.

To

The Secretary to Government, Education and Public Health Department, Madras.

ADDL. SECRETARY TO GOVERNMENT
12 JUN 1948
EDUCATION AND PUBLIC HEALTH DEPTT.

43498

Ref: Government Memo No.74751-B2/47.5 Edn dated 28-2-48.
Sub: Central Advisory Board of Education-13th Meeting-Proceedings

My remarks on the recommendations of the Central Advisory Board of Education are furnished below:

VIII-RECOMMENDATIONS: Clause 4. I agree with the remarks of the Principal Medical College, Madras(Copy of which is enclosed for the information of Government). The courses for B.Sc Physiology and Ist MBBS examination can be hardly be identical. For the Ist MBBS, greater stress will have to be laid on the application of Physiology to medicine, while B.Sc Physiology will deal more with

p.t.o

with general aspects of Physiology. I am not in favour of granting exemptions from examinations as proposed.

Clauses 5,6 and 7: I agree with the recommendations of the Central Advisory Board of Education.

Your obedient servant,

for Surgeon-General with the Government of Madras.

RS/. 9.3

Copy of extract from the letter of the Principal, Medical College, Madras dated 24th May 1948.

--

Regarding paragraph VIII-Clause 4 for modifying the courses in Physiology for the B.Sc and Ist MBBS Examinations so that a student who has successfully completed the course in one, may get exemption from the other, if he so chooses, it is not possible to have similar or exactly the same syllabus for both the courses. In the case of the B.Sc students the subject may be taught as one of pure science without the application to medicine or other allied subjects, whereas in the Medical Colleges more stress may have to be laid on the aspect of the applicability of the knowledge of Physiology to the study of Medicine; hence these two examinations--B.Sc and Ist M.B cannot be interchangeable.

/True extract/

for Surgeon-General with the Govt. of Madras.

D2 — 24

45

20

48-41—5-6-41—5,000.

All official letters, packages etc. should be addressed to The Registrar by designation and not by name.

ANDHRA UNIVERSITY, WALTAIR.

TELE { GRAMS: "UNIVERSITY," WALTAIR. PHONE: VIZAGAPATAM No. 106.

..... 194 8.

ASST. SECRETARY TO GOVERNMENT EDUCATION AND PUBLIC HEALTH DEPT. 21 JUN 1948

D.Dis.No. C4-1313-48

Encl. One

From THE REGISTRAR, ANDHRA UNIVERSITY.

To The Secretary to the Government of Madras,
Education and Public Health Department,
M a d r a s.

45340

Sir,

Sub:- Central Advisory Board of Education - 13th Meeting - Proceedings on the Teaching and Status of Physiology in India.

Ref:- Your letter No.74751-B.2/47-4 Education dated 28--2--1948.

I am by direction of the Syndicate to forward herewith the views of (1)the president of the Faculty of Medicine of this University (2)Prof.S. Bhagavantham and (3) Prof.R.N.Mukherjee, member of the Faculty of Science, on the proceedings of the Central Advisory Board of Education regarding the teaching and status of Physiology in India, together with the following observations of the Syndicate:

The Syndicate is of opinion that Physiology and Anatomy should be taught as part of General Biology in the University Colleges with Post-Graduate courses and the general scope of teaching should include comparative Physiology and comparative Anatomy, and also in view of the specialised nature of the different branches, of Physiology in particular, there should be more than one Chair and, as far as possible, one Chair for each of the bigger specialities.

MSD/17.6.

Registrar.

ENCLOSURE 25

Copy of letter R.C.No.905-C1-48 dated 9th April 1948 from Dr.T.Bhaskara Menon,M.D.,D.Sc.,F.R.C.P.,Principal, Andhra Medical College, Vizagapatam, to the Surgeon-General with the Government of Madras,Madras, copy forwarded to the Registrar, Andhra University, Waltair.

Ref:- Your Memo Ref.No.19806-M1/47 dated 31st March 1948 regarding proceedings of the Central Advisory Board of Education.

I have consulted the Professor of Physiology of this College on the subject and offer the following remarks on the recommendations of the Board.

A course in Physiology for B.Sc. however advanced it might be would essentially be of a purely scientific nature and would relate more to normal function than diseased conditions. Such a course could never be identical to Physiology that would be taught to Medical students. Hence exemptions cannot be granted to I M.B.B.S. for B.Sc. students in Physiology and examinations conducted for I M.B.B.S. and B.Sc., could not be on similar lines.

The first post-graduate degree to be obtained by any worker in the field of Physiology either in a research department or in a teaching institution shall be partly by examination of a high standard, for the worker becomes conversant with the general principles of Physiology before he confines himself to localised problems of research work and partly by thesis which need not be of a high standard and this would introduce the worker to the methods of investigation for research in Physiology. A study for a degree of this kind would give a better start for the Junior workers in that their outlook will be wider and their grasp better over problems which they would tackle for obtaining higher degrees as Ph.D. and D.Sc. which shall be entirely by research work alone.

Post graduate study in Physiological Sciences shall be of uniform standards and lines which shall be prescribed by the Inter University Board.

I am of opinion that Physiology and its ancillary subjects in Medical Institution shall be taught invariably by those who possess medical qualifications especially from B.Sc. onwards. Further sound knowledge of Anatomy is essential to teach Physiology adequately.

Teaching of Physiology can also be made more interesting by properly developing the experimental side of it and for this also a sound knowledge of Anatomy is essential; further the subject can be popularised by actual demonstration of cases of Physiological interest to the students.

Copy of letter dated 29th March 1948 from Prof.S.Bhagavantham,Head of the Department of Physics,University Colleges,Waltair, to the Registrar, Andhra University, Waltair.

Ref:- Your Ref.No.C4-1313(1)/48 dated 22--3--1948.

As the President of the Faculty of Science is just now out of India, I am sending my views on the above reference directly to you.

I am in general agreement with the recommendations of the sectional committee of Physiology. I think this subject should receive prominence and form part of University departments of Natural Sciences at high academic levels.

Copy of letter dated 3rd April 1948 from R.N.Mukherjee,Member,Faculty of Science,Andhra University,Waltair, to the President of the Faculty of Science, Andhra University, copy forwarded to the Registrar,Andhra University,Waltair.

Sub:- Central Advisory Board of Education - 13th Meeting - Proceedings on the teaching and status of Physiology in India.

Ref:- Registrar's letter No.C4-1313(1)/48 Encl.1 dated 19/22-3-48 to the President Faculty of Science, Andhra University.

The views put forward are as follows:--

1. The contents of paras 1-8 of the report prepared by the Committee appointed by the section of Physiology of the Indian Science Congress are agreed in principles so far as the status of Physiology in India is concerned but with certain reservations with regard to certain points given in succeeding paras, for the special Committee appointed seem to have failed to take a broader view of the subjectand appear to have restricted exclusively to the consideration of 'Human Physiology' and its corelated branches of Biochemistry and Pharmacology.

2. Human Physiology is only a small branch of Animal Physiology with all its intricacies requiring the use of varied kinds of instruments adopted for the study of the innumerable kinds of organisations met with amongst the animals - aquatic, terrestrial and aerial. It is with this object in view that 'Physiology' should receive consideration in India so that it may confer the greatest good to the nation. It is undeniable that this important branch of science has been woefully neglected in this country.

3. The subject of Physiology in its broader aspect will not only be of great help to the medical science but it will also play a great role:-

a. In the improvement of the live-stock in this country.
b. In the development of fisheries in India (for which Ecology must combine with Physiology).
c. In the control of the various pests that constitute a great loss to the nation - loss in the yield from the live-stock, loss in crops and fruits, and loss to such things as timber, wool, hides, etc.

4. Suggestions:-

i. An elementary knowledge of Physiology with reference to human organs and systems should form the basic ground for still higher studies not only with reference to man but also with reference to all other animals.

ii. With this objects (as stated in para 4,(i)) in view, an elementary course in human physiology along with First Aid and Hygiene may be usefully introduced as an optional subject in the school stage; but no teacher other than a properly qualified person should be allowed to teach this subject in the schools. Besides, no school should be allowed to teach this subject unless it is properly equipped to present the fundamentals of Physiology before the students by means of well-selected experiments, demonstrations and dissectable human models. Educational films and lantern slides on the subject should be freely made use of in order to make the subject interesting. A minimum equipment for a class of 20-30 may have to be set out for the purpose by the authorities, if at all the ultimate object is to be achieved. To this end, the government should come forward with a liberal grant without which no head-way would be possible.

iii. In the Intermediate stage, the subject of Human Physiology in still greater detail than in the school stage, should be introduced and all students going in for such natural sciences as Zoology and Biology should be compelled to take up Physiology along with Chemistry as a combination. For students taking this combination, there should be a course in Physics cut down to its minimum and so adopted as to help in the understanding of the subject of Physiology. A heavy course in Physics should be avoided for it may not serve any useful purpose for such students who do not like to continue the study of this subject for their B.Sc. and higher degree course.

iv. At the B.Sc.stage, there should be a combination of Zoology, Chemistry Animal Physiology, and a good bit of Biochemistry. At this stage, the students should be expected to learn the whole of Human Physiology as may constitute the M.B.B.S.course, as also a good amount of Animal Physiology.

v. Students being thus equiped with the fundamentals of Physiology at the B.Sc. stage will be wonderfully suited for a post graduate training in Animal Physiology which will prepare them for undertaking research and qualifying them for still higher degrees on the subject.

vi. To achieve the object as has been set out above, adequate fund should be placed at the disposal of the Department concerned to equip itself with the modern equipment not only to facilitate teaching of the subject but also to encourage research.

vii. For the teaching of the subject in the schools, a whole-time medical man may be usefully employed. He may be required to devote 4 hours a day towards actual teaching and should be given facilities to carry out clinical examination of blood, steel urine etc., in order to supplement his income from the school which is not likely to be temptingly high. This will undoubtedly attract many a medical man to accept theoffice but it will certainly mean a capital expense of about Rs.2500/- on the part of the school ~~authorities~~ autheritiss to give him the said facilities.

viii. For the teaching of the subject in the Intermediate stage, the same procedure as mentioned in para 4 (vii) above may be adopted for engaging a teacher.

ix. For the B.Sc., a more qualified person ~~than~~ than a medical man is considered necessary. He should possess a knowledge not only of Human Physiology but of Animal Physiology as well.

x. Physiology in India has all along been a neglected science. There has been no encouragement on the part of the authorities to bring this subject in line with other sciences as Chemistry,Botany,Zoology etc. It has therefore miserably failed to keep pace with the developments that are taking place in the same subject in other parts of the world, chiefly America. Now, as it has been brought to the notice of the Government to give this subject a due attention, it is suggested that a special Committee consisting of Physiologists, Biochemists, Pharmacologists, and Zoologists with one expert on Animal Physiology from abroad if possible be appointed to review the whole status of Physiology (animal) in India and draw out a scheme of development embodying such recommendations that may be usefully introduced at the ~~initial~~ initial stage.

E. & P.H. (B2)

LETTER REF. NO. 74751/47-10 B2 EDN., DATED 20.7.48

To

The Secretary to the Govt. of India,
Ministry of Education,
NEW DELHI.

Sir,

SUB:- Central Advisory Board of Education -
Proceedings of the Thirteenth Meeting.-
Teaching of Physiology in Schools and
Colleges.

In continuation of my letter No. 74751 B2/47-6, Edn., dated 8th April 1948, I am to forward the views of the Surgeon-General with the Government of Madras and of the Andhra and Annamalai Universities on the recommendations made in regard to the teaching of Physiology in Colleges. The Madras University has taken necessary steps for the institution of degree courses in Physiology. The University has appointed a Committee to consider how best the scheme can be evolved to promote the teaching of Physiology in the Medical Colleges and to permit medical students to acquire the

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degree in Physiology. The Madras Government concur in views of the Surgeon General on the question of modifying the courses in Physiology for the B.Sc. and the 1st M.B.B.S examinations and on the recommendations (5), (6) and (7). I am however to add that the question of the status and teaching of Physiology in colleges is entirely a matter primarily for the Universities and that Government have no views to offer on it.

Yours faithfully,

29 55 A

Proceedings of the Thirteenth Meeting of the Central Advisory Board of Education in India, held at Bombay on 9th 10th and 11th January, 1947.

ASST. SECRETARY TO GOVERNMENT
21 SEP 1947
EDUCATION AND PUBLIC HEALTH DEPT.

At the invitation of the Bombay Government the Central Advisory Board of Education in India held their thirteenth meeting at Bombay, on Thursday, Friday and Saturday, January 9th, 10th and 11th 1947. The Standing Committees of the Board met on January 8th. The following members were present :-

Chairman

The Hon'ble Mr. C. Rajagopalacharya,
Education Member.

Ex-Officio

Sir John Sargent, C.I.E., M.A., D.Litt.,
Educational Adviser and Secretary
to the Government of India, Department of Education.

Nominated by the Government of India

Dr. B.R. Ambedkar, Ph.D., D.Sc.,
Bar-at-Law.

The Right Rev. G.D. Barne, C.I.E., D.D., V.D.,
Bishop of Lahore.

Rajkumari Amrit Kaur.

Rao Bahadur Sir V.T. Krishnamachari, K.C.I.E.,
Prime Minister,
Jaipur State.

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

Mrs. Renuka Ray, B.Sc., Econ. (London).

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

Lady Premlila V. Thackersey.

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

Elected by the Legislative ASSEMBLY

Dr. Ziauddin Ahmad, D.Sc., M.L.A.,
Vice-Chancellor, Aligarh Muslim University.

Satya Priya Banerjee, Esq., M.L.A.

Jagannath Das, Esq., M.L.A.

Tamizuddin Khan, Esq., M.L.A.

Nominated by the Inter-University Board, India.

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

Representatives of the Provincial Governments.

Assam

The Hon'ble Srijut Gopinath Bardolai, M.A., B.L.,
Premier and Minister for Education.

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

Bengal

Khan Bahadur A.M.M. Asad, M.A.,
Director of Public Instruction.

Bihar

Rai Bahadur Ram Saran Upadhyaya,
Secretary, Basic Education Board.

Bombay

The Hon'ble Mr. B.G. Kher,
Prime Minister for Education.

R.P. Patwardhan, Esq., B.A.(Oxon),
I.E.S., Director of Public Instruction.

C.P. & Berar

The Hon'ble Mr. S.V. Gokhale,
Minister for Education.

Dr. V.S. Jha, Ph.D.(Lond.).,
Director of Public Instruction.

Madras

The Hon'ble Sri T.S. Avinashilingam Chettiar,
Minister for Education.

N.W.F.P.

The Hon'ble Mr. Mohd Yahya Khan, M.A.,
Minister for Education.

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

Orissa

S.C. Tripathi, Esq., M.A.(Cantb.), I.E.S.,
Director of Instruction.

30 (28)

Punjab

G.C. Chatterjee, Esq., M.A.(Cantb.)., I.E.S.,
Director of Public Instruction and
Secretary to Government, Education Department.

Sind

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

United Provinces

Rai Bahadur Chuni Lal Sahney, M.Sc.,
Director of Public Instruction.

Representatives of the Indian States

Nawab Azam Yar Jung Bahadur, M.A.(Cantab),
Minister of Education, H.E.H. the
Nizam's Executive Council,
Hyderabad-Deccan.

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

Diwan Bahadur T.C.M. Royan, M.D.,
Minister for Education and
Public Health, Mysore.

By invitation.

Sir Angus Gillan, K.B.E., C.M.G.,
Director, Empire Division of the British Council, London.

Brig. S.P.P. Thorat, D.S.O.,
Secretary, Indian National War Memorial Academy,
Defence Department, Government of India.

P.M. Advani, Esq., M.A., B.Sc.,
Principal, School for the Blind,
Karachi.

Secretary

Dr. D.M. Sen., O.B.E., M.A.Ph.D.(Lond.),
Deputy Secretary to the Government of India,
Department of Education.

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

The Hon'ble Mian M. Ibrahim Barq.,
Minister for Education, Punjab.

The Hon'ble Khan Bahadur Saiyed Muazzamuddin Hosain,
Minister for Education, Bengal.

The Hon'ble Pandit Lingaraj Misra,
Minister for Education, Orissa.

The Hon'ble Pir Ilahi Buksh Nawazali,
Minister for Education, Sind.

The Hon'ble Sri Sampurnanand,
Minister for Education, United Provinces.

The Hon'ble Acharya Badri Nath Verma,
Minister for Education, Bihar.

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

Frank R. Anthony, Esq., M.L.A.

Dr. J.C. Chatterjee, M.A., D.Litt., M.L.A.

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

Sir Mirza Mohammad Ismail, K.C.I.E., O.B.E.,
President, H.E.H. the Nizam's Executive Council.

Rai Bahadur R.C. Kak,
Prime Minister, Kashmir.

The Hon'ble Diwan Bahadur Sir K. Ramunni Menon, MA.(Cantb.), LL.D., Member, Council of State.

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

The Hon'ble Pandit P.N. Sapru,
Member, Council of State.

Rao Bahadur Dr. S.R.U. Savoor., M.A. (Cantb.) D.Sc., I.E.S.,
Director of Public Instruction, Madras.

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

2. At the opening of the session, the Hon'ble Mr. B.G.Kher, Prime Minister and Minister for Education, Bombay, welcomed the members of the Board. He said :

(Not typed)

3. His Excellency the Rt. Hon'ble Sir John Colville, G.C.I.E., T.D., Governor of Bombay, then inaugurated the Session. He said:-

(Not typed)

4. The Chairman of the Board, the Hon'ble Shri C. Rajagopalacharya, Member for Education, said in reply:-

(Not typed)

XXX

5. The agenda before the Board was as follows:-

I. To report that the Proceedings of the Twelfth Meeting of the Central Advisory Board of Education held at Mysore in January, 1946, 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. (a) To receive reports from Provincial Governments, etc., on the main developments in the following branches of Education:-

(i) Basic (Primary and Middle) Education;

(ii) Adult Education;

(iii) Social Services, including Social and Recreative Activities;

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

(b) To receive supplementary reports on specific educational developments in Provinces, etc.

(APPX. A)

III. (a) To report the further action taken by the Government of India in regard to the report of the Board on Post-War Educational Development in India.

(b) To report the further action taken by Provincial Governments in regard to the report of the Board on Post-War Educational Development in India.

(c) To receive a report on the provision made in regard to Health of the School Child in the first quinquennium of educational development.

(d) To receive a note on the present position regarding the Report by the Inter-Provincial Board for Anglo-Indian and European Education.

(Appx. B)

5.8

IV. To receive reports from Provincial Governments, etc., as to the action taken on the following reports adopted by the Board at their last meeting:-

(a) Report of the Committee appointed to examine the question of selection of pupils or students for various forms and stages of higher education, and advising parents and pupils in regard to the choice of careers.

(b) Report of the Committee appointed to examine 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., and to consider recommendations, if any, from the appropriate Standing Committees in connection therewith.

(Appx. C)

V. (a) To receive and consider the views of the Inter-University Board in regard to the various matters referred to them.

(b) To consider a resolution of the Inter-University Board regarding the consideration by the Central Advisory Board of Education of matters falling within the purview of the Inter-University Board.

(Inter-University Board : Appx. D)

VI. To consider the question of appointing a Joint Committee of the Inter-University Board and the Central Advisory Board of Education to examine the differences that exist in the standards for the award of I or II class degrees in Indian Universities.

(Appx. E)

VII. To receive a report on the scheme sanctioned by the Central Government to facilitate higher scientific and technical education among the Scheduled Castes.

(Appx. F)

VIII. To receive and consider a further report of the Expert Committee on a Uniform Braille Code for India.

(Appx. G)

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IX. To receive and consider the report of the Committee on Basic English in relation to the Indian Educational System.

(Appx. H)

X. To receive and consider the report of the Committee appointed by the Board to examine the formation of a Secondary Schools Examination Council for India.

(Appx. I)

XI. To receive and consider the report of the Committee appointed by the Government of India to examine a proposal for the formation of a National Cultural Trust for India.

(Appx. J)

XII. To receive and consider the report of the Committee in regard to the requirements of air training in relation to the educational system of the country.

(Appx. K)

XIII. (a) To receive a report in regard to the first General Conference of the United Nations Educational, Scientific and Cultural Organisation.

(b) To receive a note on the proposal regarding the appointment of a Committee to go into the question of forming a National Education Commission for India.

(Appx. L)

XIV. To consider the question of exclusion from text books of statements derogatory to foreign countries and their Administrations and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.

(Information and Broadcasting Dept. Appx. M)

XV. To consider the desirability of Government undertaking the production of suitable magazines for children and the measures to be adopted in this connection, together with recommendations, if any, from the appropriate Standing Committee in connection therewith.

(Information and Broadcasting Department: Appx. N)

XVI. To receive and consider a memorandum from the Indian Science Congress on the teaching and status of Physiology in India and to consider recommendations, if any, from the appro-

priate Standing Committees in connection therewith.

(Indian Science Congress : Appx. O)

XVII. To consider the appointment of a Commission on the lines of the Sadler Commission to visit Indian Universities to report on their working and to suggest ways and means of effecting such improvement as may be necessary with a view to meeting modern requirements in this country.

(Vice-Chancellor, Madras University : Appx. P)

XVIII. To consider the question of the use of the Roman Script for learning Hindustani as a Lingua Franca.

(Madras Government : Appx. Q)

XIX. To consider the desirability of taking advantage of A.I.R. broadcasts and ways and means to make them suitable and useful for school children and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.

(Madras Government : Appx. R)

XX. To consider the curriculum for Junior and Senior Basic Schools and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.

(Assam Government : Appx. S)

XXI. (a) To consider what should be the respective responsibilities of Provincial Governments and Local Authorities in the field of Primary Education.

(Bombay Government : Appx. T)

(b) To consider the possibility of establishing a liaison between local interests and educational authorities consequent upon the transfer of control of educational institutions from local bodies to Education Department,

(Punjab Government : Appx. U)

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

XXII. To consider the establishment of Feeder Schools to the National War Academy, in Provinces and States.

(Defence Department : Appx. V)

XXIII. To receive and consider a resolution passed by the Hindustani Talimi Sangh regarding the vital importance of craft work in Basic Education and recommendations, if any, from the appropriate Standing Committee in connection therewith.

(Appx. W)

XXIV. To report the appointments made by the Chairman in the vacancies on the Standing Committees of the Board.

(Appx. X)

XXV. To receive and consider a resolution passed by the All India Physical Education Conference at its session held in Amraoti in October, 1946.

(Appx. Y)

XXVI. To report that the next annual session of the Central Advisory Board of Education will be held in 1948 in Travancore.

6. The explanatory memoranda on Items II to XXV which had been circulated to the members of the Board previous to the Meeting, are appended t the proceedings.

7. The Chairman made a reference to the death of Sir Jogendra Singh, the former Member for Education and the Chairman of the Board. He paid a warm tribute to the keen interest taken by Sir Jogendra Singh in the cause of education and in the affairs of the Board. The Members of the Board passed a resolution expressing their sense of the great loss sustained by the country through the death of Sir Jogendra Singh.

8. Item I. It was reported that the proceedings of the Twelfth Meeting of the Central Advisory Board of Education held at Mysore in January 1946, 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. In recording the report, the Board directed that Dr. Hasan's letter to the Secretary, Central Advisory Board of Education in regard to the Report of the Religious Education Committee should be incorporated in full in the proceedings as a note of dissent in place of the extract thereof printed as a footnote on Page No.20 of the proceedings.

9. Item II. In agreement with the appropriate Standing Committee, the Board decided to record the information (Appendix A(a)) supplied by the Provincial Governments etc. on the main developments in Basic (Primary and Middle) Education in the year 1945-46, The attention of the Provincial Governments was, however, called to the fact that the information furnished was too inadequate to enable the Board to judge properly what progress, if any, has been made in the field. While it was appreciated that the Provincial Governments etc. might have been preoccupied with their schemes of educational development etc., it was felt that they should be requested to furnish in future as full reports as possible in regard to their activities and to send them to the Board's Secretariat by the end of November.

The attention of the Board was drawn to the fact that the information supplied by the Provincial Governments etc. in regard to the main developments in adult education during 1945-46 (Appendix A(A)) was also too meagre to enable members to appreciate what progress if any has been made. The Board were of the opinion that inspite of their pre-occupation with development schemes etc. the Provincial Governments should be requested to furnish in future fuller reports on the development of adult education particularly with reference to the progress of Women's education.

The information (Appendix A (a)) supplied in regard to the progr in social services was recorded. The Board endorsed the opinion of the Standing Com ttee that the Government of India should establish an all-India Council for Social Services and that this Council should prepare a comprehensive scheme for the development of social services and also consider the desirability of sending abroad selected persons for special training in social service work.

Item II (b): The Board received and decided to record supplementary reports (Appendix A (b)) on specific educational developments in Provinces etc.

10. Item III. The Board, in recording the information before them in regard to further action taken by the Central and Provincial Governments on the plan of Post-war Educational Development prepared by the Board (Appendix B) suggested that care should be taken to see that the functions of the Regional Committees to be set up by the All India Technical Education Council do not overlap in any way with those of the Provincial Governments.

The Board also noted that the Report on Educational Development prepared by the Inter-Provincial Board for Anglo-Indian and European Educati was reaching its final stage and expressed the hope that the Committee to be and was constituted at their last meeting to examine it, would be conve at an early date.

This Committee consists of the following members:

1. The Right Rev. G.D. Barne, C.I.E., D.D., V.D.,
   The Bishop of Lahore (Chairman).
2. Khan Bahadur Dr. M. Hasan, M.A., D.Phil(Oxon), Bar-at-Law,
   Vice-Chancellor, University of Dacca.
3. Rajkumari Amrit Kaur.
4. Dr. T.C.M. Royan, M.D.,
   Minister for Education and Public Health,
   Mysore.
5. Sir John Sargent, C.I.E., D.Litt.,
   Secretary and Educational Adviser to the Government of India.
6. Dr. S.R.U. Savoor, M.A., D.Sc., I.E.S.,
   Director of Public Instruction, Madras.

7. V.S. Jha, Esq., Ph.D.,
Director of Public Instruction,
Central Provinces and Berar.

8. Rai Bahadur Chuni Lal Sahney, M.Sc.,
Director of Public Instruction, United Provinces.

11. Item IV. The Board concurred in the recommendation of the Standing Committee that the information supplied by the Provincial Governments as to the action taken by them on the Reports of the Committee on the Selection of pupils and of the Committee on the conditions of service of Teachers (Appendix C) should be recorded. Opinion was unanimous that the scales of pay and conditions of service recommended by the Board should be adopted by all Provincial Governments. It was, however, stressed that the financial resources of the provinces might not enable them to implement the recommendations of the Board, particularly in the smaller provinces like the N.W.F.P., Assam etc. The Board, therefore, suggested that the financial implications of the question should be examined carefully by the Government of India who should also consider if it is desirable to appoint a Committee to investigate whether any special readjustments is necessary in respect of financial assistance from Central Government to the Provincial Governments concerned. The Board also apprehended that the recommendations of the Pay Commission in regard to various subordinate services are likely to affect materially the prospects of recruitment of teachers for Basic Schools on the salary scales recommended by the Board, in their report.

12. Item V (a): The Board decided to record the views of the Inter-University Board (Appendix D) on the various items that had been referred to that Board.

Item V(b): The Board expressed their satisfaction at the following resolution passed by the Inter-University Board at Jaipur in December 1946, "The Board notes with satisfaction the reply from the Secretary to the Government of India, Education Department, vide letter No. F.14-2/46-F dated the 26th March 1946 and resolves that the matter may be recorded" The resolution was recorded.

13. Item VI: The Board considered the question of appointing a Committee to examine the differences that prevail in the standards for the a

award of I or II Class Degrees in Indian Universities. They agreed with the view of the Inter-University Board (Appendix E) that the issue raised could appropriately be considered by the University Commission as envisaged in Item XVII of the Agenda under consideration.

14. Item VII: The Board received and recorded the report on the scheme sanctioned by the Central Government to facilitate higher scientific and technical education among the Scheduled Castes. (Appendix F)

15. Item VIII: The Board considered the Report of their Expert Committee on the Uniform Braille Code for India (Appendix G). Mr. Advani, a member of that committee who was present by special invitation dealt with various questions raised by members. The Board gave careful consideration to the views of those who advocated the adoption of the Standard Braille Code in pthe place of the Uniform Braille Code, specially desired for use in India, which has been accepted by the Board in 1945. The Board examined in details the points put forward for and against the two codes and unanimously reiterated their original recommendation that steps should be taken to bring the Uniform Braille Code into use in all the schools for the blind in India as early as practicable.

16. Item IX: The Board considered the report of the Committee on Basic English in relation to the Indian Educational System and endorsed the views expressed therein that Basic English cannot be considered as a really satisfactory method of teaching of English language to beginners in India nor is it an adequate medium for scientific communications and publications.

It was reported that an experiment in Basic English with the help of experts in Hydrabad State had been abandoned as it did not yield the desired result. The Board accordingly adopted the report of the Committee (Appendix H).

17. The Board then proceeded to consider the report of the Committee appointed to examine the formation of a Secondary Schools Examination Council for India and expressed their general agreement with the recommendations contained in the report (Appendix I) and hoped that it would be possible to set up the proposed council at an early date as an advisory and co-ordinating agency with a view to ensuring a proper standard in School Leaving Examinations throughout the country. The setting up of such a Council need not in any way infringe the autonomy of the existing examining bodies.

15. Item V : The Board gave their careful consideration to the report of the Committee appointed to examine the proposal for the formation of National Cultural Trust for India and adopted the recommendations made by them (Appendix J) subject to the following comments : "that Clause iv of the Sub-head "Functions" on para 6 of the Report should be modified to read : "To cooperate with Indian Universities in the development of activities in the purely cultural fields." The Board were of the opinion that the formation of such a Trust would go a long way towards stimulating and co-ordinating cultural activities in this country.

At this stage, Sir Angus Gillan who was present by special invitation, spoke on the activities of the British Council and the need for closer cultural collaboration between India and Britain.

"Sir, Ladies and Gentlemen,

I am fully sensible of the honour you have done me in inviting me to attend the session of the Central Advisory Board of Education and to speak to you on the aim and work of the British Council. I am not an educationist, but ~~Sir,~~ I feel that the work of the British Council should be, at least in principle, a matter of interest to educationists. Whether it will be a matter of interest to you in practice it is for yourselves to decide. ~~show.~~ The first thought in your mind, no doubt is what is the British Council ~~is what it is.~~ But before I come to ~~the point~~ answer that, just a word about the "why". I lived abroad and served for a good many years before the War and I must admit that both to foreigners and to the overseas British, the U.K. British appear to be rather shy though I do not think, in general, we mean to be unfriendly. We are self-depreci~~ate~~ try and at the same time we are irritatingly self-complacent and, as with the individuals, so with the Nation. We have not worried much ~~of what~~ about other people thought about us. A good many other nations, I believe, have put up a better show in the shop-windows to our considerable ~~pain.~~ detriment. For example there was an impression ~~going on~~ probably in many parts of the world that all sciences came from Germany; all mechanical inventions came from America; all ~~music~~ art from France and so on.

The British Council was set up in 1934. Like most such British movements, it started in a very small way without any sort of flourish of trumpet. But by the time the War closed down most of our European activities, it was working in 30 foreign countries and it has recently extended its activities to the Dominions and some other countries.

It has since the end of the war re-opened in every European country and we recently opened a branch ~~one~~ in Burma. I ~~had~~ have just been on tour in some of the South East Asian countries, and from my point of view, ~~came~~ have come back with very encouraging results. We do not open any branches without invitation. The British Council is not a Government Department though it enjoys the moral and financial support of His Majesty's Government. It is non-political non-sectarian, and non-commercial. It exists in terms of the Royal Charter for the purpose of promoting a wider knowledge of the United Kingdom and the English language abroad, of developing closely cultural relations between the United Kingdom and other nations. The aim of the Council is to project or interpret overseas, British life and thought, and in particular, the history and tradition of British life, our modern progress and achivements, British Political ~~xxxx~~ Institutions, educational methods, social services, industrial system, our arts, our sciences, even our sports -- In short, what is commonly known as the British way of life. It does not try to ~~cramp~~ disparage the others' ways of life, of other people we say ~~hope~~ This is the way you live. This is the way we live. We do not ask you to live that way.' We have a great literature. I believe we have some lessons which may be learned from the way in which we have learned to solve some of our problems, industrial, political and constitutional, and adapt ourselves to changing conditions, internal and international. ~~But we simply say we have worked it this and how the rest.~~ You will also have noticed that our Charter mentioned the development of cultural relations between the United Kingdom and other countries. We give scholarships mostly to candidates from overseas to pursue their further studies

at some British University or technical institutions, and though we have not so far had the privilege of offering scholarships to India, we did have the chance during the war to assist several Indian students stranded in Britain to take up their higher studies. We invite visitors, either individuals or groups, Doctors, Architects etc, to visit Britain. We facilitate by various means the placing of Professors and Teachers in overseas colleges and their exchange ~~between~~ with other countries and so on. We send recognised experts to other countries on lecturing tours or to attend conferences. Incidently we had a chance of sending a delegation to the recent Science Congress in Delhi and in ~~recognition of that~~ that connection, I had the honour of being invited to be a member of the delegation, although I am not a scientist. We publish various brochures, periodicals such as Monthly Science and the ~~note of the~~ British Medical Bulletin. We supply books and periodicals to libraries and other institutions of our own or other peoples. Similarly we provide a supply of records and also sponsor the making of records of important modern British works which commercial companies might not find to be a paying proposition. We arrange tours for noted conductors, singers and muscians. We hope to be able to do more to facilitate the touring of drama and opera companies. That, of course, is a difficulty in remote countries but we have already started in the nearer countries. Our Fine Arts Department arranges exhibitions of contemporary works of important masters and distributes our Home Department documentary films which deal with various aspects of the cultural and scientific life and progress of Britain. Our Overseas branches provide photograph exhibitions and our Overseas Press Department provides the background for articles on similar subjects. The cultural method of approach varies according to the conditions of the country in which we work. In some cases it is true that, what we call a British Institute is much more than a Cultural Club with a Library and Reading Room, rooms for meetings, exhibitions and so forth, and often accompanied by a school for the teaching of English. ~~It may be~~ In other countries, ~~instead~~, however it may take the form of a local society

and.....

and in others some other form of ~~ingenious~~ institution. In countries where institutional work is unnecessary or undesirable, we simply work through representatives who with the necessary office staff, are responsible for keeping in touch with local wants and organising tours and exhibitions and for the distribution of raw-material ~~and~~, to every office is usually attached a library and reading room. It is also our hope that other countries will set up some similar organisations - an opposite number - with whom we might work in collaboration. Complementary to the Overseas side is the work of our Home Education Department which is responsible for the cultural interpretation of Britain to people from overseas in Britain. During the war it has been responsible for the teaching of English to thousands of Allied overseas troops. Jointly with the Allied Governments it assisted in the running of centres and schools for their nationals and in the work of the Conference of Allied Ministers of Education, out of which UNESCO was born. With the cooperation of Universities, it arranged hundreds of short university courses for Dominion, Indian and Allied troops and various other peoples. It looks after the needs of visitors and also a great many others who are committed to its care while in Britain. It puts people in touch with their opposite numbers in the trade or profession: doctors, farmers, artisans or agriculturists, etc. How best any of these services maybe of use apply to India, I do not know, and it is to try to get an answer that I am here today. If any of the services which I have described are considered to be of value to India what would be the proper machinery for their implementation? Again I do not know, and it is to you that I am applying for advice. All I can do is to tell you, as I have tried to do, what the ~~Cultural Trust~~ British Council does in many countries. If similar activities would be welcome in India I am quite sure that in consultation with you we can adapt our machinery to suit you requirements. This only I venture to say in regard to India. Whatever the constitutional position may be, I cannot believe that either you or we would wish to ~~lessen~~ loosen the cultural ties which have bound us together for so many years. There must be a tendency or desire to ~~increase~~ strengthen these ties as time goes on but changing conditions may demand new machinery and it may be the part of the British Council to help in the creation of such a machinery. Finally, will you remember

what I said about the reciprocity in this world for the best in all aspects of culture and for greater knowledge also. Each country obviously must initiate its own outward traffic in its own way and it would be an impertinence on our part to attempt to organise it or to pay for it, but as we should hope that you would help us to get a hearing at this side we should help to ~~give~~ get you a hearing on our side. We in Britain, I am afraid, have been accused in the past of seeking aloofness and isolation and it may be that we deserve that accusation to some extent. There is a greater appetite in Britain now for knowledge of other countries. We have lived and fought together, we have lived and laughed together. There is a growing generation in Britain which definitely wants to know more about other countries and about their ways of life and I suggest that it is up to you to keep that interest alive as far as India is concerned, and I believe that the British Council can help you in this direction. How you set up a machinery at your end is of course a matter for yourself. I have listened to the discussion about the possible formation of a National Cultural Trust in India and I wish that a Foreign Relations Committee also is formed. In any case, we should like to see your Lecturers in Britain. You know that we shall have the chance very shortly of seeing an Indian Art Exhibition in London. We should like to see more exchange of Doctors and increased reciprocity in research scholarships. We should like to encourage you in sharing what your Chairman so vividly described as the joy of mutual company. And so it is not just a question of interpretation of Britain to India. It is a matter of mutual interpretation to each other of our respective ways of life, by an exchange of ideas, material and men, with a view to the creation of a fuller ~~human~~ mutual understanding. To put it into one final word, the creed of the British Council is to determine the basis of this human mutual understanding so that we can build the foundations of a permanent peace in the world."]

The Chairman of the Board thanked Sir Angus Gillan on behalf of the Board for his interesting address, and hoped India would benefit by the experience of the British Council in promoting cultural contacts. This matter would be one of the subjects to be considered by the proposed Indian Cultural Trust.

38

19. Item XII. The Board had before them the report of the Committee on the requirements of air training in relation to the educational system of the country and found themselves in general agreement with the recommendations of the Committee(Appdx. K).

20. Item XIII. At the request of the Chairman, Rajkumari Amrit Kaur, one of the Members of the Indian Delegation to the UNESCO General Conference at Paris in November-December 1946, gave a brief account of the Conference and of the part played by the Indian Delegation thereat. It was stated that a full report of the Conference would be ready in the course of this year and will be made available to the members of the Board. The members of the Board expressed their satisfaction at the successful participation of the Indian Delegation in the Conference and hoped that India would make an effective contribution to this important International organisation.

It was reported that the National Commissions, as contemplated in the report of the first Conference of the UNESCO have not yet been set up and are still under consideration in most of the countries. The Board attached great importance to the question of the formation of a National Education Commission for India and appointed the following committee to examine the issue:-

1. Dr. Ziauddin Ahmad.
2. Hon'ble Mr. Avinashilingam Chettiar, Education Minister, Madras.
3. Rajkumari Amrit Kaur.
4. Sir V.T.Krishnamachari, KCIE.
5. Mrs. Renuka Ray, B.Sc. (London).
6. Sir John Sargent, CIE.,M.A.,D.Litt., Educational Adviser to the Govt.of India.

and 7. Chairman of the Inter-University Board.

21. Item XIV. The Board proceeded to consider the question of exclusion from text books of statements derogatory to foreign countries and their Administrations. The comments of the Inter University Board on the subject were also before the Board. In

agreement with the suggestion of the Inter-University Board it was recommended that books meant for educational institutions should as far as possible present an objective historical view and should not contain statements which have not passed the test of critical judgement. The Board were also of the opinion that as far as possible prescribed school text-books should avoid reference to current events of a controversial character. (Appendix M).

22. Item XV. The Board considered carefully the desirability of Governments' undertaking the production of suitable magazines for children and the measures to be adopted in that connection and agreed with the opinion of the Standing Committee that there is a real need for suitable children's magazines and that these magazines should be produced by the Government of India, in English, Hindustani and the main Indian languages. It was suggested that informative material should be presented in these magazines in a simple and attractive manner and every care should be taken to illustrate them artistically. The Provincial Governments etc. should be advised to make bulk purchases for distribution of these magazines in their areas (Appendix N).

23. Item XVI. The Board then examined the Memorandum from the Indian Science Congress on the teaching and status of Physiology in educational institutions in India and the recommendations of the Standing Committee thereon (Appendix O). They expressed their general agreement with the recommendations made in the Memorandum and commended them to the Provincial Governments etc. for their consideration.

24. Item XVII: The Board considered the proposal submitted by the Vice-Chancellor, Madras University for the appointment of a University Commission and found themselves in general agreement with the resolution of the Inter-University Board on the subject. The Board decided to adopt the resolution in the following amended form:

The Board are of the opinion that it is desirable that the work of the Indian Universities be reviewed and resolve that for these

purposes the Government of India in consultation with other Governments concerned should appoint a Commission on the lines of the Sadler Commission to report on Indian University Education and to suggest improvements and extensions that may be desirable to suit the present and future requirements of the country. The Board are further of the opinion that the Commission so appointed should mainly be composed of eminent educationists with University experience including some eminent educationists from foreign countries. (Appdx-P).

25. Item XVIII. The Board considered a Memorandum from the Madras Government on the use of the Roman Script for learning Hindustani as a lingua franca for India (Appendix Q). The Board made a general survey of the development of Hindustani in different parts of the country anf felt that it was too early as yet to make a definite recommendation in the matter.

26. Item XIX. The Board considered the desirability of making provision for suitable broadcasts for school children. They noted that some suitable broadcasts are being arranged for school children, but in the absence of radio receiving sets in most of the schools, very few children derive any benefit from such broadcasts. Opinion was general that Provincial Governments etc. should be requested to provide the requisite facilities for school children to enable them to take advantage of educational broadcasts. The Board also reiterated the recommendation made by them at their tenth meeting in 1944 for a closer collaboration between All-India Radio and educational authorities.

27. Item XX. The Board then considered the question of drawing up curricula for Junior and Senior Basic Schools and agreed with the Standing Committee that it was neither desirable nor perhaps possible to work out detailed syallabuses at this stage. Though the Board have accepted the fundamental principle of education being imparted through creative activities, further experimentation and research would be necessary to evolve successful methods of Basic Education. It was accordingly agreed that though some

Suggestions -----

suggestions in regard to the broad outlines of curriculum in Basic Schools were desirable, the Provincial and other educational authorities should be left free to work out the detailed syllabuses for their areas and to modify them from time to time as experience warrants. The Board, however, noted with satisfaction that the Chairman had given due consideration to the matter and had appointed a Committee with the following terms of reference:-

(a) to draw up a curriculum on broad lines for use in Basic Schools with suggestions for variation according to circumstances;

(b) to prepare a Handbook for teachers in Basic Schools;

(c) to suggest lines on which institutions for training of teachers of Basic Schools should be organised.

The personnel of the Committee consist of:-

1. Sir John Sargent (Chairman).
2. Dr. Zakir Husain, M.A. Ph.D.
3. Shrimati Asha Devi, Hindustani Talimi Sangh.
4. Mr. A.S. Khan, C.I.E., Director of Public Instruction, Bihar.
5. Mr. K.G. Saiyidain, M.Ed.(Leeds), Educational Adviser, Rampur.
6. The Director, Silpabhavan, Sriniketan, Visva Bharati.
7. An expert in crafts preferably with knowledge and experience in mechanical engineering.
8. An expert in Nursery and Kindergarten Education.

28. The Board considered the question of the respective responsibilities of Provincial Governments and local authorities in the field of Primary Education and the possibility of establishing a satisfactory liaison between local interests and educational authorities. They reiterated the recommendations made by the Administration Committee which was endorsed by the Board in 1944. They also noted with satisfaction that certain Provincial Governments like N.W.F.P., Assam, Sind etc. have already implemented the recommendations of the Board and taken over entire responsibility in regard to Basic Education (Primary and Middle).

29. Item XXII. As desired by the Defence Department of the Government of India, the Board considered the desirability of establishing Feeder Schools to the National War Academy in Provinces and the States. Brigadier Thorat was present to explain the viewpoint of the Defence Department on the subject.(Appendix V). In regard to Feeder Schools for the National War Academy, the Board were of opinion that the new type of schools contemplated in their scheme of Educational Development would provide the necessary training in leadership, character and physical fitness required by the military authorities for the Army, Navy and Air Forces. The Board suggested that the attention of Provincial authorities should be called to the necessity of developing their schools on lines which would provide the kind of education which the military authorities have in mind.

30. Item XXIII. The Board noted that the issues raised in the resolution have already been covered by their decision on Item XX.

31. Item XXIV. The Board noted the appointments made by the Chairman in the vacancies on the Standing Committees and decided to record the information.

32. Item XXV. The Board then proceeded to consider a resolution passed by the All India Physical Education Conference at Amrcati in 1946. Mr. Justice W.R. Puranik, Chairman of the Working Committee of the Provisional National Council of Physical Education, was present by special invitation to explain the background of the resolution under consideration. The Board expressed their appreciation of the aims and objects of the Conference and approved generally of their recommendations in regard to the development of physical education in this country and stressed that non-official bodies like the proposed council should receive recognition and encouragement at the hands of the Central as well as Provincial Governments.

33. Item XXVI. The Board noted that their next session would be held in Travancore and authorised the Chairman to fix a suitable date for the next meeting in consultation with the Government of Travancore.

The Hon'ble Mr. Hand Yaby Khan, Minister for Education, N.W.F.P., announced that the Government of his Province wished to invite the Board to hold their session in 1949 in Peshawar and the Board accepted the invitation with gratitude.

34. In conclusion the Board expressed their sincere thanks for the generous hospitality extended to them to the Government of Bombay and especially to the Hon'ble Mr. B.G. Kher, Prime Minister, Mr. M.D. Bhansali, Education Secretary and Mr. R.P. Patwardhan, Director of Public Instruction of the Province and other officers of the Government of Bombay who had given so much of their personal time to make the session a success.

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EDS. XIII
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BUREAU OF EDUCATION, INDIA

Pamphlet No 41

PROCEEDINGS OF THE THIRTEENTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Held at Bombay on 9th, 10th and 11th January, 1947.

PRINTED BY THE GOVERNMENT OF INDIA PRESS, CALCUTTA, INDIA. 1947

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PROCEEDINGS OF THE THIRTEENTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Held at Bombay on 9th, 10th and 11th January, 1947.

At the invitation of the Bombay Government the Central Advisory Board of Education in India held their thirteenth meeting at Bombay, on Thursday, Friday, and Saturday, January, 9th, 10th and 11th, 1947. The standing Committees of the Board met on January, 8th. The following members were present :—

CHAIRMAN.

The Hon'ble Mr. C. Rajagopalacharya, Education Member.

EX-OFFICIO.

Sir John Sargent, C.I.E., M.A., D.Litt., Educational Adviser and Secretary to the Government of India, Department of Education.

NOMINATED BY THE GOVERNMENT OF INDIA.

Dr. B. R. Ambedkar, Ph.D., D.Sc., Bar.-at-Law.
The Right Rev. G. D. Barne, C.I.E., D.D., V.D., Bishop of Lahore.
Rajkumari Amrit Kaur.
Rao Bahadur Sir. V. T. Krishnamachari, K.C.I.E., Prime Minister, Jaipur State.
Gaganvihari L. Mehta, Esq., M.A., Calcutta.
Mrs. Renuka Ray, B.Sc., Econ. (London).
Dr. (Mrs.) Malini B. Sukhtankar, M.B. B.S., J.P.
Lady Premlila V. Thackersey.
Sardar Ujjal Singh, M.A., M.L.A. (Pb.)

ELECTED BY THE LEGISLATIVE ASSEMBLY.

Dr. Ziauddin Ahmad, D.Sc., M.L.A., Vice-Chancellor, Aligarh Muslim University.
Satya Priya Banerjee, Esq., M.L.A.
Jagannath Das, Esq., M.L.A.
Tamizuddin Khan, Esq., M.L.A.

NOMINATED BY THE INTER-UNIVERSITY BOARD, INDIA.

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

REPRESENTATIVES OF THE PROVINCIAL GOVERNMENTS.

Assam.

The Hon'ble Srijut Gopinath Bardolai, M.A., B.L., Premier and Minister for Education.
J. A. Lais, Esq., O.B.E., Director of Public Instruction.

Bengal.

Khan Bahadur A. M. M. Asad, M.A., Director of Public Instruction.

Bihar.

Rai Bahadur Ram Saran Upadhyaya, Secretary, Basic Education Board.

Bombay.

The Hon'ble Mr. B. G. Kher, Prime Minister for Education.
R. P. Patwardhan, Esq., B.A. (Oxon.), I.E.S., Director of Public Instruction.

C. P. & Berar.

The Hon'ble Mr. S. V. Gokhale, Minister for Education.
Dr. V. S. Jha, Ph.D. (Lond.), Director of Public Instruction.

Madras.

The Hon'ble Sri T. S. Avinashillingam Chettiar, Minister for Education.

N.-W. F. P.

The Hon'ble Mr. Mohd. Yahya Khan, M.A., Minister for Education.
Khan Bahadur Shah Alam Khan, M.A., LL.B., Director of Public Instruction.

Orissa.

S. C. Tripathi, Esq., M.A. (Cantab.), I.E.S., Director of Instruction.

Punjab.

G. C. Chatterjee, Esq., M.A. (Cantab.), I.E.S., Director of Public Instruction and Secretary to Government, Education Department.

Sind.

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

United Provinces.

Rai Bahadur Chuni Lal Sahney, M.Sc., Director of Public Instruction.

REPRESENTATIVES OF THE INDIAN STATES.

Nawab Azam Yar Jung Bahadur, M.A. (Cantab.), Minister of Education, H. E. H. the Nizam's Executive Council, Hyderabad-Deccan.
Dr. Mohan Sinha Mehta, M.A., Ph.D., Bar-at-Law, Diwan of Banswara.
Diwan Bahadur T. C. M. Royan, M.D., Minister for Education and Public Health, Mysore.

BY INVITATION.

Sir Angus Gillan, K.B.E., C.M.G., Director, Empire Division of the British Council, London.
Brig. S. P. P. Thorat, D.S.O., Secretary, Indian National War Memorial Academy, Defence Department, Government of India.
P. M. Advani, Esq., M.A., B.Sc., Principal, School for the Blind, Karachi.

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SECRETARY.

Dr. D. M. Sen., O.B.E., M.A. Ph.D. (Lond.), Deputy Secretary to the Government of India, Department of Education.

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

The Hon'ble Mian M. Ibrahim Barq., Minister for Education, Punjab.
The Hon'ble Khan Bahadur Saiyed Muazzamuddin Hosain, Minister for Education, Bengal.
The Hon'ble Pandit Lingaraj Misra, Minister for Education, Orissa.
The Hon'ble Pir Ilahi Buksh Nawazali, Minister for Education, Sind.
The Hon'ble Sri Sampurnanand, Minister for Education, United Provinces.
The Hon'ble Acharya Badri Nath Verma, Minister for Education, Bihar.
Sachivottama Sir C. P. Ramaswamy Aiyar, K.C.S.I., K.C.I.E., LL.D., Diwan of Travancore.
Frank R. Anthony, Esq., M.L.A.
Dr. J. C. Chatterjee, M.A., D.Litt., M..L.A.
Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., LL.D., Vice-Chancellor, Delhi University.
Sir Mirza Mohammad Ismail, K.C.I.E., O.B.E., President, H. E. H. the Nizam's Executive Council.
Rai Bahadur R. C. Kak, Prime Minister, Kashmir.
The Hon'ble Diwan Bahadur Sir K. Ramunni Menon, M.A. (Cantab.), LL.D., Member, Council of State.
Diwan Bahadur Sir A. Lakshamanaswamy Mudaliar, B.A., M.D., F.R. C.O.G., F.A.C.S., Vice-Chancellor, University of Madras.
The Hon'ble Pandit P. N. Sapru, Member, Council of State.
Rao Bahadur Dr. S. R. U. Savoor, M.A. (Cantab.), D.Sc., I.E.S., Director of Public Instruction, Madras.
Mr. P. F. S. Warren, B. A. (Cantab.), A.M.I.C.E., M.I.E.(Ind.).

2. At the opening of the session, the Hon'ble Mr. B. G. Kher, Prime Minister and Minister for Education, Bombay, welcomed the members of the Board. He said :—

"It is a genuine pleasure to me to extend to you on behalf of my Government a hearty welcome to Bombay for your 13th meeting.

It was, indeed, fortunate for this Province that your Board accepted its invitation to hold its Annual meeting here. Bombay is the first City of India and it is in this City also that we find the early beginnings of modern education in India. I am sure you will find much here that is new in the field of education and that the Government here will get the benefit of your views and suggestions in its new experiments.

Your last meeting was held at Mysore and I am sure you must be carrying happy recollections of that beautiful City as I do. It is not too much to say, I believe, that to be in and to go about Mysore is itself an educative experience. I am afraid you are going to miss several of the amenities and conveniences which Mysore could offer you. Indeed, I am conscious of some of the inconveniences to which you might be put in this highly congested City, but if a warm and cordial welcome from this Government could make up the loss, I assure you you have it in the amplest measure.

I hope you will all agree with me if I say that a very bitter and sharp challenge confronts all those nations to-day, the life and Government of whose people is based on essentially democratic values. If we are to meet this challenge which confronts us, a challenge to our whole civilisation, of which the recent war was the symbol and the sad culmination, it is equally true that we will have to meet it with all the energy at our command.

The proper and the only way to meet this challenge is so to fashion our social and national institutions, including our educational system, that they create those cultural values on the realisation of which we have all set our heart. Our educational system must be so framed as to aid in the task of creating these values. This can be done only if those concerned with education in this country as in others, face this task with knowledge, faith and will. Our educational system must provide for the development and utilisation of all the latent energy in the children and the young people of this country. This, of necessity, implies that there must be a genuine equality of educational opportunities for all. If we are genuine in our support of these principles, as I am sure we all are, we must bring into existence an educational system which will enable us to create all those values for which we are striving to-day, but which will not at the same time, be an impediment in the way of our progress.

In the Province of Bombay, as you are probably aware, when the Congress Ministry was last in office, we brought into existence a number of Boards dealing separately with primary education, secondary education, physical education, adult education, etc. It was necessary to co-ordinate the activities of these Boards, but the task was left unfinished as we left office in 1939. We have come back to our task and have now formed a Provincial Council of Education on which are represented the respective Chairmen of the several Boards with the Minister of Education as the Chairman of this Council. The Council will meet every quarter and assist the Minister of Education in all aspects of educational development. I look forward to the useful assistance, this Council will give me, with great hopes.

I need hardly dilate here on the importance of physical education. You are all aware of its importance. The very first step which we took when we came to office in 1937 was to appoint a Physical Education Committee and to give effect to its recommendations, chief among which was the starting of an institution for physical training. This was started 8 years ago and I am happy to say that it has continued well and has had a very enthusiastic response from the public. The Government of Bombay lately appointed another Physical Education Committee, which has just submitted its report. You all probably have been supplied already with copies of the said Report. You will no doubt visit the Institute for Physical Training at Khandivlee during your stay here.

Basic education was also one of the subjects which the last Congress Ministry has dealt with. Here, in Bombay, we have a number of Basic Schools and also about 150 Schools with agriculture as the basic craft. We are planning for the introduction of basic education in all the Schools and as a preliminary step, we propose to start soon with craft training in all Primary Schools. During our discussions here, we will no doubt consider the problems which arise in the introduction of the basic method on a wide scale.

Adult Education likewise was one of the important subjects and the last Congress Ministry did what it could to start this movement. The Bombay City Adult Education Committee was then brought into existence and have already made about one lakh of illiterate adults literate. Government has now sanctioned a complete 10 years' scheme for adult literacy in the City of Bombay. The problem of adult literacy in the rural areas is of necessity to be worked out on different lines and we will soon address ourselves to that work in earnest.

India has now joined the great democracies of the world. She occupies today a very important position in the world. I am sure you all are proud of our achievement at the United Nations Organisation and of the representatives of India, who were responsible for our success. The future for us is very bright but we will all have to work for it to the last ounce of energy in each of us. The system of education which we evolve here must necessarily be of vital importance to us in our work and our action in the field of education will have to be brisk as well as vigorous.

It is a matter of great encouragement and pride that we have as our Chairman the Hon'ble Mr. C. Rajagopalachariar. It is rare to find a combination of a powerful intellect and a genius for practical working. We have this rare combination in the Hon'ble Mr. C. Rajagopalachariar. I am sure his sharp intellect, wide experience and ability to work-out his ideas will aid us in our deliberations and in the achievement of our goal.

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Now let me once again thank you all for accepting our invitation and extend to you a warm welcome.

I am very happy that His Excellency the Governor of Bombay, Sir John Colville, who has long experience of dealing with educational and other problems, has agreed to inaugurate this Conference. I shall now request him to do so.

3. His Excellency the Rt. Hon'ble Sir John Colville, G.C.I.E.,T.D., Governor of Bombay, then inaugurated the Session. He said :—

" Mr. Rajagopalachari, Mr. Prime Minister, Ladies and Gentlemen,

It is my privilege to echo the welcome so ably given to the Central Advisory Board of Education by Mr. Kher. I am happy indeed that this meeting should be held in Bombay and privileged that I should be asked to take part in the opening ceremony. As you have heard from the Prime Minister's speech Bombay intends to be in the forefront in the matter of education in the years which lie ahead. If I may use a simile, which, I trust is a happy one, I hope the Gateway of India will be the gateway to great knowledge. If that is to be so it is all the more fitting and helpful that this meeting of the Central Advisory Board should take place here.

The Central Advisory Board has in its nearly twelve years of existence since its reconstitution in 1935 covered the entire field of education in the various reports it has prepared. The most important of these is the one on post-war educational development in India popularly known as Sargent Report, on which the majority of provinces are basing their future plans of expansion.

Subjects like basic and adult education, development of higher scientific and technical university education, have received careful consideration and other aspects allied to educational activities including social and recreational activities do not go unattended. The present agenda includes the proposal to establish a national cultural trust for India.

Education is the very foundation of national development in all directions. The Indian Science Congress which has just held its meeting and was inaugurated by Pandit Jawaharlal Nehru is dealing with problems related to the scientific development and research work in that field. Other branches are busy with their own development. It is the pre-eminent function of the Central Advisory Board to coordinate the activities in all individual spheres and maintain proper balance between them. It is but proper that scientific and technical subjects, which have not hitherto received due attention in India should take their rightful place in the modern world. Humanities and social sciences however must continue to receive proper attention. It is the education of the whole man which must be and is the objective of such a Central Board.

I confess to some nervousness in addressing so erudite and cultured a body, for, though I possess a university degree—a modest Honours degree in History of Cambridge—it came to me in circumstances which reflected more merit on the patriotic and generous disposition of my mother university than on any ability of mine. The University authorities in England decided in the war of 1914 that undergraduates who had passed two parts of their Honours exam. could be deemed to have passed the third part also if they had proceeded on active service ; and so it was that in a muddy trench in Flanders I received a letter with the magnificent seal of the University on it awarding my degree. But there is another reason which perhaps might give me a little more confidence in speaking to a body like yours, and that is that I am a Scot ; for we in Scotland have for long prided ourselves on our system of education and I was Secretary of State for Scotland in charge of the Department of Education for a time. We have a small population of only five millions, but with becoming modesty I may claim that we have penetrated to the far corners of the earth, and by policy of infiltration—not by any means confined to the British Commonwealth—have carved out a place in Finance, Business and Engineering and many other spheres. And I pass to you the idea that if five million so equipped can percolate to the ends of the earth, what could 400 million do when in the fullness of time India's educational policy is fully developed. I am not prepared to agree with Dr. Johnson who said that the Scot left his own land because it was poor and inhospitable. You know he is famous saying that " the fairest prospect for a Scotsman is the road to England ! " Our natural resources were, and are, limited, but it is to the immense pains taken over education over centuries that I attribute any success that has come along.

You have met here today to discuss educational problems. You who are all experts in the subject, will hardly need me to point out to you its importance to the well being of this country politically, economically and spiritually, but I should like to offer a few points for your consideration. I shall not be so venturesome as to claim to make any forecast about the details of the new constitution for India that the present Constituent Assembly will work out, but it is safe to say that in any constitution in the modern world the ballot box must play a very important part and I do not think that India's will be any exception. That means that Governments of the future will have to act according to the wishes of the electorate and persuade the people of the rightness of their convictions or resign and make room for alternative Governments. In a democratic country therefore it is of the first importance to form an electorate which is capable of taking the right decision. I am not prepared to admit that the opinion of the majority is necessarily always right though it may be expedient to follow it. For expediency and rightness to coincide you must have an electorate which is capable of basing its decisions on sound principles and with reasoned thought. What a great part education must play in the future—whether looked at from the point of view of politics or economics or from any other angle ! Stress to-day is laid mostly on primary education, and that is, I grant, of first class importance : you must have a firm foundation to build on. But I, say earnestly and, I hope, without risk of offence, be sure that that foundation is firm and that in attempting the immense task of building quickly you do no lay such a light and insecure foundation that the whole fabric will be unsafe. In other words, though quantity must be an aim do not forget quality. The eradication of illiteracy is a paramount need ; but to be merely literate is no target to set, for a literate peson may be no more able to form sound opinions than an illiterate person unless he knows what to read and how to assimilate knowledge. I believe that truth is attainable only by the faculty of being able to criticize and appraise not only untruths but half-truths—and that is not a process that comes in a day. Therefore, I suggest that though wider primary education is the immediate and crying need of this country—and figures can readily be produced to show that of the present literate population a very high proportion goes on to Universities—I do urge that the standard and quality of secondary and higher education should not be sacrificed. Ladies and Gentlemen, it is easy to offer advice : more difficult to translate it into practice ; but you have to-day a gathering of enthusiastic educationists and experts such as has seldom been seen before in this great City. I earnestly trust that your deliberations will be successful and that this Board will add yet another achievement to its fine record of work.

It is with great pleasure that I welcome you and that I inaugurate this Conference, and I look forward with keen anticipation to meeting each one of you personally this evening if you will do me the honour of being my guests."

4. The Chairman of the Board, the Hon'ble Shri C. Rajagopalacharya, Member for Education, said in reply—

" Your Excellency, Mr. Prime Minister, Ladies & Gentlemen :

We have begun very well and I hope we shall get on fairly well. I must thank Mr. Kher and his Government for all the hospitality that we are enjoying. They have taken great trouble on our account. I know the Prime Minister for some time and I know how much he loves this work. It is his attachment to education as a vocation that makes him hold on to his troublesome place in Government. I know his heart is more in education than in any other part of the governmental work and therefore we have in his welcome a very valuable and inspiring asset.

You have also, many of you come here for the first time like myself. Some of you are new members and myself being a new member it may be presumptuous for me to offer to welcome you, but it is my official duty to do so and I do it most cordially. Some of our members have been absent owing to unavoidable causes. We would have been very glad if they had been present. (The names of the absentee members were then read out.)—It is a pity these eminent men are not here to assist us in our deliberations.

You have heard His Excellency. He has said two things of which I propose to take advantage. He proved in his own person to the Educationists assembled here that a man who does not sit for his examination may yet turn out to be a brilliant person. You have seen how direct, precise and impressive Sir John Colville's speech this morning has been. Experience and direct absorption of truth have enabled him to say the things in the manner in which he has said then. I think we have much to learn from what he has said.

We have heard both the Prime Minister and His Excellency refer to the Sargent Plan. We have made the Plan and everybody has accepted it in India. It is one of the very rare things that have happened in India that it has been accepted without much controversy. We have every right to congratulate ourselves. Not only has there been no controversy over it but it has been positively welcomed. The Central Government as well as the Provincial Governments, the Press and the people have all accepted it as good and sound.

But the more difficult task of execution has commenced. After all, plans are only definitely formulated aspirations. Execution is the real thing. We have received concrete plans from most of the Provincial Governments. They have sent supplementary reports also. Altogether we have now fairly definite and detailed acceptances on the part of all the Provincial authorities, who are responsible in the main for the carrying out of this plan. They have accepted a heavy responsibility.

I hope Provincial authorities will be able to commend all the facilities required in doing justice to the pledge they had given to the people in this connection. After the Provincial Governments' responsibilities have been defined, there is something remaining over which the Central Government has got to do. The Central Government too has prepared concrete corollary plans to fill up the gaps. I need not go into official figures. I have been in this Department for a little less than six weeks. My successor will take charge very soon and it is a kind of privilege that I am enjoying in presiding over your meeting. I have already been given notice by the Member for Industries and Supplies that I should take over his charge on Monday when I return. And for sometime past my mind has worked between these two departments so that in a sense I have enjoyed a holiday from both departments for a few days. I therefore do not propose to deal with you in any official manner. In general terms I might repeat what I said in answer to questions in the Assembly that we have prepared plans now between the Province and ourselves for the expenditure of Rs. 125 crores in the next five years. I am sure if the money is properly spent we shall have very good value in return and it is your responsibility to tender advice from time to time in this adventure and thereby assist all the Provincial authorities to fulfil their task. Let us realise the difficulty of the task before us. It does not consist in raising the salaries of teachers. We shall achieve nothing wonderful by paying a man who now gets Rs. 30, Rs. 35½ or 42½. His family may derive some addition to its revenue. But he would not attain superior equipment by that change.

We shall have to get the right type of teachers before we can achieve anything in education. Sir John Colville defined the importance of education. I would put it that education is the basic industry of the country. All other industries depend on the quality of men that you give them and the quality of men that we give for various industries depends on the education that we give them when young either in the family or in the school or college. If, therefore, the smelting of steel is the basis of other industries, in the same manner and almost in a truer sense education is the basic industry of the fabric that we all build in our dreams for this country in the near future. So the problems of education are not apart from other problems. Educational reconstruction is really a part of the industrialisation which most enlightened people have in their minds now—when we are passing from one age to another in our country.

Education is most important and in education the teacher is the most important link. The inspectorate, the control, and financial generosity—all these are secondary, most of them negative in character. The main positive link in the chain is the teacher. Now we have already a number of teachers and it is not very surprising that your Report was welcomed by all the teachers in this land. They looked at the appendices and they found there liberal increases proposed to their salaries. Is Sir John Sargent a politician and did he cleverly discover the trick to get his plan through ? The plan is certainly very popular—But the responsibility of the work has not been fully realised. Nothing can be done in accordance with this plan unless we have a very superior type of teachers from top to bottom. It is very difficult (I am talking as an Administrator) to get rid of the incompetent staff that we have. It is always very difficult to get rid of human material in any department of life and if the teachers are not of the best type, it is not their fault. It is the fault of the educational system that brought them into being. It is always somebody else to blame in this country. We must make the best use of the present teachers for a long time. You will have to wait for a considerable length of time before your new standards can be converted into actual fact.

We have to begin with the teachers' teacher now. We have to get the right type of men for the training colleges. It is not enough to build teachers' colleges with brick and mortar. Non-recurring grants are converted into brick, beam and cement, but the real structure consists of the teachers' teachers that we put in action. We have many new ideas ; we vie with one another in putting forth new ideas. In fact we get angry if some idea of ours is not accepted in one place and so the fight goes on. They are only ideas and we are fond of them as of our babies. But the real task consists in giving effect to those ideas. We want able teachers to train new teachers. But where are they ? Our new ideas have no counterpart in the actual teachers to-day, who were brought up on old ideas.

We were told that we are now met in the Bombay Legislative Assembly Hall and the Prime Minister remarked that we are perhaps making better use of the Hall than when politicians meet there. It may be true, but I was thinking when he said it that this symbolised in a way the state of things in which we are to-day. We are caught in an atmosphere of politics just as you are caught in this hall and its politico-astral vibrations. Joke apart what I mean to remind you is that in this country education has to work in a political atmosphere. We cannot get rid of it. We want a good State as we all know from the time of Plato. We want a good State in order that we may live and do our work well. The State does not propose to come into being unless all this political trouble is gone through. We get back to the old old painful truth that a mother cannot bring forth her child without greater travail. In order that a good State may be born out of the womb of time, we will have to go through the pain and travail of a mother. That is what we are going through just now. There is no use complaining about it. We may cut jokes about politicians, but I would ask you to look upon all these troubles, worries, quarrels and controversies as the travail of a mother bringing forth a good baby whom we want.

In this political atmosphere we have to begin working new educational ideas and that too without trained teachers and without the necessary institutions for training the right type of teachers to give education to boys and girls through creative activity and not through ill-understood symbols. Our plan is brilliant, but execution is very difficult and slower than people would desire.

We have been deceiving ourselves all these years that literacy is very important. It is not important. Never mind the ballot box. We cannot get away from the ballot box and therefore some literacy is necessary. All that is true, but I am referring to some thing else. The child is a growing mechanism. But instead of allowing him to feed on reality and grow, we try to feed him on symbols from a tender age instead of starting these tricks at a later stage when the child can understand it. We are too anxious to make the child learn to write arithmetical and sound symbols as early as possible and then try to educate through these symbols, instead of allowing the child to learn through reality and experience of things. I hope that this will receive some attention by way of research and the proper age is fixed for beginning the alphabet and the numerical notations. Otherwise, the brain foundation must go wrong to the lasting prejudice of the individual.

It is true universal primary education is important. The basic structure is important. But Education grows as a living organism grows. It is not just built up like brick and mortar. It grows like a living unit like a seed which grows into a plant and then into a tree. Therefore, the importance of higher branches of education comes in. We cannot bring into being a good educational structure without the higher branches of education being carefully attended to. It is this that gives and sustains quality all over.

One more idea I will try to express for what it is worth. As a result of anxious thought about the state of things we are in. I have come to the conclusion that we should add something substantially to the curriculum in our schools : we should bring up our children not merely on knowledge, whether it be of things or of forces. We should also definitely cultivate sociability. We should try to bring into the school a sense of joy. We should develop new forces other than mere knowledge. We should teach people how to re-act to music, to dance, etc. We do not do it now. Unfortunately the history of our educational system has been such that we think knowledge is everything and all else is unessential. We think we should get as quickly as possible our trigonometry, our economics, our chemistry and so on and we think it does not matter if we do not acquire friendliness of music or dancing.

We should give music to both boys and girls and not to girls only. The technique of happiness and a sense of harmony must be part of our work in all schools boys' and girls'. They should be taught how to act together in the process of being happy. That will take us out of our habit of controversy and jealousy.

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It should be worked into the curriculum. It is not enough to say these things. We should work them out. What are the changes in the curriculum by which you could introduce this joy and harmony programme. Don't say it is compulsory. If you say a thing is compulsory, it evokes a controversy and will be lost. It should be by itself so attractive that no compulsion is necessary.

I am very grateful to you for listening to my observations. As Chairman I will cover the business with your assistance within these two days.

We have created a number of Boards and Committees. For any work it is now a fashion to create a Committee. If we leave it at that, it cannot achieve anything. Greater care should be taken when setting up Committees that we put in them men who can spare time for meeting and doing the work. We gain nothing by filling up every committee with representative men from distant corners of this vast land. Each one of the members may be very eminent and could do a lot by himself, but it is difficult for them all to come together and discuss things and do anything quickly and well. We should pay less attention to representative perfection and more to efficiency.

Thank you Ladies and Gentlemen. I also thank the Bombay Government once again for all the hospitality they have so kindly extended to us. "

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

I. To report that the Proceedings of the Twelfth Meeting of the Central Advisory Board of Education held at Mysore in January, 1946, 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. (*a*) To receive reports from Provincial Governments, etc., on the main developments in the following branches of Education :—

(i) Basic (Primary and Middle) Education ;

(ii) Adult Education ;

(iii) Social Services, including Social and Recreative Activities ;

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

(*b*) To receive supplementary reports on specific educational developments in Provinces, etc. (Appx. A.)

III. (*a*) To report the further action taken by the Government of India in regard to the report of the Board of Post-War Educational Development in India.

(*b*) To report the further action taken by Provincial Governments in regard to the report of the Board on Post-War Educational Development in India.

(*c*) To receive a report on the provision made in regard to Health of the School Child in the first quinquennium of educational development.

(*d*) To receive a note on the present position regarding the Report by the Inter-Provincial Board for Anglo-Indian and European Education. (Appx. B.)

IV. To receive reports from Provincial Governments, etc., as to the action taken on the following reports adopted by the Board at their last meeting :—

(*a*) Report of the Committee appointed to examine the question of selection of pupils or students for various forms and stages of higher education, and advising parents and pupils in regard to the choice of careers.

(*b*) Report of the Committee appointed to examine 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., and to consider recommendations, if any, from the appropriate Standing Committees in connection therewith. (Appx. C.)

V. (*a*) To receive and consider the views of the Inter-University Board in regard to the various matters referred to them.

(*b*) To consider a resolution of the Inter-University Board regarding the consideration by the Central Advisory Board of Education of matters falling within the purview of the Inter-University Board.

(Inter-University Board : Appx. D.)

VI. To consider the question of appointing a Joint Committee of the Inter-University Board and the Central Adivsory Board of Education to examine the differences that exist in the standards for the award of I or II class degrees in Indian Universities.

(Appx. E.)

VII. To receive a report on the scheme sanctioned by the Central Government to facilitate higher scientific and technical education among the Scheduled Castes.

(Appx. F.)

VIII. To receive and consider a further report of the Expert Committee on a Uniform Braille Code for India.

(Appx. G.)

IX. To receive and consider the report of the Committee on Basic English in relation to the Indian Educational System.

(Appx. H.)

X. To receive and consider the report of the Committee appointed by the Board to examine the formation of a Secondary Schools Examination Council for India.

(Appx. I.)

XI. To receive and consider the report of the Committee appointed by the Government of India to examine a proposal for the formation of a National Cultural Trust for India.

(Appx. J.)

XII. To receive and consider the report of the Committee in regard to the requirements of air training in relation to the educational system of the country.

(Appx. K.)

XIII. (*a*) To receive a report in regard to the first General Conference of the United Nations Educational, Scientific and Cultural Organisation.

(*b*) To receive a note on the proposal regarding the appointment of a Committee to go into the question of forming a National Education Commission for India. (Appx. L.)

XIV. To consider the question of exclusion from text books of statements derogatory to foreign countries and their Administrations and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith. (Information and Broadcasting Department : Appx. M.)

XV. To consider the desirability of Government undertaking the production of suitable magazines for children and the measures to be adopted in this connection, together with recommendations, if any, from the appropriate Standing Committee in connection therewith.

(Information and Broadcasting Department : Appx. N.)

XVI. To receive and consider a memorandum from the Indian Science Congress on the teaching and status of Physiology in India and to consider recommendations, if any, from the appropriate Standing Committees in connection therewith.

(Indian Science Congress : Appx. O.)

XVII. To consider the appointment of a Commission on the lines of the Sadler Commission to visit Indian Universities to report on their working and to suggest ways and means of effecting such improvement as may be necessary with a view to meeting modern requirements in this country.

(Vice-Chancellor, Madras University : Appx. P.)

XVIII. To consider the question of the use of the Roman Script for learning Hindustani as a Lingua Franca.

(Madras Government : Appx. Q.)

XIX. To consider the desirability of taking advantage of A.I.R. broadcasts and ways and means to make them suitable and useful for school children and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.

(Madras Government : Appx.R.)

XX. To consider the curriculum for Junior and Senior Basic Schools and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.

(Assam Government :Appx. S.)

XXI. (*a*) To consider what should be the respective responsibilities of Provincial Governments and Local Authorities in the field of Primary Education.

(Bombay Government : Appx. T.)

(*b*) To consider the possibility of establishing a liaison between local interests and educational authorities consequent upon the transfer of control of educational institutions from local bodies to Education Department, and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.

(Punjab Government : Appx. U.)

XXII. To consider the establishment of Feeder Schools to the National War Academy, in Provinces and States.

(Defence Department : Appx. V.)

XXIII. To receive and consider a resolution passed by the Hindustani Talimi Sangh regarding the vital importance of craft work in Basic Education and recommendations, if any, from the appropriate Standing Committee in connection therewith. (Appx. W.)

XXIV. To report the appointments made by the Chairman in the vacancies on the Standing Committees of the Board.

(Appx. X.)

XXV. To receive and consider a resolution passed by the All India Physical Education Conference at its session held in Amraoti in October, 1946.

(Appx. Y.)

XXVI. To report that the next annual session of the Central Advisory Board of Education will be held in 1948 in Travancore.

6. The explanatory memoranda on Items II to XXV which had been circulated to the members of the Board previous to the Meeting, are appended to the proceedings.

7. The Chairman made a reference to the death of Sir Jogendra Singh, the former Member for Education and the Chairman of the Board. He paid a warm tribute to the keen interest taken by Sir Jogendra Singh in the cause of education and in the affairs of the Board. The Members of the Board passed a resolution expressing their sense of the great loss sustained by the country through the death of Sir Jogendra Singh.

8. *Item I.*—It was reported that the proceedings of the Twelfth Meeting of the Central Advisory Board of Education held at Mysore in January 1946, 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. In recording the report, the Board directed that Dr. Hasan's letter to the Secretary, Central Advisory Board of Education in regard to the Report of the Religious Education Committee should be incorporated in full in the proceedings as a note of dissent in place of the extract thereof printed as a footnote on Page No. 20 of the proceedings.

9. *Item II.*—In agreement with the appropriate Standing Committee, the Board decided to record the information (Appendix A(*a*)) supplied by the Provincial Governments, etc., on the main developments in Basic (Primary and Middle) Education in the year 1945-46. The attention of the Provincial Governments was, however, called to the fact that the information furnished was too inadequate to enable the Board to judge properly what progress, if any, has been made in the field. While it was appreciated that the Provincial Governments, etc., might have been preoccupied with their schemes of educational development, etc., it was felt that they should be requested to furnish in future as full reports as possible in regard to their activities and to send them to the Board's Secretariat by the end of November.

The attention of the Board was drawn to the fact that the information supplied by the Provincial Governments, etc., in regard to the main developments in adult education during 1945-46 (Appendix A(*a*)) was also too meagre to enable members to appreciate what progress if any has been made. The Board were of the opinion that inspite of their preoccupation with development schemes, etc., the Provincial Governments should be requested to furnish in future fuller reports on the development of adult education particularly with reference to the progress of Women's education.

The information (Appendix A (*a*)) supplied in regard to the progress in social services was recorded. The Board endorsed the opinion of the Standing Committee that the Government of India should establish an all-India Council for Social Services and that this Council should prepare a comprehensive scheme for the development of social services and also consider the desirability of sending abroad selected persons for special training in social service work.

Item II (*b*).—The Board received and decided to record supplementary reports (Appendix A (*b*)) on specific educational developments in Provinces, etc.

10. *Item III.*—The Board, in recording the information before them in regard to further action taken by the Central and Provincial Governments on the plan of Post-War Educational Development prepared by the Board (Appendix B) suggested that care should be taken to see that the functions of the

Regional Committees to be set up by the All India Technical Education Council do not overlap in any way with those of the Provincial Governments.

The Board also noted that the Report on Educational Development prepared by the Inter-Provincial Board for Anglo-Indian and European Education was reaching its final stage and expressed the hope that the Committee which was constituted at their last meeting to examine it, would be convened at an early date.

This Committee consists of the following members :

1. The Right Rev. G. D. Barne, C.I.E., D.D., V.D., The Bishop of Lahore (Chairman).
2. Khan Bahadur Dr. M. Hasan, M.A., D. Phil. (Oxon), Bar-at-Law, Vice-Chancellor, University of Dacca.
3. Rajkumari Amrit Kaur.
4. Dr. T. C. M. Royan, M.D., Minister for Education and Public Health, Mysore.
5. Sir John Sargent, C.I.E., D. Litt., Secretary and Educational Adviser to the Government of India.
6. Dr. S. R. U. Savoor, M.A., D.Sc., I.E.S., Director of Public Instruction, Madras.
7. Dr. V. S. Jha, Ph. D., Director of Public Instruction, Central Provinces and Berar.
8. Rai Bahadur Chuni Lal Sahney, M.Sc., Director of Public Instruction, United Provinces.

11. *Item IV.*—The Board concurred in the recommendation of the Standing Committee that the information supplied by the Provincial Governments as to the action taken by them on the Reports of the Committee on the Selection of pupils and of the Committee on the conditions of service of Teachers (Appendix C) should be recorded. Opinion was unanimous that the scales of pay and conditions of service recommended by the Board should be adopted by all Provincial Governments. It was, however, stressed that the financial resources of the provinces might not enable them to implement the recommendations of the Board, particularly in the smaller provinces like the N.-W. F. P., Assam, etc. The Board, therefore, suggested that the financial implications of the question should be examined carefully by the Government of India who should also consider if it is desirable to appoint a Committee to investigate whether any special readjustment is necessary in respect of financial assistance from Central Government to the Provincial Governments concerned. The Board also apprehended that the recommendations of the Pay Commission in regard to various subordinate services are likely to affect materially the prospects of recruitment of teachers for Basic Schools on the salary scales recommended by the Board, in their report.

12. *Item V* (*a*).—The Board decided to record the views of the Inter-University Board (Appendix D) on the various items that had been referred to that Board.

Item V (*b*).—The Board expressed their satisfaction at the following resolution passed by the Inter-University Board at Jaipur in December 1946 : " The Board notes with satisfaction the reply from the Secretary to the Government of India, Education Department, vide letter No. F. 14-2/46-F II, dated the 26th March 1946, and resolves that the matter may be recorded. " The resolution was recorded.

13. *Item VI.*—The Board considered the question of appointing a Committee to examine the differences that prevailed in the standards for the award of I or II-Class Degrees in Indian Universities. They agreed with the view of the Inter-University Board (Appendix E) that the issue raised could appropriately be considered by the University Commission as envisaged in Item XVII of the Agenda under consideration.

14. *Item VII.*—The Board received and recorded the report on the scheme sanctioned by the Central Government to facilitate higher scientific and technical education among the Scheduled Castes. (Appendix F.)

15. *Item VIII.*—The Board considered the Report of their Expert Committee on the Uniform Braille Code for India (Appendix G). Mr. Advani, a member of that committee who was present by special invitation dealt with various questions raised by members. The Board gave careful consideration to the views of those who advocated the adoption of the Standard Braille Code in the place of the Uniform Braille Code, specially designed for use in India, which has been accepted by the Board in 1945. The Board examined in detail the points put forward for and against the two codes and unanimously reiterated their original recommendation that steps should be taken to bring the Uniform Braille Code into use in all the schools for the blind in India as early as practicable.

16. *Item IX.*—The Board considered the report of the Committee on Basic English in relation to the Indian Educational System and endorsed the views expressed therein that Basic English cannot be considered as a really satisfactory method of teaching of English language to beginners in India nor is it an adequate medium for scientific communications and publications.

It was reported that an experiment in Basic English with the help of experts in Hyderabad State had been abandoned as it did not yield the desired result. The Board accordingly adopted the report of the Committee (Appendix H).

17. The Board then proceeded to consider the report of the Committee appointed to examine the formation of a Secondary Schools Examination Council for India and expressed their general agreement with the recommendations contained in the report (Appendix I) and hoped that it would be possible to set up the proposed council at an early date as an advisory and co-ordinating agency with a view to ensuring a proper standard in School Leaving Examinations throughout the country. The setting up of such a Council need not in any way infringe the autonomy of the existing examining bodies.

18. *Item XI.*—The Board gave their careful consideration to the report of the Committee appointed to examine the proposal for the formation of National Cultural Trust for India and adopted the recommendations made by them (Appendix J) subject to the following comments : " that Clause iv of the Sub-head " Functions " on para. 6 of the Report should be modified to read : " To co-operate with Indian Universities in the development of activities in the purely cultural fields." The Board were of the opinion that the formation of such a Trust would go a long way towards stimulating and co-ordinating cultural activities in this country.

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At this stage, Sir Angus Gillan who was present by special invitation, spoke on the activities of the British Council and the need for closer cultural collaboration between India and Britain. He said,

["Ladies and Gentlemen,

I am fully sensible of the honour you have done me in inviting me to attend the session of the Central Advisory Board of Education and to speak to you on the aim and work of the British Council. I am not an educationist, but I feel that the work of the British Council should be, at least in principle, a matter of interest to educationists. Whether it will be a matter of interest to you in practice it is for yourselves to decide. The first thought in your mind no doubt is what is the British Council but before I answer that just a word about the " why ". I lived and served abroad for a good many years before the War and I must admit that both to foreigners and to the overseas British, the U. K, British appear to be rather shy, though I do not think, in general, we mean to be unfriendly. We are self-depreciatory and at the same time we are irritatingly self-complacent and, as with the individuals, so with the Nation. We have not worried much about what other people thought about us. A good many other nations, I believe, have put up a better show in the shop-windows to our considerable detriment. For example there was an impression probably in many parts of the world that all sciences came from Germany, all mechanical inventions from America, all art from France and so on.

The British Council was set up in 1934. Like most such British movements, it started in a very small way without any flourish of trumpet. But by the time the War closed down most of our European activities, it was working in 30 foreign countries and it has recently extended its activities to the Dominions and some other countries. It has since the end of the war re-opened in every European country and we recently opened a branch in Burma. I have just been on tour in some of the South East Asian countries, and from my point of view, have came back with very encouraging results. We do not open any branches without invitation.

The British Council is not a Government Department though it enjoys the moral and financial support of His Majesty's Government. It is non-political non-secretarian, and non-commercial. It exists in the terms of the Royal Charter " for the purpose of promoting a wider knowledge of the United Kingdom and the English language abroad, of developing closely cultural relations between the United Kingdom and other nations." The aim of the Council is to project or interpret overseas, British life and thought, and in particular, the history and tradition of British life, our modern progress and achievements, British Political Institutions, educational methods, social services, industrial system, our arts, our sciences, even our sports—In short, what is commonly known as the British way of life. It does not try to disfarage the ways of life of other people. We say " This is the way you live. This is the way we live. We do not ask you to live that way." We have a great literature. I believe we have some lessons which may be learned from the way in which we have learned to solve some of our problems, industrial, political and constitutional, and adapt ourselves to changing conditions, internal and international.

You will also have noticed that our Charter mentioned the development of cultural relations between the United Kingdom and other countries. We give scholarships mostly to candidates from overseas to pursue their further studies at some British University or technical institutions, and though we have not so far had the privilege of offering scholarships to India, we did have the chance during the war to assist several Indian students stranded in Britain to take up their higher studies. We invite visitors, either individuals or groups, Doctors, Architects etc., to visit Britain. We facilitate by various means the placing of Professors and Teachers in overseas colleges and their exchange with other countries and so on. We send recognised experts to other countries on lecturing tours or to attend conferences. Incidentaly we had a chance of sending a delegation to the recent Science Congress in Delhi and in that connection, I had the honour of being invited to be a member of the delegation, although I am not a scientist. We publish various brochures, periodicals such as Monthly Science and the British Medical Bulletin. We supply books and periodicals to libraries and other institutions of our own or other peoples. Similarly we provide a supply of records and also sponsor the making of records of important modern British works which commercial companies might not find a paying proposition. We arrange tours for noted conductors, singers and muscians. We hope to be able to do more to facilitate the touring of dramatic and opera companies. That,

of course, is a difficult matter in remote countries but we have already started in nearer countries. Our Fine Arts Department arranges exhibitions of contemporary works of important masters and distributes our Home Department documentary films which deal with various aspects of the cultural and scientific life and progress of Britain. Our Overseas branches photographic exhibitions and our Overseas Press Department provide the background for articles on similar subjects.

The cultural method of approach varies according to the conditions of the country in which we work. In some cases it is true that, what we call a British Institute is much more than a Cultural Club with a Library and Reading Room, rooms for meetings, exhibitions and so forth, and often accompanied by a school for the teaching of English. In other countries, however, it may take the form of a local society and which in others it is associated with some other form of indigenous institution. In countries where institutional work is unnecessary or undesirable, we simply work through representatives who with the necessary office staff, are responsible for keeping in touch with local wants and organising tours and exhibitions and for the distribution of raw-material; to every office is usually attached a library and reading room. It is also our hope that other countries will set up some similar organisations—an opposite number—with whom we might work in collaboration.

Complementary to the Overseas side is the work of our Home Education Department which is responsible for the cultural interpretation of Britain to people from overseas in Britain. During the war it has been responsible for the teaching of English to thousands of Allied overseas troops. Jointly with the Allied Governments it assisted in the running of centres and schools for their nationals and in the work of the Conference of Allied Ministers of Education, out of which UNESCO was born. With the co-operation of Universities, it arranged hundreds of short university courses for Dominion, Indian and Allied troops and various other people. It looks after the needs of visitors and also a great many others who are committed to its care while in Britain. It puts people in touch with their opposite numbers in their trade or profession: doctors, farmers, artisans or agriculturists, etc. How far any of these services may be of use, I do not know, and it is to try to get an answer that I am here today. If any of the services which I have described are considered to be of value to India, what would be the proper machinery for their implementation? Again I do not know, and it is to you that I am applying for advice. All I can do is to tell you, as I have tried to do, what the British Counsel does in many countries. If similar activities would be welcome in India I am quite sure that in consultation with you we can adapt our machinery to suit your requirements. This only I venture to say in regard to India. Whatever the constitutional position may be. I cannot believe that either you or we would wish to lessen the cultural ties which have bound us together for so many years. There must be a tendency or desire to strengthen these ties as time goes on but changing conditions may demand new machinery and it may be the part of the British Council to help in the creation of such a machinery. Finally, will you remember what I said about reciprocity. In this world this makes for the best in all aspects of culture and for greater knowledge also. Each country obviously must initiate its own outward traffic in its own way and it would be an impertinence on our part to attempt to organise it or to pay for it, but as we should hope that you would help us to get a hearing at this side we should help to get you a hearing on our side. We in Britain, I am afraid, have been accused in the past of aloofness and isolation and it may be that we deserve that accusation to some extent. There is a greater appetite in Britain now for knowledge of other countries. We have lived and fought together, we have lived and laughed together. There is a growing generation in Britain which definitely wants to know more about other countries and about their ways of life and I suggest that it is up to you to keep that interest alive as far as India is concerned, and I believe that the British Council can help you in this direction. How you set up a machinery at your end is of course a matter for yourselves. I have listened to the discussion about the possible formation of a National Cultural Trust in India and I hope that a Foreign Relations Committee may also be formed. In any case, we should like to see your Lecturers in Britain. You know that we shall have the chance very shortly of seeing an Indian Art Exhibition in London. We should like to see more exchange of Doctors and increased reciprocity in research scholarships. We should like to encourage you in sharing what your Chairman so vividly described as the joy of mutual company. And so it is not just a question of interpretation of Britain to India. It is a matter of mutual interpretation

to each other of our respective ways of life, by an exchange of ideas, materials and men, with a view to the creation of a fuller mutual understanding. To put it into one final word, the creed of the British Council is to determine the basis of this human mutual understanding so that we can build the foundations of a permanent peace in the world."]

The Chairman of the Board thanked Sir Angus Gillan on behalf of the Board for his interesting address, and hoped India would benefit by the experience of the British Council in promoting cultural contacts. This matter would be one of the subjects to be considered by the proposed Indian Cultural Trust.

19. *Item XII.*—The Board had before them the report of the Committee on the requirements of air training in relation to the educational system of the country and found themselves in general agreement with the recommendations of the Committee (Appdx. K).

20. *Item XIII.*—At the request of the Chairman, Rajkumari Amrit Kaur, one of the Members of the Indian Delegation to the UNESCO General Conference at Paris in November-December 1946, gave a brief account of the Conference and of the part played by the Indian Delegation thereat. It was stated that a full report of the Conference would be ready in the course of this year and will be made available to the members of the Board. The members of the Board expressed their satisfaction at the successful participation of the Indian Delegation in the Conference and hoped that India would make an effective contribution to this important International organisation.

It was reported that the National Commissions, as contemplated in the report of the first Conference of the UNESCO have not yet been set up and are still under consideration in most of the countries. The Board attached great importance to the question of the formation of a National Education Commission for India and appointed the following committee to examine the issue :—

1. Dr. Ziauddin Ahmad.
2. Hon'ble Mr. Avinashilingam Chettiar,
   Education Minister, Madras.
3. Rajkumari Amrit Kaur.
4. Sir V. T. Krishnamachari, KCIE.
5. Mrs. Renuka Ray, B. Sc. (London).
6. Sir John Sargent, CIE., M.A., D. Litt.,
   Educational Adviser to the Govt. of India.

and 7. Chairman of the Inter-University Board.

21. *Item XIV.*—The Board proceeded to consider the question of exclusion from text books of statements derogatory to foreign countries and their Administrations. The comments of the Inter University Board on the subject were also before the Board. In agreement with the suggestion of the Inter-University Board it was recommended that books meant for educational institutions should as far as possible present an objective historical view and should not contain statements which have not passed the test of critical judgement. The Board were also of the opinion that as far as possible prescribed school text-books should avoid reference to current events of a controversial character. (Appendix M).

22. *Item XV.*—The Board considered carefully the desirability of Governments' undertaking the production of suitable magazines for children and the measures to be adopted in that connection and agreed with the opinion of the

Standing Committee that there is a real need for suitable children's magazines and that these magazines should be produced by the Government of India, in English, Hindustani and the main Indian languages. It was suggested that informative material should be presented in these magazines in a simple and attractive manner and every care should be taken to illustrate them artistically. The Provincial Governments etc. should be advised to make bulk purchases for distribution of these magazines in their areas (Appendix N).

23. *Item XVI.*—The Board then examined the Memorandum from the Indian Science Congress on the teaching and status of Physiology in educational institutions in India and the recommendations of the Standing Committee thereon (Appendix O). They expressed their general agreement with the recommendations made in the Memorandum and commended them to the Provincial Governments etc. for their consideration.

24. *Item XVII.*—The Board considered the proposal submitted by the Vice-Chancellor, Madras University for the appointment of a University Commission and found themselves in general agreement with the resolution of the Inter-University Board on the subject. The Board decided to adopt the resolution in the following amended form :

The Board are of the opinion that it is desirable that the work of the Indian Universities be reviewed and resolve that for these purposes the Government of India in consultation with other Governments concerned should appoint a Commission on the lines of the Sadler Commission to report on Indian University Education and to suggest improvements and extensions that may be desirable to suit the present and future requirements of the country. The Board are further of the opinion that the Commission so appointed should mainly be composed of eminent educationists with University experience including some eminent educationists from foreign countries. (Appdx. P).

25. *Item XVIII.*—The Board considered a Memerandum from the Madras Government on the use of the Roman Script for learning Hindustani as a lingua franca for India (Appendix Q). The Board made a general survey of the development of *Hindustani* in different parts of the country and felt that that it was too early as yet to make a definite recommendation in the matter.

26. *Item XIX.*—The Board considered the desirability of making provision for suitable broadcasts for school children. They noted that some suitable broadcasts are being arranged for school children, but in the absence of radio receiving sets in most of the schools, very few children derive any benefit from such broadcasts. Opinion was general that Provincial Governments etc,. should be requested to provide the requisite facilities for school children to enable them to take advantage of educational broadcasts. The Board also reiterated the recommendation made by them at their tenth meeting in 1944 for a closer collaboration between All-India Radio and educational authorities.

27. *Item XX.*—The Board then considered the question of drawing up curricula for Junior and Senior Basic Schools and agreed with the Standing Committee that it was neither desirable nor perhaps possible to work out detailed syallabuses at this stage. Though the Board have accepted the fundamental principle of education being imparted through creative activities, further experimentation and research would be necessary to evolve successfull methods of Basic Education. It was accordingly agreed that though

some suggestions in regard to the broad outlines of curriculum in Basic Schools were desirable, the Provincial and other educational authorities should be left free to work out the detailed syllabuses for their areas and to modify them from time to time as experience warrants. The Board, however, noted with satisfaction that the Chairman had given due consideration to the matter and had appointed a Committee with the following terms of reference :—

(*a*) to draw up a curriculum on broad lines for use in Basic Schools with suggestions for variation according to circumstances ;
(*b*) to prepare a Handbook for teachers in Basic Schools ;
(*c*) to suggest lines on which institutions for training of teachers of Basic Schools should be organised.

The personnel of the Committee consist of :—
1. Sir John Sargent (Chairman).
2. Dr. Zakir Husain, M.A., Ph. D.
3. Shrimati Asha Devi, Hindustani Talimi Sangh.
4. Mr. A. S. Khan, C.I.E., Director of Public Instruction, Bihar.
5. Mr. K. G. Saiyidain, M. Ed. (Leeds), Educational Adviser, Rampur.
6. The Director, Silpabhavan, Sriniketan, Visva Bharati.
7. An expert in crafts preferably with knowledge and experience in mechanical engineering.
8. An expert in Nursery and Kindergarten Education.

28. *Item XXI.*—The Board considered the question of the respective responsibilities of Provincial Governments and local authorities in the field of Primary Education and the possibility of establishing a satisfactory liaison between local interests and educational authorities. They reiterated the recommendations made by the Administration Committee which was endorsed by the Board in 1944. They also noted with satisfaction that certain Provincial Governments like N. W. F. P., Assam, Sind etc. have already implemented the recommendations of the Board and taken over entire responsibility in regard to Basic Education (Primary and Middle).

29. *Item XXII.*—As desired by the Defence Department of the Government of India, the Board considered the desirability of establishing Feeder Schools to the National War Academy in Provinces and the States. Brigadier Thorat was present to explain the viewpoint of the Defence Department on the subject. (Appendix V). In regard to Feeder Schools for the National War Academy, the Board were of opinion that the new type of schools contemplated in their scheme of Educational Development would provide the necessary training in leadership, character and physical fitness required by the military authorities for the Army, Navy and Air Forces. The Board suggested that the attention of Provincial authorities should be called to the necessity of develooping their schools on lines which would provide the kind of education which the military authorities have in mind.

30. *Item XXIII.*—The Board noted that the issues raised in the resolution have already been covered by their decision on Item XX.

31. *Item XXIV.*—The Board noted the appointments made by the Chairman in the vacancies on the Standing Committees and decided to record the information.

32. *Item XXV.*—The Board then proceeded to consider a resolution passed by the All India Physical Education Conference at Amroati in 1946. Mr. Justice W. R. Puranik, Chairman of the Working Committee of the Provisional National Council of Physical Education, was present by special invitation to explain the background of the resolution under consideration. The Board expressed their appreciation of the aims and objects of the Conference and approved generally of their recommendations in regard to the development of physical education in this country and stressed that non-official bodies like the proposed council should receive recognition and encouragement at the hands of the Central as well as Provincial Governments.

33. *Item XXVI.*—The Board noted that their next session would be held in Travancore and authorised the Chairman to fix a suitable date for the next meeting in consultation with the Government of Travancore.

The Hon'ble Mr. Mohd. Yahya Khan, Minister for Education, N. W. F.P., announced that the Government of his Province wished to invite the Board to hold their session in 1949 in Peshawar and the Board accepted the invitation with gratitude.

34. In conclusion the Board expressed their sincere thanks for the generous hospitality extended to them to the Government of Bombay and especially to the Hon'ble Mr. B. G. Kher, Prime Minister, Mr. M. D. Bhansali, Education Secretary and Mr. R. P. Patwardhan, Director of Public Instruction of the Province and other officers of the Government of Bombay who had given so much of their personal time to make the session a success.

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APPENDIX A(a) (i).

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

New Developments in Basic (Primary and Middle) Education, 1945-46.

In accordance with the decision of the Board, the latest information received from Provincial Governments, Local Administrations and Indian States on Basic Education is summarised below :—

A.—Provincial Governments.

Bombay.

During the year 1945-46 preliminary steps for the introduction of compulsory elementary education, as a part of the Postwar Development mentioned in the last report, were taken in some six sample talukas in the Province and compulsion has actually been introduced in these talukas from June 1946.

2. Another development worth mentioning is the grouping of the subjects of study for the P. S. C. Examination for Boys and Girls—the examination terminating the Upper Primary course and qualifying candidates for the profession of teachers or for clerical and other appointments in the Revenue department. Considering the present day trends in education which emphasize the importance of a craft in the early stages, it was decided to provide additional optional subjects such as Drawing, Tailoring, wood and Cardboard work, Music, Spinning and Weaving, and Agriculture to enable the candidates preparing for this examination not merely to qualify themselves as teachers and clerks in Government departments as hitherto, but also to go up for higher technical studies if they so desired. The first examination under this revised syllabus will be held in March 1948, when the candidates would have had at least two years preparation under the revised course.

3. It was stated in the last report that the investigation which had been undertaken in 1944-45 into the problem of lapse into illiteracy had revealed the fact that schooling for a period of 4 years is ordinarily sufficient to enable a pupil to retain literacy. In view of this conclusion, and of the fact that the reduction of the present five year course by one year would ultimately quicken the extension of compulsion on a province-wide basis, Government are considering the reduction of the duration of the Lower Primary course to four years.

4. It may also be mentioned that an important investigation into the vexed problems of stagnation and wastage in Primary schools has been entrusted to the able management of the Gokhale Institute of Politics and Economics, Poona, which conducted the inquiry into lapse into illiteracy just referred to, and its results are awaited.

N.-W. F. P..

Twenty four teachers have been trained at the Jamia Millia, Delhi, in the Basic system of Education. These teachers will run six district centres for the training of all Junior Vernacular and Senior Vernacular teachers in the Basic system. The length of this course will be six months. All arrangements are complete.

Orissa.

Government are now giving attention to introducing a system of Basic Education and have, in this connection, deputed 8 candidates for training in Basic Education to the Hindustani Talimi Sangh, Wardha. It has been decided by the Government to consitute a Board of Basic Education to advise them on the organisation and conduct of the programme of Basic Education in the Province commensurate with the provincial resources.

Sind.

No experiment was made in Basic Education according to the original Wardha scheme.

Compulsory elementary education was introduced in 74 more rural villages during the year and 106 more primary schools were opened. 17 more open scholarships tenable in Middle Schools were sanctioned. Two private girls' Middle Schools were taken up by Government under Post-War Scheme. Two training schools for training 100 teachers for Primary Schools were opened.

United Provinces.

The scheme of Basic Education in United Provinces was launched through the establishment of a Basic Training College which was formally opened at Allahabad by the Hon'ble Minister of Education. Special stress has been laid on providing a free and full scope to the development of individuality through initiative, self-expression and other allied activities. Art correlated with crafts has become the main vehicle.

B.—Central Administered Areas.

Ajmer-Merwara.

No experiment has so far been tried in Basic Education on Wardha lines in Ajmer-Merwara.

Government has introduced creative activities in quite a large number of boys' Government Primary Schools in the District, which provide various kinds of learning through activities such as Gardening, Carpet-making, Clay-modelling, Preparation of toys, wood craft, etc. Experienced teachers especially trained in arts and crafts are very few on the present staff.

There has been an increase in enrolment of scholars.

Baluchistan.

No Basic Education on Wardha lines has yet been introduced in Baluchistan.

Coorg.

The Basic system of Education has not yet been introduced in Coorg. A scheme has, however, been drawn up to introduce the same under the Post-War Educational Development Scheme.

Delhi.

Card Board work was introduced as a basic craft in the primary class of the District Board, Anglo-Vernacular Middle School, Okhla. The results are being watched.

C.—Indian States.

Cochin.

Primary Education in the State has been reorganised and the new scheme has been given effect to in Class I. The Scheme will be introduced in all the classes of the Primary Department within the next 4 years.

There are at present no recognised Basic Schools conducted in the State. According to the revised Education Code which is being introduced in the State, provision has been made to introduce vocational subjects like Music, Needle Work, Drawing, etc.

Jaipur.

100 Primary Schools were opened in the year 1945-46. There are no new developments to report.

Mysore.

A 5-year scheme by which 250 Basic Schools are to be established is under the consideration of Government. A Special Officer who was deputed to study the working of Basic Schools at Wardha and other places has returned and steps are being taken to start in February 1947 a Basic Training Centre at Krishnarajapuram near Bangalore. Government have also sanctioned a grant of Rs. 3,500 to the Mysore State Basic Education Council for conducting a training class at Gurukula Asram, Kengeri, for teachers of Basic Schools.

Travancore.

Primary education in the State continued to function during 1945-46 as in the preceding year. The number of Primary Schools during the year was 2,734 and the children under instruction in these schools was 6,60,355.

Government have sanctioned a scheme spread over a period of ten years for making Basic Education universal and compulsory. The Primary Education Act was passed by Government and the two Southern Talukas of the State and the capital city were chosen for implementing the scheme in the first instance. Individual managements and corporate managements like the South India United Church, the Church Mission Society, the Salvation Army, the Kerala Hindu Mission and the Harijan Savak Sangh offered to release their schools to the Department for being maintained as Primary Schools under the Act.

The number of children in primary schools has increased by 35 per cent from the last year. There are at present 196 Primary Schools in these three areas managed by Government with a strength of nearly 53,000 pupils.

APPENDIX A(a) (ii).

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

Main Developments in Adult Education in 1945-46.

A.—Provincial Governments.

Bengal.

A scheme in Adult Education in Bengal envisages two aspects—the mechanical and the cultural. The object of this scheme is to revive the traditional folk-lore through the efforts of an organised body of chanters, collectors and trainers.

Bombay.

Adult Education is under the general direction of the Educational Department but a Special Board has been appointed to advise Government on all problems of adult education.

2. During the year, 2,000 Adult Education Classes were maintained as against 750 of the previous year with an attendance of over 44,000 adults, of whom 29,000 passed the literacy test. The increase is due to the special drive that is being made towards removal of illiteracy in certain concentrated areas in the Province and the organisation of Home Classes for Women about which mention is made below. The total expenditure incurred by Government on these Education Classes during the year was Rs. 1,00,000.

3. In order to arouse greater interest in Adult Education in the rural areas which, mainly bacause of the abnormal conditions created by the war, had shown signs of a set-back, the Provincial Board for Adult Education recommended a scheme for the reorganisation of the work in connection with Adult Education Classes. Under this scheme, a compact area of a suitable size is to be selected for concentrated effort. The scheme was sanctioned by Government in 1945 and was introduced in 5 selected areas in five districts of the Province in the first instance. Special Officers were appointed to organise Adult Education Classes in the area with the help of a Local Committee. The experiment has yielded encouraging results and Government are considering the question of extending the scheme to a number of other talukas in all the Districts of the Province.

4. Government also sanctioned a scheme of Home Classes for the spread of literacy among women in urban areas. Boys and girls of the higher standards of full grade primary schools are encouraged to prepare lists of illiterate women

and to teach them reading and writing in their homes. The Head Master of the school to which the boy belongs supervises the classes, and inspecting officers test the stage of literacy of the women taught. The grants for these Home Classes are—

(*a*) For each illiterate woman made literate Rs. 2. to the boy or girl teacher.
(*b*) Re. 1 to the Class teacher of the boy or girl.
(*c*) As. 8 to the Head Master.
(*d*) As. 8 for charts, booklets, etc.

5. Three classes for the training of Adult Education workers were held during 1945-46 and over 140 workers attended the course. Full advantage was not taken of these classes on account of difficulties of rationing and travel. An expenditure of Rs. 3,000 was incurred on these classes during 1945-46.

6. With a view to enabling adults made literate to maintain their literacy, private agencies are encouraged by grants-in-aid to open and maintain Village Libraries. 260 new libraries were registered during the year bringing the total number of such libraries to 1,960. These libraries receive an annual subsidy of Rs. 10 each for the purchase of periodicals suitable for adults. In addition, an initial grant ranging from Rs. 30 to Rs. 50 is paid for the purchase of equipment to new libraries. They also receive News-sheets and other reading material published by the Government Directorate of Information. Special subsidies are also given to certain papers which publish suitable material for the new literates. Government paid Rs. 27,000 during the year by way of grant-in-aid to these libraries.

N.-W. F. P.

The teaching of illiterate constables in the Police Force continues. Three trained teachers have been appointed in the three important jails of the province for teaching illiterate convicts and prisoners. These three teachers will shortly be sent to the Jamia Millia for training in methods of teaching adults. The Government also propose to start 60 adult classes in the six districts of the province in the very near future.

Sind.

No further development to report.

Orissa.

The drive against illiteracy had a place in the programme of Government in 1939, but activities were left dormant during the war. A plan for the removal of Adult illiteracy in Orissa is under preparation.

B.—Centrally Administered Areas.

Ajmer-Merwara.

No suitable arrangement for the education of adults exists; but a Night School is run by the Municipal Committee.

Coorg.

The night school conducted for the adult Harijans was run during the year. The total strength of the school was 24.

Delhi.

A few agencies organised the classes for adults and literacy tests were held at intervals and certificates awarded.

C.—Indian States.

Cochin.

The chief agencies through which adult Education is conducted in the state are (i) Night Schools and (ii) Adult Education centres. According to the revised Education Code provision has been made for the opening of adult schools.

Mysore.

Adult Education is in the charge of a non-official body called The Mysore State Education Council. 4,530 literacy classes were conducted and 89,896 persons made literate bringing the total number of literates made since 1941-42 to 1,56,900. 1,260 libraries with a membership of 1,28,520 were started. The weekly paper in Kannada for the benefit of adults during and after the literacy course continued publication. A residential institution in the country-side has been established where picked students from the literacy classes are given an advanced course of rural education including improved agricultural methods and cottage industries. An additional grant of Rs. 56,000 has been sanctioned this year making the total grant to Rs. 4 lakhs per annum.

The Post-War scheme of the department which is under consideration provides for the working of 6,000 literacy classes for men and 600 for women every year during the next five years with the target of making 90,000 men literate and 6,000 women literate every year. The scheme also includes the opening of 3,000 libraries for adults, 10 People's Colleges called Vidyapithas for the education of leaders of rural society and provides other arrangements for the efficient conduct of the work contemplated. The estimated cost is a recurring expenditure of Rs. 8,70,000 in the first year rising to Rs. 9,00,000 in the fifth year.

Travancore.

Rural Libraries were newly opened during the year.

D.—Universities.

Annamalai University.

The Chitrai School of Adult Education was inaugurated on 15th April 1944. Instruction was imparted in the following subjects through the medium of Tamil :—

(1) Everyday science (2) Tamil Literature (3) English (4) World History (5) Economics (6) Social and Political Science and (7) Arithemetic—Later, Music was also introduced.

Agra.

The Crew of the Maharaja's College, Jaipur, organised literacy classes for adults.

At Indore Christian College during 1945-46 courses were given in Juvenile Deliquency and in adult literacy work.

Delhi.

No development to report.

Madras.

A scheme for Adult Education has been approved by the Senate and further action is under consideration.

APPENDIX A(a) (iii).

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

Progress in Social Service.

Part I.—*All India Agencies—Information collected direct from the Agencies.*

1. *All-India Dayanand Salvation Mission, Hoshiarpur.*—The mission carried out its normal activities as in the previous year. 180 girls were rescued and restored to their proper places in society during 1945-46. 14,713 patients were treated in the dispensaries. The expenditure, which is solely met from public subscription, was in 1945-46 as follows :

	Rs.
(i) Office expenditure	1,200
(ii) Field Work (including charity and donations, rescue work, schools dispensaries, etc. .	16,000

2. *All-India Kashmiri Conference, Lahore.*—The institution has ceased functioning at present.

3. *All-India Seva Samiti, Allahabad.*—The report for 1945-46 was reported to be under print.

4. *Anjuman-i-Himayat-i-Islam, Lahore.*—The Anjuman maintained and organised its educational institutions successfully. The total income in 1945-46 was Rs. 8,82,840 of which rupees one lakh was received from Government contributions, one lakh and a half from subscriptions and 4 lakhs from fees. The expenditure amounted to Rs. 8,06,202 of which over 4 lakhs were expended on the salaries of the staff, their provident fund, etc.

5. *British Empire Leprosy Relief Association, Calcutta.*—Leprosy Survey was carried out in almost all the provincial branches of the Association. Research works and propaganda were also carried on as usual. The Government of Bengal have accepted the proposal to establish a Leprosy Colony at Bankura (Bengal) with accommodation for 500 patients. The land has already been acquired and the patients are to be housed in this Colony soon.

6. *Gurukula University, Kangri.*—The Gurukul Kangri maintained its institutions and continued educational activities as usual. 21 students received degrees from the Ayurvedic, Veda and Arts Colleges of the Gurukula. Total expenditure in 1945-46 was Rs. 99, 500.

7. *Jamia Millia Islamia, Delhi.*—The Jamia Millia continued providing for the Indians and particularly the Muslims secular and religious education, holding examinations and conducting educational experiments and research works. The Jamia Millia has already completed 25 years of its activities. The total income and expenditure of the Jamia Millia in 1945-46 were Rs. 1,30,170 and Rs. 1,27,482 respectively.

8. *Poona Seva Sadan Society.*—The Society is continuing its activities as usual.

9. *Shiromani Gurdwara Prabandhak Committee.*—Besides supervision over some of the Sikh Shrines the committee has recently undertaken some educational and industrial activities.

10. *St. John Ambulance Association (Indian Council).*—During the year 1945, 46,656 persons attended, 2,415 courses of lectures in First Aid, Home Nursing, Hygiene and Sanitation, etc., of whom 33,015 received Association's certificates. 143 persons received special Refresher certificates in First Aid, 1,258 qualified for Voucher certificates, 642 qualified for medallion. Besides these, labels and pendants were also earned by a good number of persons. 6,429 persons were trained in the Mackenzie School Course. The total income for the year 1945 amounted to Rs. 46,492 which included Rs. 15,670 as fees for certificates, Rs. 13,143 as interest on investments and Rs. 5,000 Government grant.

The expenses were Rs. 46,927 for the management and Rs. 9,330 paid to the St. John Ambulance Brigade Districts for training and equipment grants.

11. *Tata Institute of Social Sciences, Bombay.*—Graduates were being trained in this institution in various branches of social science, as in previous years. A big plot of land has recently been purchased and arrangements are being made to locate the Institute in a new site. Demand for trained social workers, sent out by this institution has increased. American institutions have contributed Rs. 75,000 as scholarship and fellowship to the students of this institution and some noted American social scientists have expressed their willingness to come to the Institute as Visiting Professors in near future.

PART II.—*Information on Social Service supplied by the Provincial Governments, Local Administrations, Universities and major Indian States.*

A.—PROVINCIAL GOVERNMENTS.

Bengal.

Various private bodies such as the Society for the improvement of the backward classes, etc., are doing valuable work in social service in Bengal. A new orphanage Department has been opened and the staff has been considerably strengthened very recently.

Bombay.

One of the agencies engaged in Social service work is the Children's Aid Society, Bombay. The outstanding development in the activities of this Society during the year 1945-46 is the successful introduction of the Occupation Scheme at the Remand Home at Umarkhadi to teach the inmates easy handicrafts during the short period of remand. There have been no outstanding developments in the activities of other agencies during the year under report.

Sind.

No special development to report.

B.—CENTRALLY ADMINISTERED AREAS.

Ajmer Merwara.

The Social Service Training course which was started at the Government College, Ajmer, continues satisfactorily.

Delhi.

Students of the various schools in the urban and the rural areas, specially the scouts, go in batches on the occasion of various fairs, etc., to render social service to the people collected there.

C.—INDIAN STATES.

Cochin.

The various agencies employed in Social Service are at work in the State. Two candidates were got trained in Tata's Institute of Sociology, Bombay. Their services are now made available to the Labour Department.

D.—UNIVERSITIES.

Agra.

A variety of short courses in social welfare work, requiring both attendance at lectures and practical field work in each course is offered by the Indore Christian College.

The rural uplift and social service league conducts its activities and regular classes are run in one of the villages situated at a distance of 3 miles from Agra College. Service Camps Organisation of Maharajas' College, Jaipur, functioned at various fairs.

The two societies at Victoria College at Gwalior have been working for the benefit of needy students and have granted stipends and prizes.

The staff and students of Mark Memorial Institute concentrated their attention on the preventive side of diseases by carrying on intensive propaganda for sanitation.

The Parliament of S. D. College, Cawnpore, runs night classes for the benefit of the poor.

Effective social service by the Rovers Troop of Bareilly College was undertaken.

A regular Social Service Training Course was established at the Government College, Ajmer and lectures and field work were conducted.

At the Mayo College, a rural studies Camp is held each year which is compulsory for students to attend. The Raj Rishi College proposes to organise a regular Social Service League.

Aligarh.

No organised social activities are carried on by the University except that service for the people of Aligarh is rendered in the Tibbia College Hospital.

Annamalai.

The Social Service League has been conducting a night school for the children and adults of the neightbouring villages. Instruction in three R's as well as a general knowledge is imparted by student volunteers of the League. To encourage cottage Industries and thereby provide employment for the villagers, the League is running a Mat Industry School. Members of the League visit the villages and carry on propaganda for literacy, hygiene and sanitation. The League has conducted on economic survey of the villages.

Delhi.

No fresh development to report.

Utkal.

The introduction of Sociology as a subject in the University Courses of study is under the consideration of the Academic Council.

APPENDIX A(b).

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

Supplementary reports on Specific Educational Developments in Provinces.

In accordance with the decision of the Board, the latest information received from Provincial Governments, Local Administrations and Indian States, is summarized below :—

A.—Provincial Governments.

Bengal.

Schemes are in preparation for the further education and training of demobilised personnel in a few selected technical schools. Stipends have been provided for children of Ex-service men to enable them to educate their children.

Bihar.

During 1945-46 temporary posts of Secy. to Basic Education Board and Inspector of Basic Education were created.

Government have decided to fix Rs. 15 as minimum salary of Primary School teachers.

A recurring grant of Rs. 1,896 a year was sanctioned by Government in the year 1945-46 for the education of Oriyas in the district of Sinhbhum.

The question of giving an additional grant to Local Bodies for payment of dearness allowance to teachers was under consideration of the Government, but it did not materialize and the option of payment was left to Local Bodies.

Fifteen research scholarships of Rs. 100 each a month and three Fellowships at Rs. 150 a month have been created.

Bombay.

(1) Provincial Council for Education has been instituted.

(2) Projectors are being used for Visual Education.

(3) Lokashalas have been opened.

Orissa.

Government have allotted Rs. 20,000 to provide books, etc., in order to encourage spread of education amongst children of scheduled caste and backward tribes. Government are anxious to advance education in the Partially Excluded Areas and have ordered opening of 100 Primary Schools during the current year.

Government have issued a circular that Schedule Caste children should have equal privilege in all educational institutions and that any discrimination against their admission will entail withdrawal of grant from any aided institution.

Punjab.

An amount of Rs. 40,000 was spent on literacy campaign. The number of literacy leagues and literacy centres on 31st March 1946 stood at 1,599 and 1,112 respectively.

Sind.

The following developments in education have taken place after the year 1945-46 :—

(i) Double shift has been introduced in the Training College for Men, Hyderabad, for training 230 additional teachers for Primary Schools and arrangement has been made to train 100 more teachers in the 2 Training Schools opened last year.

(ii) Compulsory Education has been introduced in 39 more villages.

(iii) With a view to encourage Muslims, backward and intermediate class Hindus to take to education, some scholarships have been sanctioned from the current year.

B.—Centrally Administered Areas.

Baluchistan.

No specific development to report.

Coorg.

Three High Schools have been opened under private enterprise and the opening of a fourth has also been permitted.

C.—Indian States.

Cochin.

No specific development to report.

Jaipur.

The Jaipur Primary Education Bill which contains provision for compulsory Education and compulsory attendence after voluntary enrolment has been passed in August, 1946 and a start in this direction in selected areas of the state will be made.

Mysore.

Government are in general agreement with the five year scheme of Nursery Education prepared by the Department of Public Instruction, by which 30 Nursery Schools are to be established every year during the next five years on an aided basis. A training class for 30 women teachers has been started this year at Mysore. In addition to the Aided Nursery Schools, Government are considering the establishment of Nursery Schools at Government cost in Depressed Class localities.

Travancore.

The recommendation of the Education Re-organisation Committee have been in general accepted by the Government of Travancore.

Revised syallabi for the Primary, Middle and High Schools have been prepared and arrangements were made for printing the same. According to those all the subjects in the English schools are to be taught in the mother tongue (Malayalam or Tamil) and English will be a compulsory subject.

D.—UNIVERSITIES.

Nagpur.

A proposal for making Social Service and Military Training over a period of one year a condition for the award of first degrees of the University is at present under the consideration of the Academic Council. As part of the Scheme, it is further proposed that the present four-year course in the University should be replaced by a three-year degree course.

Osmania.

There are no particulars to be supplied in this connection.

Travancore.

There are no new developments relating to University education except that the recommendation of the Education Re-Organisation Committee have been approved by the Senate of the University and the Government of Travancore. Steps are being taken to implement these recommendations.

APPENDIX B(a).

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

Action taken by Government of India on Recommendation contained in Post-War Educational Development report.

During the year under review, substantial progress was made in the way of implementing the Board's recommendations. A separate Planning Section was formed under the Department of Education to examine the Five-Year Educational Plans received from the Provinces and coordinate the work of central plans.

2. Early this year, at the request of the Government of India, the Provincial Governments selected a few schemes from their Five-Year Plans and sent them to the Government of India for approval for execution during the years 1945-46

and 1946-47. A brief description of these Interim Schemes, as they are called, is given in Appendix B (*b*). The suggestions made by the Department of Education for bringing these schemes in conformity with the recommendations made in the Report of the Central Advisory Board of Education have, in the majority of cases, been acepted by the Provincial Governments.

3. The Five-Year Educational Plans have been examined as a whole as well and the comments of the Department of Education have been conveyed to the Governments concerned.

4. The approval of the Government of India to the Interim Schemes and Five-Year Plans is necessary as the Government of India have undertaken partly to finance these plans.

5. The Development Board, Government of India, have, after taking into account the comments of the Department of Education, suggested targets of expenditure in respect of education and have asked the Provincial Governments to submit their educational programme of development for execution during 1947-48 which is the first year of the quinquennium for post-war development. Such programmes have been received from a number of Provinces and are under examination.

6. With a view to spreading Basic Education, Teachers' Training Schemes are being launched with the aid of the Government of India at the following two Institutions :—

(1) Visva Bharati, Santiniketan.

(2) Jamia Millia Islamia, Delhi.

7. Plans are also ready for starting a post-graduate Co-educational Training College in Delhi early next year for teachers from the Centrally Administered Areas. 300 teachers are expected to be trained every year. Budget provision has also been made for 1947-48 for starting a College of Physical Education in Delhi. It is further proposed to establish a Training College for Domestic Science in Delhi.

8. A scheme for opening in New Delhi of Experimental Schools on the lines recommended by the Central Advisory Board of Education, and a scheme for starting a Central Bureau of Psychology have also been accepted for commencement during 1947-48.

9. *University Education.*—In view of the additional responsibilities that the University Grants Committee will have to undertake in the development of University Education in the Country, the Government of India have decided that the number of its members should be raised from four to seven and the following have been appointed as additional members :—

(1) Sir Rustom P. Masani, M.A., J. P., lately Vice-Chancellor, Bombay University, Bombay.

(2) Dr. Zakir Husain, M.A., Ph. D., Principal, Jamia Millia Islamia, Delhi.

(3) Dr. C. V. Chandrasekharan, M.A. (Oxon.), D. Litt., F.R.H.S., lately Pro-Vice Chancellor, Travancore University.

10. On the recommendations of the University Grants Committee, the Government of India have sanctioned the payment of grants-in-aid to Delhi, Benares and Aligarh Universities for the improvement of certain Departments of Studies *e.g.*, Engineering, Women's Education, etc.

11. Grants were also made to the National Institute of Sciences and the Indian Association for the cultivation of Sciences during the year. A scheme for promoting Fundamental Research in Universities has also been accepted for commencement during 1947-48.

12. *Technical Education.*—The action taken by the Government of India in this sphere can be summarised under two main heads—

A. All-India Council for Technical Education.

B. Central Technical Institutions—Development Schemes.

A.—All-India Council for Technical Education.

A great advance was made during the year for the expansion of Technical Education. On the recommendations of the All-India Council for Technical Education which held its first meeting during the year, the following types of Committees have been set up :

(i) All India Boards of Technical Studies, one for each of the main subjects of Technology, for setting standards of institutions and instruction.

(ii) A Coordinating Committee to coordinate activities of the above Boards of Studies and Regional Committees (four such Committees are proposed to be set up early in 1947) and act as executive organ of the Council. The functions of the Regional Committees will be to survey and develop existing facilities for technical education.

13. The recommendation of the Higher Technological Education Committee to start four Higher Technical Institutions in East, West, North and South to meet the post-war requirements of the country, has been accepted by the Council and the Government of India have decided that the Eastern and Western Higher Technical Institutions should be set up as soon as possible. Financial provision has also been made for the Eastern Higher Technic al Institution in the current year's budget for preliminary expenditure on site, staff, etc. As regards the Western Higher Technical Institution, it will be taken up next year but possible sites for the institution within the greater Bombay areas have been inspected by an officer of the Education Department. Each of these institutions is expected to provide facilities for the instruction of about 2,000 under-graduate and 1,000 post-graduate students.

14. It has been agreed by the Council that the Department of Education should coordinate that activities of other Departments of the Government of India in the matter of Higher Technical Education. The suggestion has generally been approved by the Departments.

15. With a view to improving and developing the existing Engineering and Technological Institutions in the country, a questionnaire has been issued to all Technological Institutions in the Country and their replies will be considered by the Coordination Committee of the All-India Council for Technical Education very soon.

B.—Central Technical Institutions—Development Schemes.

16. The following two schemes have been accepted in principle :—

(1) Development of Delhi Polytechnic to make it a first class Technical Institution : Capital expenditure during the current year is expected to be nearly six lakhs.

(2) Establishment of a Training College for teachers in Technology.

17. The schemes shown below have been sanctioned in connection with the Indian Institute of Science, Bangalore.

(1) Establishment of a High Voltage Engineering Laboratory with a view to assisting electrical development in the Country. (Budget provision for 1946-47 has been made.)

(2) A four-year development programme of the Institute to meet the post-war requirements of the country : Grants have been sanctioned for 1946-47.

(3) Establishment of a Post-graduate Power Engineering Department: An advance payment of Rs. 5,70,000 has been sanctioned for the current year.

(4) Establishment of a Department of Economics and Social Science in 1947-48.

18. Other schemes connected with Technical Education approved by the Government of India for starting in 1948-49 are :—

(1) Establishment of a Central School of Indian Architecture and Regional Planning and

(2) Establishment of an Administrative Staff College.

19. *Other Development Schemes.*—The following Schemes *inter alia* have been prepared and accepted in principle. It is hoped to commence them in 1947-48:—

(1) Scheme for expanding the Films Library under the Central Bureau of Education.

(2) Establishment of a Central Bureau of Psychology.

20. *Overseas Scholarships.*—The Overseas Scholarships are of three different categories :—

(i) Central Government Overseas Scholarships.

(ii) Provincial Overseas Scholarships.

(iii) Indian States Overseas Scholarships.

21. (i) *Central Government Overseas Scholarships.*—There were 252 Central Scholarships and during the year 1946, the scope of the scheme was extended so as to include subjects like Education. In all 213 students were selected. It has been decided to continue this scheme and to award another 207 scholarships in 1947 in the various subjects connected with the development plans.

22. (ii) *Provincial Overseas Scholarships.*—For the year 1946 in all 347 scholarships were allocated to different provinces and they were requested to make the arrangements for selection and to submit the recommendations to the Government of India. The Selection Board scrutinised the Provincial recommendations and advised the Government of India as to which of the candidates appeared to possess sufficient qualifications to merit the award of these scholarships.

23. For the year 1947 the Central Government have allotted a total number of 245 scholarships to the various Provinces. It may be stated in this connection that with regard to the Provincial Scholarships 50 per cent. of the expenditure on the scholars is borne by the Central Government and 50 per cent. by the Province concerned.

24. (iii) *Indian States Overseas Scholarships.*—Various Indian States selected their own scholars for further education abroad and the machinery of the Government of India was employed for the purpose of placing these students in the Universities and other educational institutions abroad and giving them necessary facilities of Priority Passage, Dollar Exchange, etc. The entire cost of training is met by the Indian States themselves.

25. *Provision of facilities for further studies abroad.*—For the purpose of students who intend to go abroad at their own expense, the Government of India have provided facilities such as :

(i) Establishment of the Overseas Information Bureau in the Department of Education which has to work in cooperation with the Provincial and University Information Bureau.

(ii) Appointment of Educational Liaison Officer in the United Kingdom and the United States of America.

26. The educational staff of the Indian Embassy in Washington has been strengthened by the appointment of two Deputy Educational Liaison Officers.

27. *Sheduled Caste Scholarships.*—In order to make adequate financial provision to meet the educational needs of the Scheduled Castes, the Government of India made an annual grant of Rs. 3 lakhs for five years from the year 1944. For the year 1945-46, 202 scholarships were given under the scheme and for 1946-47 nearly 200 scholarships have been renewed and nearly 300 new scholarships have been awarded to students who are pursuing studies in the various universities and educational institutions in India in accordance with the regulations prepared for the purpose by the Scheduled Caste Scholarships Board.

APPENDIX B (b)

MEMORANDUM ON ITEM III (b) OF AGENDA.

Further action taken by Provincial Governments on Post-War Educational Development Report.

The most important action taken by the Provincial Governments to implement the recommendations of the Central Advisory Board of Education during 1946 was to select a few schemes from their Five-Year Educational Plans for immediate execution. The salient features of these schemes, known as the Interim Schemes, are given below for each Province separately. Progress reports regarding these Schemes are expected from the Provinces in 1947. It may be remarked that while the Interim Schemes are to be started immediately they may continue for such length of time as may be necessary for their completion.

A—Provinces.

Assam.

Assam has Interim Schemes for opening of eight Training Schools for Basic Education, six for male and two for female teachers. It is also proposed to depute 20 teachers to the Jamia Milia, Delhi and elsewhere for training in Basic Education with a view to their employment in Basic Training Schools. As regards training of High School teachers there is a scheme for starting two Training Colleges for training 100 teachers annually. Assam also proposes to improve the buildings and equipment of some of the existing Primary and Middle Schools with the ultimate end of starting 300 Junior and 50 Senior Basic Schools. Similarly there is a scheme for the expansion of High School buildings to accommodate five Academic and ten Technical High Schools. Lastly Assam has provided for the establishment of two Junior Technical Schools.

Bengal.

Bengal has deputed abroad and in India selected persons for training in different subjects. On their return they will staff the new Training Colleges which are proposed to be started. Some of the personnel so trained will staff two Training Schools to be started one for men and another for women. In addition, training facilities for graduate women teachers in the two existing training colleges at Calcutta and Dacca will be expanded.

As regards High School Education, there is a scheme to raise twelve girls Middle Schools to the matriculation standard. Of the schools selected two are for Muslim girls and one is in a Scheduled Caste area. There is also a scheme for improving High Schools on the lines of the recommendation made in the Board's

Report, as far as this is practicable. Trained Matriculate teachers are to get a fixed salary of Rs. 30 and other matriculate and trained teachers Rs. 22 a month. A number of schemes for reorganisation of Technical Institutes have also been approved for execution this year. The Bengal Engineering College is to be improved and grants are to be paid to the Jadavpur College of Engineering and Technology.

Bihar.

The Bihar Government has a large interim period programme for the training of teachers. It consists of expansion of existing 55 Elementary Training Schools for males where basic type of education will be imparted, opening of four new Elementary Training Schools for females and improvement in the existing training classes at Gaya and Muzaffarpur. There is also a proposal for the opening of a large secondary training school for men and women where in addition to the ordinary subjects, special courses will be provided for vocational subjects such as craft work, arts, drawing, music, etc. Two more Training Colleges will be opened for both men and women. Training schools will be started to provide sufficient staff for basic schools to be opened for one-fourth of the school going children in the Province. To start with, compulsory education is being introduced in the Brindaban area round the existing basic schools. As regards women's education schemes have been approved for the opening of 40 Government Middle Schools one in each of the mofussil subdivisional headquarters, and Government High Schools in district headquarters. There is also a scheme for the conversion of the existing Government College for women into a first grade college. Lastly Bihar has also got a scheme for improving the initial salary of existing primary school teachers.

Bombay.

Bombay has started three Primary Training Institutions for men. Although at the moment only professional training is given to the teachers, the Government of Bombay propose to give additional craft training which is likely to extend over one year, in course of time. Since the Government of Bombay intend to introduce compulsory elementary education on a Province-wide scale and the large number of teachers that will be required to carry through the programme can not be obtained from among the Matriculates, it is not possible for the Provincial Government to prescribe passing of the Matriculation Examination or its equivalent as the minimum qualification for admission to these Training Colleges at the moment. But ultimately this will be done.

A scheme for providing midday meals for pupils of primary schools in an area in the Ratnagiri District is also being started as an experimental measure for three years.

Other Interim Schemes of the Government of Bombay concern expansion of Technical Education from university to the school stage.

Central Provinces and Berar.

With a view to increasing the supply of trained graduate teachers, there is a scheme for expansion of the Spence Training College, Jubbulpore for providing training for 200 B. T's, 60 specialists and 40-Postgraduate and Research students. Provision is also being made for training specialist teachers in Music, Art, Domestic Science, Physical and Manual Training in the same College. In order to increase the output of trained teachers, schemes have been sanctioned for opening of Diploma Classes for male and female teachers. The existing normal schools for men and women are to be extended and certain Primary Girls' Schools will be raised to the level of Indian Middle Schools to increase the number of girls suitable for training as teachers.

The Government Girls' (English) Middle School at Jubbulpore is to be converted into a High School and a scheme for starting 40 High Schools, 20 for girls and 20 for boys has also been approved.

The interim period programme of Central Provinces further consists of construction of school buildings and improvement of schools in the partially exlcuded areas.

Technical Education has received due attention : two Technical High Schools are to be started and applied science, research and technological subjects are to be introduced in the Colleges.

Madras.

Madras has produced by far the most comprehensive plan so far as Basic Education is concerned. The scheme for compulsory education which has been approved by the Government of India, provides for the introduction of compulsory education throughout the Province from the age of 6 to 11 during the first two quinquennia. It will be extended to the age-group 12-14 during the third and the fourth quinquennia. There will thus be compulsory education throughout the Province from 6 to 14 in a period of 20 years. The Provincial Government have also agreed to follow the recommendations of the Board so far as content of curriculum and salaries of teachers are concerned. They will however, continue to employ some Higher Elementary Grade teachers for some time.

A scheme for the training of the full number of additional teachers within a period of five years, required for the introduction of compulsory elementary education in the whole province, has also been approved.

The Madras Plan also provides for midday meals for poor children attending Elementary Schools. Six lakhs of children will benefit from this scheme during the first year and the number would go on increasing till over 30 lakhs of children are benefited from the scheme by the end of the quinquennium.

It has been calculated that nearly 90 per cent. of the expenditure to be incurred by the Government of Madras on its educational plans as they stand at present, during the first quinquennium will be incurred on the above three schemes.

Madras has also got a number of important schemes connected with Technical Education sanctioned for starting during the current year.

Orissa.

The Government of Orissa have made a start with the scheme regarding opening of six Elementary Training Schools and a Secondary Training School for women teachers. Physical Instructors for High Schools are also being trained every year. A number of Primary, Middle and High Schools are being improved in various ways and provision is being made for teaching science and imparting manual and physical education in these schools. The scales of pay of teachers are also under consideration.

A beginning has been made with the scheme for opening 500 Junior Basic Schools in villages in partially excluded areas.

There is also a proposal for giving more scholarships, etc., to students of Scheduled Castes, backward classes and hill tribes.

Provision has been made for sending annually eight graduates for higher study abroad and three school teachers and inspecting officers for study in educational methods. A women's college is being started and post-graduate classes and degree classes in Geography, Geology and Zoology are being opened in the Ravenshaw College, Cuttack.

N.-W. F. P.

N.-W. F. P. has sent three sets of Interim schemes—

(1). Schemes which are for the exclusive benefit of the N.-W. F. P.
(2). Schemes which are for the exclusive benefit of the Tribal Areas on the North West Frontier.
(3). Schemes which are of common benefit to the N.-W. F. P. and Tribal Areas.

The first set of schemes include proposals for the opening of the following schools—

24 Primary Schools—12 for girls and 12 for boys.
8 Academic High Schools for boys and girls.
60 Adult Schools.

Besides, seven Vernacular Middle and Vernacular Lower Middle Schools will be converted into full Anglo-Vernacular Middle Schools.

The second set of schemes consists of creation of five stipends for "Senior Vernacular" Students of Tribal Areas at the Government Training School for Men, Peshawar, opening of two girls' and eight boys' Primary Schools, strengthening the teaching staff in certain schools and conversion of one lower Middle Schools into full Anglo-Vernacular Middle School.

The third set of schemes consists of the following proposals—

(i) Opening of Training Centres, six for males and two for females in N.-W. F. P. for training Junior Vernacular and Senior Vernacular teachers in basic system of education.
(ii) Reorganisation of the Inspectorate of Education Department, N.-W. F. P. and Tribal Areas.

In framing its educational schemes, the Provincial Government has followed the Report of the Central Advisory Board of Education.

Punjab.

Punjab is starting two Normal Schools at Sargodah and Gurdaspur for training men teachers for a period of one year. Although Punjab has not yet adopted the scheme of Basic Education and consequently teachers in these two institutions will not be trained for Basic Schools, the Provincial Government have undertaken to raise the schools to the type of Training Schools recommended by the Central Advisory Board of Education as soon as practicable.

Special grants are to be given to those 'Local Body' schools that cater to the educational needs of areas with strong military service. These schools are eventually to be transformed into the type of schools envisaged in the Report of the Central Advisory Board of Education.

23 New Industrial Girls' Schools are to be opened as there is a keen demand for such schools. There is also provision for paying a grant to the Punjab University for purchase of apparatus and equipment for the Institute of Chemistry.

Additional grants are being paid to the Boy Scouts Association, Punjab, for the following purposes—

(1) Punjab College of Physical Education and Scouting.
(2) Expansion of Young Farmers' Club Scheme. 400 such clubs had been started during 1945-46 and 200 more are being opened in 1946-47.

Sind.

Sind has got only one Interim Scheme, namely, opening of a Post-graduate Training College for Secondary Teachers where both male and female teachers will be trained.

United Provinces.

The United Provinces Government have got a scheme for training 60 students at the Teachers' Training College, Benares University. They are also opening 24 Normal schools. The Government is also undertaking an extensive building programme for providing additional accommodation in the existing Training College and Normal Schools.

For the time being teachers with High School and Hindustani Final Examination Certificate will both be appointed, but as more and more candidates with the former qualification begin to be available, teachers with lower qualifications will gradually disappear.

It is proposed to introduce compulsory Primary Education in at least 10 urban areas this year and make a beginning with schemes for starting 200 boys' and 200 girls' Basic Schools. Basic Education will be imparted in the first instance from the age of 6 to 11 ; when Junior Basic Schools have started functioning to the full extent, the present Middle Schools will be raised to Senior Basic Schools. In order to encourage education of backward communities, grants are to be paid to libraries for Depressed Classes and to non-official bodies which run hostels providing special facilities for Scheduled Caste children.

A Psychological Bureau is to be started which will serve as a laboratory for educational experiments. It will provide vocational guidance and work out psychological and vocational tests for children.

Other interim schemes of the United Provinces include provision of six foreign scholars for teachers and payment of grants to Allahabad and Lucknow Universities and other educational institutions, for libraries and laboratories.

B.—Central Administered Areas.

Ajmer-Merwara, Baluchistan and Delhi.

The Administrations of these three Centrally Administered Areas have submitted certain schemes which are under examination and, if approved, budget provision will be made for them during 1947-48.

Coorg.

The following three interim schemes have been approved in principle—

(1) Construction of three High School Building.
(2) Construction of a Training School Building for Teachers.
(3) Renovation of Primary and Higher Elementary School Buildings.

As regards (1), plans and estimates for the buildings are nearly ready and construction will be taken in hand in the near future. The chief difficulty of the Coorg Administration, however, is that in the absence of a Training School for Basic Education either in the Madras Presidency or Mysore State, they cannot have the necessary teaching staff for establishing their own Training Institution. It has been suggested to the Administration to try to recruit their teaching staff by advertisement, if possible. As soon as teachers trained in the Basic type of education are available, the existing schools will be converted into Basic schools.

APPENDIX B (c)

MEMORANDUM ON ITEM III (c) OF AGENDA.

Health of the School Child—Provision made in Provincial Educational Development plans.

At their twelfth meeting held in Mysore the Central Advisory Board of Education considered the question of appointing an expert committee on Physical Education and decided that such a committee would not serve any useful purpose at this stage. They, however, desired to see what provision has been made in regard to the health of the school child, in the first five-year programmes of educational development. A statement showing the schemes on the subject in Provincial Five-Year Plans, including their cost, is attached.

ANNEXURE.

Statement attached.

Statement showing the Provision included in the Provincial Five-Year Plans in regard to the health of the school child.

Province.	Name of the scheme.	Brief description of the Scheme.	Capital.	Recurring for the whole quinquennium.	Total.
1	2	3	4	5	6
			(In lakhs of Rupees)		
Assam . . .	Physical Education & Medical Service.	It is proposed to strengthen the staff of Inspectors and Inspectresses of Physical Training and to establish School Medical Service. The scheme will be applied to the whole of the Province and will take five years for execution.	1·30	2·09	3·39
Bengal . . .	Care of the health of the School children.	In order to ensure the physical fitness of all school children, provision has been made for (1) adequate nutrition and (2) training in sound physical habits and cleanliness. The scheme is expected to solve the problem of dealing with school children who do not possess necessary physical fitness or are under-nourished or suffering from remediable physical defects and diseases.	3·95	10·85	14·80

ANNEXURE—*contd.*

1	2	3	4	5	6
			(In lakhs of Rupees)		
Bihar . . .	Supervision of physical culture and training.	Arrangements have been made in ordinary training schools to train all teachers in Physical Training and to give special diploma to those teachers who will specialise in it and will thus be entitled to an allowance in accordance with the recommendation made by the Central Advisory Board of Education for posts of special responsibility. In this scheme it is proposed to appoint a Superintendent of Physical Training to supervise the work done by the Professors and Instructors of Physical Culture in Training Schools and Colleges and to appoint one Physical Instructor in the Patna Training College where there is none at present. The scheme will be applied to the whole of the province.	·17	·51	·68
	Medical inspection and school hygiene.	It has been proposed that all High Schools should be assisted by grant-in-aid from Government to enable them to appoint a qualified Medical Officer of at least L. M. P. qualification, on the staff and to defray a certain amount of expenditure on teaching in the school in addition to the care of the health of the children.	..	1·03	1·03
	Nutrition and Mid-day Lunch.	Provision of mid-day lunch is an essential part of school organisation as many children are so poor that they have to come to school without taking an adequate meal. A really satisfactory scheme would be prohibitive. So it is proposed that Government may subsidise the scheme by a small grant of As. 4 per head per month for feeding really poor children.	·88	18·00	18·88
Bombay . . .	Medical inspection and treatment of school children.	It is proposed to create a School Health Service (i) to carry out the medical examination of children (ii) to keep a record of such examinations for every child and to make arrangements for the treatment of children found defective in any way.	·88	18·00	18·88
	Supply of mid-day meals to primary school children.	It is proposed to provide a light mid-day meal to primary school children in selected villages of the Rajpur Taluka as an experimental measure. The scheme will be applied to selected villages in the Raipur Taluka in Ratnagiri District.	·09	6·75	6·84
C. P. & Berar . .	School Medical Service .	The scheme aims at introducing school medical service at the Divisional Headquarters—Nagpur, Jubbulpur, Amraoti and Raipur. This is a small beginning to gain experience of this important subject.	4·00	10·44	14·44

ANNEXURE—*contd.*

1	2	3	4	5	6
			(In lakhs of Rupees)		
Madras . . .	Provision of Mid-day meals	It is proposed to bring the scheme into operation gradually. In the first year, provision will be made for giving mid-day meals to about six lakhs of children and the number will increase annually. The number benefited at the end of five years will be more than thirty lakhs. Areas for the application of the scheme will be selected throughout the Province from time to time according to local needs and circumstances.	29·00	1250·00	1279·00
	Medical inspection of school pupils.	The idea is that ultimately school medical inspection should be linked up with the general medical and public health service. Pending the attainment of that objective inspections will be arranged through the agency of registered medical practitioners selected for the purpose. They will have to be paid fees for the conduct of the inspection. The whole cost of the inspection in the case of elementary schools and a portion of the cost in the case of the Secondary Schools will fall on Government except to the extent to which local bodies can be made to share it. The scheme will be applied to the whole of the province.	..	60·00	60·00
N.-W. F. P. . .	Medical Inspection of School children.	Medical Inspection of school children is at present carried out in four districts only. It is proposed to extend this work to the remaining two districts (Kohat & Hazara) during 1948-49 and to appoint one sub-Assistant Surgeon for the purpose for each district.	Capital . Recurring Total .	0·29 0·26 ..	.. .. 0·55
Orissa . . .	Physical Education . .	It is proposed to provide for the physical welfare of all pupils and students. One Chief Inspector of Physical Education, six Inspectors and one Chief Inspectress will be appointed.	·90	1·46	2·36
	Mid-day refreshment for students.	It is proposed to give a subsidy to provide poor pupils in schools with mid-day refreshment. Parents who can afford will be required to pay Re. 1 per month towards this. Provision has been made for free distribution of powdered milk and multivitamin tablets.	..	5·00	5·00
	School Medical Service .	It is proposed to embark upon a comprehensive scheme of medical inspection of all school children and to follow up the defects found in them during such inspection by proper treatment. A complete health record of each pupil will be maintained from the date of his or her admission into the school. Each district will be given a medical officer who will be in charge of medical inspection of all students of High and Middle Schools. There will be a Lady School Medical Officer in charge of medical examination of girl students.	0·06	5·47	5·53

APPENDIX B (c)

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ANNEXURE—*contd.*

1	2	3	4	5	6
			(In lakhs of Rupees)		
Bihar . . .	Supervision of physical culture and training.	Arrangements have been made in ordinary training schools to train all teachers in Physical Training and to give special diploma to those teachers who will specialise in it and will thus be entitled to an allowance in accordance with the recommendation made by the Central Advisory Board of Education for posts of special responsibility. In this scheme it is proposed to appoint a Superintendent of Physical Training to supervise the work done by the Professors and Instructors of Physical Culture in Training Schools and Colleges and to appoint one Physical Instructor in the Patna Training College where there is none at present. The scheme will be applied to the whole of the province.	·17	·51	·68
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	Nutrition and Mid-day Lunch.	Provision of mid-day lunch is an essential part of school organisation as many children are so poor that they have to come to school without taking an adequate meal. A really satisfactory scheme would be prohibitive. So it is proposed that Government may subsidise the scheme by a small grant of As. 4 per head per month for feeding really poor children.	·88	18·00	18·88
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C. P. & Berar . .	School Medical Service .	The scheme aims at introducing school medical service at the Divisional Headquarters—Nagpur, Jubbulpur, Amraoti and Raipur. This is a small beginning to gain experience of this important subject.	4·00	10·44	14·44

ANNEXURE—*contd.*

1	2	3	4	5	6
			(In lakhs of Rupees)		
Punjab . . .	Supply of Mid-day meals to poor and undernourished pupils.	It is proposed to provide for a free mid-day meal as an experimental measure, to poor and undernourished scholars is 50 Primary Schools at As. 2 per head per day and in 25 Middle Schools at As. 3 per head per day. The area of application has not been settled as yet.	0·05	6·37	6·42
Sind . .	....	The revised plan is awaited.	..	..	..
U. P. . . .	Extention of the school health service.	At present the health of the scholars is the province is inspsected by whole-time school health officers in 13 of the larger towns only. In other places work is being done by municipal or district medical officers of health. It is proposed to extend the school medical work to all towns and village schools. It is felt that instead of creating a separate organization in rural areas the health of the scholars in village schools may be inspected by members of the district health organization, medical officers of travelling dispensaries and where a school may be within a convenient distance of a fixed dispensary, by the medical officer of such dispensary. For the urban areas it is proposed to have one school health officer in every municipal town with an extra officer in the towns of Meerut, Bareilly, Gorakhpur and Aligarh, and two extra officers in the towns of Agra, Allahabad, Cawnpore, Benares and Lucknow making a total of 100. For the inspection of the health of scholars in girls' schools it is proposed to have 20 women medical officers. For the treatment of defects disclosed by the examination a central school clinic will be necessary at each place having a school health officer with a separate clinic for girl scholars in places where women inspectors are to be appointed. The scheme embraces the whole province.	0·63	15·55	16·18
		TOTAL .	41·03	1423·52	1464·55
		Centrally Administered Areas.			
Ajmer-Merwara .	School Medical Service .	....	1·00	0·93	1·93
	Physical Education and recreational activities.	....	..	1·10	1·10
		TOTAL .	1·00	2·03	3·03
Baluchistan . .	....	....	..	..	..
Coorg . . .	....	....	..	..	..
Delhi . . .	School Health Service .	....	..	..	4·5*
		TOTAL .	1·00	2·03	3·03
		GRAND TOTAL .	42·03	1425·55	1467·58
					4·5*
					=1472·08

* Dealt with by health Department.

APPENDIX B (d)

MEMORANDUM ON ITEM III (d) OF AGENDA.

Report on Anglo-Indian and European Education in India.

The Central Advisory Board of Education at their 12th meeting held in January 1946, at Mysore noted that the report on Educational Development prepared by the Inter-Provincial Board for Anglo-Indian and European Education was not ready and they accordingly appointed a Committee under the chairmanship of the Right Rev. G. D. Barne, C. I. E., D. D., V. D., the Bishop of Lahore, to examine this report when ready.

The Secretary, Inter-Provincial Board for Anglo-Indian and European Education, has stated that it is not possible to submit the report of the Commission on Post-War Educational Development of Anglo-Indian and European Education before the middle of December 1946. So it has not been possible for the Committee of the Central Advisory Board of Education to meet and submit their report. It is proposed that a meeting of the committee should be convened after the Report has become available. It is hoped to submit the Report of the Committee to the Board at their 1948 Session.

APPENDIX C (a)

MEMORANDUM ON ITEM IV (a) OF AGENDA.

Report of the Higher Education Selection Committee of the Central Advisory Board of Education—Action Taken.

A.—PROVINCIAL GOVERNMENTS:

N.-W. F. P.

The recommendation of the board is under the consideration of the Government. The Government decision will be influenced mainly by availability of funds but the Government is in general agreement with the recommendation of the Board and will try to implement it.

Orissa.

The Government agree generally with the recommendations of the Committee. At present the teachers in Primary Schools cannot be entrusted with the work of keeping records of attainments of students owing to their poor qualifications. The Provincial Government are, however, considering the best means of imparting to the student-teachers in Training Schools, ideas on the selective method as contemplated by the Committee.

Sind.

The Government of Sind agree in principle with the recommendations of the Committee, but are of the opinion that they will not be able to implement them for the present in view of certain difficulties *e.g.* absence of suitably trained administrative and teaching staff, backwardness of Muslims in Education, etc.

B.—CENTRALLY ADMINISTERED AREAS:

Ajmer-Merwara.

The recommendations of the Committee are generally agreed to. In view, however, of the relative educational backwardness of the area, it may be necessary at times to relax some of the recommendations contained in the report.

C.—Indian States.

Jaipur.

Government have considered the report and will keep the suggestions in view when time comes for making education up to middle stage compulsory.

Travancore.

The Papworth Committee has recommended that :—

(i) In Primary schools there should be no examinations except the one at the end of the fifth class which should be an internal one with an external control over the standard.

(ii) In Middle schools, regular class examinations should not be insisted upon in measuring a pupil's progress and fitness for promotion. Experimentation in alternative methods, such as "Weekly Journal System", Achievements, Tests, etc., should be encouraged. A public examination may be held at the end of the Middle school stage. The same methods should be adopted in High schools also. Steps are being taken to implement these suggestions.

D.—Universities.

Aligarh.

At the Muslim University Training College, Aligarh, arrangement will be made for establishing a laboratory and testing room in the college for conducting research concerning the methods of selecting pupils for higher education and advising them in regard to careers, provided substantial non-recurring and recurring grants are given for the purpose.

Annamalai.

For selection of pupils to higher stages of education, it is desirable to institute a system of Psychological Tests to advise pupils as to their choice of careers and courses of study.

Nagpur.

The question of selection of pupils for higher stages of education will be considered by the Academic Council.

APPENDIX C (b).

MEMORANDUM ON ITEM IV(b) OF AGENDA.

Report of the Committee of the Central Advisory Board of Education appointed to consider the conditions of service (other than remuneration) of teachers—Action taken.

A.—Provincial Governments.

Bengal.

All teachers in Government institutions are on a gradation list. The period of probation varies from one to two years. Leave rules for teacher are liberal.

N.-W. F. P.

The Government decision will be influenced mainly by availability of funds but the Government is in general agreement with the recommendation of the Board and will try to implement it. The matter is still under consideration.

N. B.—Reports received up to 20th December, 1946, have been included in this memorandum.

Orissa.

Government are in general agreement with the spirit underlying the specific recommendations but are unable to express their views without detailed examination of the several proposals. Subject to this, they wish to offer the following comments :—

(1) Government agree that the formation of Selection Committees for appointment of teachers is desirable. In Orissa the teachers appointed to Government Schools are on a provincial cadre.
(2) The period of probation of teachers in Government institutions extends from one to two years.
(3) The teachers employed by Government are ordinarily appointed to permanent pensionable posts. In the present acute shortage of suitale persons for educational service, contract service may not be attractive to the graduates. Any teacher discharged with or without notice has a right appeal to the Inspector of Schools.
(4) The Committee of the Central Advisory Board has suggested liberalisation of leave for teachers. The suggestion will be duly considered by Government.
(5) Government agree that the size of a class should not exceed 40 students except in primary sections where it should not exceed 30.
(6) The suggestion that out of at least 32 hours' work per week, 24 should be occupied by teaching and the remaining on extra-mural activities. is under consideration.
(7) The undertaking of private tuition by teachers should be subject to the approval of the controlling officer.
(8) Government agree that teachers should undergo compulsory medical examination before appointment.
(9) The normal age of retirement should remain at 55. Government have, however, the option to give extentions in the interest of public service.

Sind.

The Government of Sind agree generally with the recommendations in the Report.

B.—Central Administered Areas.

Ajmer-Merwara.

Action is being taken to form a Standing Selection Committee for each aided school which will have power to coopt a person. For teachers in Government Schools provincial cadre exists.

Teachers in Government institutions are governed by the leave rules contained in Fundamental and Supplementary Rules. The same rules are being recommended to aided institutions.

All teachers employed under Government are required to undergo medical examination before appointment. The recommendation is being brought to the notice of aided schools.

For teachers not in Government employ, a cadre is not possible as they serve under different authorities and under different terms.

Coorg.

(1) Primary Education in Coorg is mainly the concern of the District Board. Only a few schools are under private management. The Government maintains three model schools at the headquarters to serve as models to the District Board Schools.

(2) The period of probation is normally one year in the case of trained teachers. No teacher is confirmed unless he undergoes training or is otherwise exempted from training. There is no objection to accept the recommendation to limit the period of probation to two years.

(3) The provision of Fundamental Rules and Civil Service Regulations (pension portion) are applicable to the teachers.

(4) Every teacher is required to be on the premises for 25 hours.

(5) Teachers in Government and Local Board Schools are not permitted to take up private tuition without the permission of the District Educational Officer.

(6) All the recruits to Government and Local Board services are immediately examined before confirmation.

(7) The age rule for retirement of teachers as provided in the civil service regulation is rigidly followed.

C.—Indian States.

Jaipur.

Teachers in Government Schools are selected by the Public Service Commission. The normal period of probation in the case of teachers in Government Service is one year. They are governed by State Leave Rules which are liberal. Women teachers are granted 90 days' maternity leave from the date of its commencement.

The minimum number of working days prescribed is 200 days. Permission for private tuition is granted by the Director of Education. Government provide facilities to the teachers to improve their qualifications. The system of medical examination suggested by the Government of India is already strictly followed in the State.

Mysore.

The appointment of teacher is made by the Unit Officers according to rules of recruitment and on provincial basis. The period of probation is one year, but there is no written contract. Casual leave is granted for 15 days in the year. The maximum strength of a section is 50.

22 periods of teaching work per week are generally prescribed. Teachers are required to take part in extra curricular activities. All teachers are required to produce a certificate of physical fitness. The normal age of retirement is 55 years. Extensions when granted are confined to a period of one year at a time.

Travancore.

The remarks below apply to the different paragraphs of the Summary of the Report.

(1) All graduate teachers in the Departmental Schools are placed in a Provincial Cadre. This kind of provincialisation is not possible in the case of private schools as the types of management are varied.
(2) A newly entertained teacher remains on probation for one year on the expiry of which he is ordinarily confirmed. Teachers are appointed on a written contract basis.
(3) Government employees are governed according to the rules of the State Service Regulations, while recognised private school teachers are governed by the Departmental Code rules.
(4) The size of a class should not exceed 40.
(5) Schools should work for 185 days in a school year.
(6) No teacher shall undertake private tuition work without the permission of the Manager of the School.
(7) Teachers are required to undergo medical test before confirmation.
(8) Age of retirement is 55 years.

N.B.—Reports received up to 20th December, 1946, have been included in this memorandum.

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APPENDIX D(a).

MEMORANDUM ON ITEMS V(a) OF AGENDA.

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

(1) *Item IV(2) of Twelfth Meeting of the Central Advisory Board of Education* (cf. *para. 11 of proceedings*)—*Report of University Teachers' (Conditions of Service) Committee of Inter-University Board.*

Resolution of the Inter-University Board: "The Board agrees with the suggestion of the Central Advisory Board."

(2) *Item IV(3) of Twelfth Meeting of the Central Advisory Board of Education* (cf. *para. 11 of proceedings*)—*Adoption of a Uniform procedure for the admission of private candidates to the Matriculation and School Leaving Examinations.*

Resolution of the Inter-University Board: "Resolved that the subject should be investigated by the Universities' Commission as envisaged in Resolution No. XXXII."

Resolution No. XXXII.—"The Board is of opinion that it is desirable that the work of the Indian Universities be reviewed and resolves that for this purpose the Government of India be requested to constitute a Commission on the lines of the Sadler Commission to report on the work of Indian Universities and to suggest any changes that may be deemed desirable in the light of modern conditions and changes in Educational Policies adopted in other countries and to suit modern requirements in India.

The Board is further of opinion that the Commission so appointed should be mainly composed of eminent educationists with University experience including some eminent educationists from foreign countries."

(3) *Item XV of Twelfth Meeting of the Central Advisory Board of Education* (cf. *para. 22 of proceedings*)—*Facilities for free-migration of post-graduate students between different Universities.*

Decision of Inter-University Board: "See Resolution No. XII."

Resolution No. XII.—"The Board is of opinion that University research students working for a research degree may be permitted in special circumstances to carry on part of their research at recognised All-India Institutes of Research and the period so spent duly recognised by the University.

Similarly, if any research scholar, Associate, or Fellow employed in such an institute desires to work for a Doctor's Degree and otherwise fulfil the conditions applicable to its own students laid down by the University, he should be given exemption from attendance for the period for which he should actually be working in the institute:

Provided that in respect of both classes of scholars, the applicant must put in at least 6 months of residence in term at the University concerned."

(4) *Item XVI of Twelfth Meeting of the Central Advisory Board of Education* (cf. *para. 23 of proceedings*)—*Formation of a Secondary Schools Examination Council for India.*

Decision of Inter-University Board.—"Resolved that the subject should be investigated by the Universities Commission as envisaged in resolution No. XXXII" (quoted above).

(5) *Item XVIII of Twelfth Meeting of the Central Advisory Board of Education* (cf. *para. 25 of proceedings*)—*Physical Education as an Examination subject in High Schools*.*

Resolution of the Inter-University Board.—"The Board while emphasising the need for Physical Education in all Universities resolved that the memorandum† presented by the Sub-Committee be forwarded to the Constituent Universities and they be requested to forward a statement of the present position in regard to Physical Education in their Universities."

* Attention is also invited to item III(c) of agenda.
† Copy will be available for reference.

APPENDIX D(b).

MEMORANDUM ON ITEM V(b) OF AGENDA.

Relationship between the Central Advisory Board of Education and the Inter-University Board in regard to University matters.

The following resolution passed by the Inter-University Board at their meeting at Colombo in 1945 has been received from the Secretary of that Board :—

> " The Board feels strongly that the recent tendency on the part of the Central Advisory Board of Education to consider and arrive at conclusions on problems pertaining to University Education without any reference to Inter-University Board, which is primarily concerned with them, and to address the Universities direct on them is a serious encroachment on the functions of the Inter-University Board."

2. It is the function of the Central Advisory Board of Education " to advise on any educational question which may be referred to it by the Government of India or by any Provincial Government ". At their first meeting held in December, 1935, the Central Advisory Board considered their position in relation to the Inter-University Board and passed the following resolution :—

> " The Inter-University Board should function automatically and Invariably as a consultative body for all purposes relating to University Education. The Central Advisory Board of Education, however, will be free to express its independent opinion on any recommendation which the Inter-University Board may make on any question which may be referred to that body for opinion."

3. Constitutionally, the right of the Board to discuss any educational problem cannot be questioned and the Inter-University Board would continue to advise the Central Advisory Board of Education as well as the Government of India and Provincial Governments. The position of the Board *vis-a-vis* the Inter-University Board of India is explained in the following letter of the Educational Adviser to the Secretary, Inter-University Board.

Resolution of the Inter-University Board adopted at Jaipur in December, 1946, is as follows.

> " The Board notes with satisfaction the reply from the Secretary to the Government of India, Education Department, *vide* letter* No. F.14-2/46-E.II, dated the 26th March, 1946 and resolves that the matter may be recorded."

**Extract of letter No. 14-2/46-E-II, dated the 26th March, 1946.*—I am directed to refer to your letter No. 1268, dated the 18th January, 1946 and to state that the resolution on the subject could not be placed before the C. A. B. of Education at Mysore as it was received after the Board had concluded their deliberations on the 26th January, 1946, *i.e.*, over a month after the meeting of the Inter-University Board.

2. As regards the subject matter of the resolution the views of the Government of India have already been communicated to the Inter-University Board, *vide* the Educational Adviser's D.O. letter No. F.10-18/43-C.A.B., dated the 16th June, 1943, addressed to Prof. Sherwani the then Secretary to the Inter-University Board.

The position was further elucidated in detail in the speech delivered by the Educational Adviser at the Patna Meeting of the Inter-University Board in December, 1944.

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ANNEXURE.

Letter No. F.10-18/43-C.A.B., dated 16th June, 1943, from the Educational Adviser to the Government of India to the Secretary, Inter-University Board.

I am afraid I have been a long while replying to your letter of the 1st of April but I have been waiting until I returned to Simla and had leisure to give the issues you raised the consideration they deserve. I cannot remember at this length of time exactly what led to the passing of the resolution of the Central Advisory Board of Education to which you refer, but my memory, which is confirmed by that of my colleague Dr. Sen, is that the matter was raised either by the Vice-Chancellor of the Aligarh University or one of the Inter-University Board's own representatives and that there was a general feeling that since the two bodies only meet once a year and their meetings are very often close to one another, there might be occasions when considerable delay would occur in ascertaining the opinions of Universities on urgent matters.

With regard to the more general question, however, I feel sure you will agree that it has always been and still is the intention that the Central Advisory Board should consult the Inter-University Board about matters of principle or policy affecting Universities as a whole and not that the latter should be regarded as the authorised channel of communication in regard to routine matters of administration or questions affecting individual Universities. I am afraid that if it were held that whenever I wish to raise any issue other than one of general policy with a University, I am under an obligation to approach the matter through you, I should have to point out to the Central Advisory Board and to the Inter-University Board that such a procedure is administratively impracticable. I am, however, just as anxious as you are that the Inter-University Board should continue to advise both the Central Advisory Board and the Government of India in regard to all matters of general university policy.

In regard to the two specific matters to which you refer as ones in which in your opinion the Inter-University Board should have been consulted, I may point out that the Indian Air Force Scheme was apparently dealt with by an officer who had only recently arrived in this country and was not aware of the existing arrangements. I called the attention of the Air Force authorities to this and they at once expressed their regret and asked that the matter should be submitted to the Inter-University Board. As you will remember, they also sent officers to explain the proposals personally to the Board at Mysore. With regard to the question of the exchange of research students between China and India, the arrangements were settled direct between the respective Governments and no question of general policy affecting Universities was involved. We came to the conclusion, however, that applications should be invited through Universities, and I addressed the Vice-Chancellors accordingly. This is a good instance of what I should call a routine administrative matter where it would seem to be a pure waste of time to go through the Inter-University Board.

I hope it will appear from the explanation I have given that there is no intention on the part of the Central Advisory Board or my own to depart from the general agreement that the Inter-University Board should function as a consultative body in regard to all questions of general policy relating to University education, and my feeling in this respect is in no way influenced by the fact that I have sometimes found the Inter-University Board inclined to postpone consideration of matters which are likely to be difficult or controversial. I may instance the questions of adequate remuneration for University Lecturers, which came up for discussion at the meeting two years ago at Annamalai University, and of the welfare of Indian students overseas and of the modifications in the Army Special Certificate which were on the agenda this year.

APPENDIX G.

MEMORANDUM ON ITEM VIII OF AGENDA.

Report of the Expert Committee of the Central Advisory Board of Education on Uniform Braille Code held on 1st and 2nd April, 1946, to examine the Standard Indian Braille recommended by Sir Clutha Mackenzie, and to report on the same.

Sir John Sargent, the Chairman of the Expert Committee was unavoidably absent from the meeting of the Expert Committee and in his absence Dr. Abdul Haque took the Chair. The Committee met from 10-30 A.M. to 1-30 P.M. on April 1st and made a general study of the papers sent up by Sir Clutha Mackenzie. At 2-30 P.M. on the same day they met Sir Clutha Mackenzie, Capt. A. H. Mortimer Mr. Lal D. Advani and Havildar Chandra Nair and listened to Sir Clutha's statement of the change he proposed and received from him and Capt. Mortimer such explanations of points in the statement as they felt necessary and after discussing all pertinent points closed the meeting for the day at 5 P.M.

The Committee met again on April 2, at 11 A.M. and after careful discussion of all the proceedings of the previous day arrived at their conclusions and were unanimously of the opinion that they could not accept the wholesale change of principles on which the Uniform Braille Code had been drawn up in 1942 as detailed below :—

This Expert Committee was appointed by the Central Advisory Board of Education at its meeting held in January, 1942, on a recommendation made by the Uniform Braille Committee appointed by it at its meeting held in January, 1941, to perform the following functions :

(i) Work out a Uniform Braille Code in accordance with the principles recommended in the report (of the Uniform Braille Committee of 1941).

(ii) Serve as a Central Board of Reference to whom any specific issues that may arise during the transitional period may be submitted.

(iii) Form the members of an advisory body to the Central Advisory Board of Education on the education of the blind.

2. The Expert Committee completed the working out of a Uniform Braille Code envisaged in its functions at their meeting on December 22, 1942 and their report was submitted to the Central Advisory Board of Education at its meeting held in January, 1943. This report was published later in the year with charts showing the application of the Code to 13 Indian alphabets (including Arabic) and sent to the Provincial and State Governments and to the National Institute for the Blind in London for their opinions and received general approval at all hands. Some of the Provincial and State Governments pointed out small omissions and errors in the charts and the Expert Committee went into all these and accepted such modifications as were found necessary. These suggestions and criticisms together with the recommendations of the Expert Committee were placed before the meeting of the Board held in January, 1945 and the Board 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 be brought to the notice of the Expert Committee for their further consideration".

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3. The proposal made by Sir Clutha Mackenzie was that the Uniform Braille Code drawn up as mentioned above and approved by all authorities and agencies concerned be scrapped in favour of a new code named " Standard Indian Braille " drawn up under his guidance for the following reasons :—

(*a*) That the Uniform Braille Committee of 1941 while recognising that there would be definite advantages in maintaining close relationship with the Standard English Braille which has been adopted by so many other countries that it can claim to be regarded as the International Code....., laid down principles for drawing up the Uniform Braille Code which did not embody this recognition.

(*b*) That Braille signs *are associated with international sound values* and that while most of the Braille Codes current in India were based on this principle and that the proposed Standard Indian Braille was also based on the same principle while the Uniform Braille Code drawn up by the Expert Committee had failed to recognise this fundamental principle.

(*c*) That while the adoption of the Uniform Braille Code would entail a complete change in all the existing Braille alphabets, the Standard Indian Braille retained a substantial number of signs in current usage in codes based upon such International sound values.

(*d*) That the retention of such sound values in Indian Codes would make it easier for Indian blind students who after learning an Indian language desired to learn English or other foreign languages to acquire access to greater amount of literature and broader cultural opportunities.

(*e*) That no practised blind Braille reader was included in the Expert Committee and therefore the Uniform Braille Code drawn up by it did not take full consideration of the difficulties of touch reading.

4. The Expert Committee carefully considered all these points and came to the following conclusions :—

(*a*) That the Uniform Braille Committee of 1941 while recognising the International Character of Standard English Braille also went into details as to wherein lay this International Character of the Braille and definitely laid down that—

(i) the seven line arrangement of Braille be maintained as in Standard English Braille.

(ii) That International features like punctuations, figures and mathematical signs should correspond to Standard English Braille.

(*b*) It was noted that the claim that Braille signs are *associated with international sound values* was not substantiated. It is true that the first 25 signs and the 40th sign in Braille are assigned to the 24 letters of the Roman alphabet, in all countries where the Roman alphabet is used. But as these letters of the Roman alphabet have different sound values in different languages and sometimes in the same language, the claim that international sound values are attached to the Braille signs assigned to them does not hold true even for these 26 out of 63 Braille signs. Further it was noted that Egyptian Braille and Chinese Braille while adopting the international Braille arrangement in seven lines had assigned sounds to them which did not bear out the above claim.

While laying down principles for the Uniform Braille Code the 1941 Committee gave careful consideration to this principle and rejected it and decided that the first line of 10 signs of Braille should be assigned to the 10 vowels and the next two and a half lines to the

accepted groupings of consonants etc. The Expert Committee has based its Uniform Braille Code on these decisions of the Uniform Braille Committee.

Further the 1941 Uniform Braille Committee contained within its body representatives of extant Braille Codes based on the principle on which Sir Clutha's Indian Standard Braille is based and they had an opportunity to put their points of view and after considerable discussion agreed to the principles laid down. Sir Clutha desires the Expert Committee to accept this principle and reject the principles laid down for its guidance by the 1941 Uniform Braille Committee. The Expert Committee regrets it cannot do this.

(*c*) When any Uniform Code is adopted it will mean change from the extant to the new code and therefore all extant Braille literature will have to be replaced. Also every one trained on any of the extant codes will have to learn the new one. In comparison to the attainment of uniformity, the differences in the quantity of changes in the new code affecting some of the schools is a matter of every small significance.

For the replacing of literature the 1941 Committee had already recommended that Government should give financial aid, and when a Braille Embossing Press is put up in India the change over would be greatly facilitated.

(*d*) The Expert Committee carefully examined the code drawn up by Sir Clutha Mackenzie and found that the correspondence of sound values of Braille signs between English and Indian languages could at best relate to a number out of the 63 Braille signs. They were not convinced that the absence of such correspondence would materially affect the higher education of the Indian blind through foreign languages. The experience of the Calcutta School for the blind which is the only one to have produced a large number of highly educated blind persons and which uses an Indian Code not based on this principle of sound correspondence indicates that the contention has little real significance.

(*e*) For sentimental purposes it would have been better if a practised Braille blind reader had been appointed on the Expert Committee, but with the principles laid down for them, no committee, however formed could have done the job in a very much different form.

5. At 2-30 P.M. the Expert Committee again met Sir Clutha Mackenzie and his party and communicated to them the substance of the conclusions they had arrived at and had again a short discussion on the points raised. They also received from Sir Clutha Mackenzie a statement on the inability of the Expert Committee to accept his proposal.

6. During the discussion on the first day, Mr. Lal Advani had pointed out some difficulties in the actual use of the Uniform Braille Code and the Expert Committee took note of these and will suggest solutions after careful experimentation.

The meeting terminated with a vote of thanks to the Chair.

Dr. Akhtar Hussain was present throughout the meeting of the Committee and was of considerable assistance to the Committee.

(Sd.) ABDUL HAQ.
(Sd.) P. M. ADVANI. 3. 4. 46.
(Sd.) KALIDAS BHATTACHARJEE. 3. 4. 46.
*(Sd.) SUNITI KUMAR CHATTERJI.
(Sd.) SUNITI KUMAR CHATTERJI. 3. 4. 46.

* Signed subject to a Note appended below.

A note on the Report from the Expert Committee on Sir Clutha Mackenzie's "Standard Indian Braille".

As an advocate of the adoption of the Roman script for all Indian Languages, to the exclusion of the current alphabets employed in writing them (both Indian and Perso-Arabic), I would have preferred a Braille Code for India which kept close to the English Standard Braille with its Standardised Latin sound-values. But I fear the question of Romanisation for the time being remains an academic one in India, and in view of this, I think we should accept the Uniform Braille prepared with an eye mainly to the present day needs of India and give it a trial, modifying it in the future in the light of experience.

(Sd.) SUNITI KUMAR CHATTERJI.
3. 4. 46.

ANNEXURE.

STANDARD INDIAN BRAILLE.

Memorandum on the Modification of the Indian Uniform Braille Code (1943) to widen its practice in conformity with International Code.

BY Lt. Col. Sir CLUTHA MACKENZIE, Officer on Special Duty (Blindness).

(With the Government of India. Office of the Director General, Indian Medical Service, 15th November, 1945.)

1. *Historical.*—A special Uniform Braille Code Committee met in Delhi on November 17th and 18th, 1941, for the purpose of framing a Uniform Braille Code for India. It made certain recommendations for the guidance of an Expert Committee to whom the designing of the actual code was entrusted. This Expert Committee met on December 18th, 1942; and in due course submitted its chart of a Uniform Indian Braille Code together with its report and explanatory notes.

2. *Comments.*—A number of comments on it have been sent to me in my capacity as Officer on Special Duty (Blindness) with the Government of India. These comments have been carefully examined in order to decide whether or not the suggestions made can, with advantage, be embodied in the Code without prejudice to the excellent work the Expert Committee has already done.

3. *The importance of Designing the very best Code possible.*—For the reasons that at the present time there is virtually no literature in the existing codes, that we stand on the threshold of big advances in the education of the blind, and that the new code, once a substantial number of books has been printed in it, will be extremely difficult of alteration, it is imperative we should make the new code as widely applicable as possible.

4. *Main aim to avoid isolation.*—Reviewing the whole history of the movement towards uniformity over nearly half a century, it seems to me that this new code has fallen short of the main aim most of the movers in the matter had in view. Mr. Sargent, in his opening remarks to the Uniform Braille Code Committee of 1941, concisely implied this aim when he said: " the absence of a uniform code.... isolates the Indian Blind to a considerable extent from the literature available in other parts of the world.....". Unfortunately the new code increases, rather than decreases, this isolation. This would, indeed, inflict a heavy, and altogether unnecessary burden on Indian Braille readers of the future; and, therefore, I believed it to be my duty to discover how best to remedy this position

10. *Standard Indian Braille is not Romanization.*—The effect of this misconception is to lead some of our Indian friends to think that to retain sound relationships with the international system would be to Romanize Indian Braille to which, of course, there would naturally be justifiable objection. This conception is entirely false. The aim of the framers of both the 1943 and our standard codes is to represent every letter as well as every sound in every Indian language and script. Uniformity of signs for common sounds has no effect whatever on this principle. The Roman alaphabet has but twenty-six characters. Braille's six dots have sixty three commutations. It is practicable therefore for Braille to represent without difficulty every sound and every character in Indian scripts. It should be noted also that, by the use of certain contractions and accent signs within the Braille code, several hundred double signs are available. Their use should, however, be kept to the minimum. All this means that neither of these codes, either in practice nor in implication, embodies any attempt or thought of Romanization.

Nevertheless, the planners of the 1943 Code would involve the Indian student and Braille reader in the major handicap that when he decides to learn a non-Indian language, English for example, in order perhaps to study American democracy and history, he would have to give the signs he now associates with common sounds in his mother tongue entirely new sounds.

11. *Non-Acceptability of the 1943 Code.*—In the light of the foregoing it is questionable whether in a number of language areas the 1943 Code will be accepted for the reason that, by dropping the existing principle of the use of the international sign for common sounds, the adoption of the 1943 Code would be a retrograde step.

As an example, let us take Palamcottah Braille. It is based on the original Braille sound values ; and, therefore, the Tamil student can read an English Braille Book and pronounce the words with comparative accuracy, an undoubted advantage if he decides to learn English, Tamil, Malayalam, Telegu and Canarese schools will have to decide whether they are wise in sacrificing this valuable link with the Braille's of the rest of the world in order to adopt one which is complete jargon so far as the outside world is concerned. In theory, but only in theory, the adoption of the 1943 Code would have the advantage that it would enable Dravidian language students the more easily to learn one of the northern languages which does not at present use a Braille system based on international sound values. In practice, however, we find that the only Brailles, not based on this principle, are in Bengal, one of the two schools in Bihar, Sind and one of the schools in Bombay. The bulk of the schools in the north, including the main Urdu and Hindi areas of the Central Provinces, United Provinces, Delhi, Punjab and the Indian States, also a large area in Bombay, use one or other of the two systems based on the international Braille, *i.e.*, the Nilcantri and the Sherriff Codes.

If, therefore, the Palamcottah Braille areas discovered that the Nilcantri-Sherriff Braille areas had also decided that it was a backward step to go to a system which broke away from the international Braille, they would certainly stick to their present far more satisfactory code. The 1943 Code has absolutely nothing to offer them.

12. *Informal Committee set up to make a fresh study.*—In the interests, therefore of India's Braille readers of the future, it seemed imperative that the whole Code position should be studied afresh and constructively. In this study I have had the assistance of an informal committee, eight in number. Captain A. H. Mortimer, of St. Dunstan's staff, who has an intimate knowledge of Northern Indian Languages, as well as a considerable grasp of the structure of the Southern ones, was the only sighted member and acted as draughtsman and collator. Five are competent Braille readers. Canon Speight has experience of English and Palamcottah Brailles. Mr. Lal Advani speaks and writes Sindhi, Urdu and Hindi, and has a working knowledge of English, Sherriff and 1943 Uniform Brailles. Havildar Chandra Nair speaks Malayalam, Tamil, Urdu, Hindi, and English, and has a working knowledge of English, Palamcottah and Sherriff Brailles, Subedar Kanwar Singh

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speaks Punjabi, Urdu, Hindi and English, and reads English Braille. Jemadar Manikam provided the correct sound values for Tamil and Telegu letters, and Sowar Gulam Qadir, the Muslim point of view and practice.

13. *All aspects considered.*—This Committee gave earnest consideration to the principles set out by the Uniform Braille Committee, (1941), to the conclusions reached by the Expert Committee (1943), to Mr. Alpaiwaal's criticism, to various other expressions of view and to al the ground covered in paragraphs 1 to 11 of this Memorandum. All the aspects of the case were under consideration for a period of several months.

14. *International Braille Outstandingly Important.*—What appeared to be the chief legitimate comment was that the 1943 Code bears no Braille relationship, sound for sound, with the original code of Louis Braille and the new international Braille Code, evolved by practical usage throughout nearly a century and a quarter, Fourteen years ago conferences in London and New York brought an end to long-standing divergences in system which had grown up in the west by the acceptance of what were in effect internationl Braille Codes for both literary and musical purposes. It appeared to the Committee to be a fundamental error in our task in India not to maintain this universality in linking up the Perso-Arabic, the Indo-Aryan and the Dravidian language groups, provided, of course, that the application of the international principle meant no serious loss of Braille efficiency within these language groups.

The outstanding advantage is that, with minor exceptions to meet the special sounds used only in a limited number of languages, the one sign will stand for the same sound throughout all languages. The 1943 Code aims at applying this principle only within the Perso-Arabic, Indo Arayan and Dravidian Languages ; but if, without loss of practical efficiency, we can also embrace the languages of Europe, Asia and America, we at once make the code of infinitely wider scope and value. Even with our present limits to blind education in India, almost all the advanced students, after mastering the Braille of their mother-script, learn English and English Braille in order to have access to the vast field of Braille literature published in Britain and America.

15. *Meeting Everyone's Aims.*—Our conclusion is that this link-up between the Indian language and the international Braille of Europe, Asia and America can be achieved without any adverse effect upon the Code as an Indian Uniform Code for internal use. This seems to be the logical answer to both those who desire a uniform code within India, and also those who should like to see the new code linked up with the international code of the rest of the world.

16. *Symmetry over valued.*—The value of the symmetry, so much sought after by the framers of the 1943 Code, appeared to our informal Committee to have been greatly overstressed in the past. That the first ten letters of the Roman alphabet are formed from the top four dots of the Braille unit signifies little of practical value. The second ten letters are formed from combinations selected from five of the dots ; and thelast six letters and many other signs from combinations selected from among the whole six dots. It makes no real difference if the first ten letters are likewise selected from among the whole six, provided that the less difficult combinations are used for frequently occurring sounds. It is the abandonment of this somewhat pedantic pattern which has made it possible to remodel the code to meet the wishes of everyone.

The result is, that where a sound is common to both Indian and European languages, we can use the sign which is already universally accepted as the Braille symbol of that sound. For example the sound of the Roman letter " M", being common to both Indian and European languages is represented by the already established Braille " M", instead of the sign for the Roman letters " WH", which has been chosen for the 1943 Code.

17. *Summarized Conclusions.*—Our informal Committee came to the following conclusions :—

(*a*) That it is of the utmost value that uniformity should apply, not only within the Indo-Aryan, Perso-Arabic and Dravidian language groups, but, wherever possible, to the rest of the world languages.

(*b*) That the retention of the seven-line symmetry has quite insignificant value, and cannot be deemed a factor of any importance compared with the much weightier advantage of international uniformity.

(*c*) That as far as balance between other considerations allows, special attention should be given to making the Code easy for reading by the blind.

(*d*) That to facilitate the learning by blind Indians and English speakers of one another's languages, the Standard English Braille contraction signs for Indian characters of the same or closely allied sounds should be used, *e.g.*, the Standard Braille signs for TH, CH, SH, OU, OW, etc.

(*e*) That every provision possible should be made for the requirements of the classical and the religious scholar as well as the simple needs of the everyday reader.

(*f*) That, in order to ease the transition from existing Braille scripts to the new Code, existing signs should be retained as far as broad principles allow.

18. *The New "Indian Standard Braille" Drafted.*—Guided by these conclusions the Committee has drafted the 1945 Standard Indian Code, charted in Appendix "C". The Committee has drawn freely upon the opinions and conclusions of others and upon the accumulated experience of half a century of conflicting Braille Codes in India. It has benefited, too, from its knowledge of the bitter "Wars of the Types" which delayed for many years the progress of the education of the blind in Europe and America. It submits the 1945 Code with confidence.

APPENDIX "A". to APPENDIX "G"

The History of Preferences for an International Type Braille for India.

In 1906 Mrs. Sherrif writing to the framer of a Braille Code of the international type said :—

"Your arrangement of Braille has interested me very much. It has I think three great advantages—its simplicity the small number of signs allotted to the Alphabet which leaves a large number for contractions and the *close resemblance to English*..... I have suggested that as it is in use in Mysore, *it might be the most suitable for use as a uniform code in South India.* Again in 1921 she wrote : I am still of the opinion that Messrs. Knowles, Oriental Braille is not on good lines so far as Braille is concerned and for Urdu it has no advantages..... Your code could also be used for Urdu *and there might be advantages in its near approximation to English.*"

In 1923 all schools and friends of the Deaf and Blind met at a public Conference where Mr. Advani and Mr. Shah and all friends of the blind were present. With Mr. Advani's paper—this Alphabet question—was discussed thread-bare. After full three days study, the resolution was drafted by friends of the Oriental Braille who led. It said : "That in the preparation of all codes for the different languages of India, it is desirable that the same signs represent similar sounds which they represent in English Braille as far as possible." And that resolution was confirmed at another similar Conference of the All-India workers for the Deaf and Blind, in 1928 where they re-affirmed it.

In 1930 Mr. W. G. Speight speaking about Tamil Braille (a Braille of the international type) said : "It simplifies the study of foreign languages for any who wish to do so. It will be noted that the adaptation follows the number of equivalent sounds wherever possible, and in this connection it should be borne in mind that the same principles applies not only to English but to all European languages."

In November, 1933, twenty-four out of twenty-nine institutions for the Blind in India were in favour of the Braille of the international type. In the Bombay Presidency eleven out of thirteen supported it. (*Vide* letter from W. Grieve, Esq., I.E.S., Officiating Director of Public Instruction, Bombay Presidency, to the Government of Bombay, No. S. 67(E)-216-A., dated 17th April, 1934.)

In 1933, Mrs. G. Rose-Thomas, Superintendent, American Mahratti Mission School for the Blind wrote : "If Government will join us in recommending this system as the best, because of its adaptability to many of the vernacular and its likeness to the English Braille..... the unity of the situation will carry all the schools a long way..... Your system arranged by Dr. Nilkantri seems to suit the demands because of its adaptability to vernacular and *its likeness to the English.*"

In 1934, the Government of Bombay forwarded a proposal regarding the adoption of Dr. Nilkantri's Indian Braille (international style) for the Blind in India. The proposal was placed before the Central Advisory Board of Education in 1935, but was not considered owing to lack of time.

NOTE.—It will be observed that the proposal was not rejected. At a Union of Presidency Workers for Bombay all Schools accepted that the international line adopted by Dr. Nilkantri would best meet the situation.

Mr. Shedwell, a member of the Executive Council of the British and Foreign Blind Association, himself a blind Braille reader with considerable experience says : "I have frequently been asked for my opinion as to the best way of fitting this type (Braille) to Oriental languages..... My experience teaches me that simplicity and uniformity are objects at which we ought to aim.

Braille's order, whether good or bad, is well established, throughout the world. It..... prepared pupils who have learnt one language for learning others. I trust that these lines will have the effect of inducing others to follow the beaten track, rather than to strike out on a new path, which however, promising it may seem at first sight will lead the blind into deserts and quagmires from which it will be difficult to extricate them."

A summary of Statistics on page 8 of Item 15 of the Agenda of the 6th Meeting of the Central Advisory Board of Education in India held on 11th-13th January, 1941, shows that out of 32 Schools using Braille 25 used or were in favour of international type of Braille, while only 7 used Braille signs without consideration of universality.

Mr. H. D. Chatrapati in the note of dissent which he placed before the uniform Braille Code Committee states :

"A Braille for the Indian blind should be :—

(i) Full Braille.
(ii) The easiest to read and write.
(iii) *By the largest number of the world's blind.*
(iv) Should last for ages.

And if that Braille again enjoys the additional advantage of being wider and more universal than the uniform Braille we are forming, it shall not be its demerit ....., if an alphabet is wrong we can mend it, even end it. But to reject a thing on more resumption that the next thing offered is better seems to be a dangerous doctrine. There is no room for hurry. In rejecting Braille's of that (Dr. Nilkantri's) type without proving that they are on wrong lines, that they have done positive injury or have endangered the welfare of the Blind in spreading among

them, I fear we may be charged with robbing them of an alphabet, with which they were making fair progress in Life." Later on in the same document Mr. Chatrapati says : Thus, ill-conceived though it was, evolved the Oriental Braille. The work of such learned scholars, backed by Government..... naturally received its warmest welcome in Mysore, Bombay and Calcutta. But at Calcutta the Blind Mr. Shah first saw how wrong it was, and had to alter it much. Similarly, after some years of serious trial. Mysore too gave it up, and adopted Dr. Nilkantri's Indian Braille (the Braille based on the international principle).

Again Mr. Chatrapati says : " ..... to devise an Indian Braille which would not only serve all Indian languages, but should be so universal at the same time as to be entirely international.....needed that its sounds should be linked up with the signs of English Braille.....If the French Braille could become Dutch, French, Belgian, Swedish, Finnish, German, Prussian, Siberian, Italian, Turkish, Egyptian, American and even African, why should it not be Indian ?"

A committee to consider the question of a uniform Braille Code met in New Delhi on the 17th and 18th November, 1941. In opening the proceedings the Chairman, Dr. John Sargent, M.A., C.I.E., Educational Commissioner for the Government of India, state among other things that : " .....the absence of a uniform code prevents effective co-ordination among institutions for the training of the blind in India, isolates the Indian blind to a considerable extent from the literature available in other parts of the world....."

An extract from the Minutes of the Meeting quoted above reads as follows :

> " The Committee further agreed that though the education of blind children in India should be primarily through their own languages, there would be definite advantages in maintaining a close relationship with the Standard English Braille which has been adopted by so many other countries that it can claim to be regarded as the International code.'

APPENDIX "B" to APPENDIX "G"

Inconsistencies in Directions laid down for the Expert Committee by the Uniform Braille Code Committee, 1941.

In the minutes of the conference of the Uniform Braille Code Committee the following statements occurred :—

(*a*) " The Committee further agreed that though the education of blind children in India should be primarily through their own languages, there would be definite advantages in maintaining a close relationship with the Standard English Braille which has been adopted but so many other countries that it can claim to be regarded as the international code."

(*b*) " That the original arrangement of the Braille signs in seven lines should be maintained in the code to be framed for Indian languages. Indian students would thus be familiar with the standard Braille system and in the event of their learning English or one of the other languages for which this code is used, they would at any rate be helped with familiarity with the sequence of dots or cells." If the above is to be interpreted as a " close relationship " with the Standard Braille, and as the limit to which this relationship is to be permitted, it would be laughable were it not so tragic. Imagine a man saying : " I know quite a bit about Malayalam. I can write alphabetical signs. Of course, I haven't the faintest idea what they represent in the way of sound ; but what's the odds ? I do know the sequence in which they are written and that's a very big item."

(*c*) " Phonetic relations between the letters of the alphabet should be represented, as far as possible, within the decision already reached, by some simple relation between the signs assigned to them. Here again we are faced with a contradiction for which we find it extremely difficult to account, (*b*) above clearly states that the seven line sequence of the Standard Braille should be adhered to. The phonetic relationship of the Indian alphabet selected as standard for the code (1943) as horizontal whereas whatever sign relationship there is in the Braille is vertical. How the Committee came to frame (*c*) above in the light of this is a mystery which only they can elucidate."

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APPENDIX " C " TO APPENDIX G.

Memorandum on the Functioning of the Proposed Standard Indian Braille Code.

1. *Basic Principle.*—The proposed standard Indian Braille Code is based on the principle that the letters in the various Indian languages having the same sound values should, as far as possible, be represented by the same Braille signs and that where these sound values are the same as those of letters in the existing Standard Braille, or closely resemble them, the Standard Braille signs should be adhered to. This was the principle adopted when Braille was being standardized and has been suggested for adoption in the formulation of this Braille by a number of competent commentators.

2. *Examples.*—The manner in which the code should be used for the alphabets of the different groups of Indian languages has been indicated by one example from each of the groups as follows :—

Devanagari for the Indo-Aryan group.
Urdu for the Perso-Arabic Group.
Kanarese for the Dravidian group.

In addition to the above three the code has been shown as applied to the Sindhi alphabet which is peculiar in that it contains not only the letters of the Perso-Arabic group but also incorporates certain letters of the Indo-Aryan group which do not occur in normal Perso-Arabic usage. Sindhi also has four sounds peculiar to itself.

3. *Method of Spelling.*—The short vowel " a " is supposed to be inherent in all consonants of the Indo-Aryan and Dravidian groups when they are fully written. They will be fully written in Braille and it is suggested that the short vowel "a" should be written whenever it occurs rather than that the " Virma " or " Jazm " should be used to indicate that a consonant is unmoved by a vowel. No Braille signs have, therefore, been provided for " Virma " or " Jazm".

4. *Use of Compound Braille Signs.*—While it is admitted that as a general principle it is better to avoid the use of compound or two-celled Braille signs, it is felt that there are two conditions in which the use of compound signs is not only permissible but preferable. They are as follows :—

(*a*) There are certain letters in the alphabets of the Perso-Arabic group which, although written differently, have almost exactly the same sound values, such as ' Sin ' and ' Se ' and ' Suad ' or ' Ze ', ' Zal ', ' Zoe ' and ' Zuad '. The average Urdu reader pronounces them all as simple ' S ' or ' Z ' as the case may be ; whereas the Scholar of Purist will give them all their own varying shades of sound value. It is essential that, for the benefit of the Oriental Scholar or Quran student, these letters should each be provided for, but at the same time their provision should not render more difficult the task of the ordinary non-scholastic Braille reader. For this reason the letters ' Sin ' and ' Ze ', the most commonly used form of ' S ' and ' Z ' have been used as the basic ' S ' and ' Z ' signs and have been accented to indicate the various shades of pronunciation of the

other letters. The ordinary Braille reader will thus continue to pronounce to word ' Sahib ' as ' SAHIB ' while the scholar will know to pronounce it ' SUA'HIB ', and so on.

(*b*) There are some letters such as ' Lri ' in the Indo-Aryan Group and ' Zhe ' in the Perso-Arabic group which are so seldom used that it has been considered better to represent them by compound Braille signs than to waste one or more of our all too few single Braille signs on them. The economy of signs thus effected fully justifies the measure.

5. *Short Vowels.*—The two extra short vowels peculiar to the Dravidian group of languages have been provided for. The fact that they have been placed at the end of the Code among the uncommon signs will not cause any difficulty to the teacher of each particular language who will, naturally, teach the alphabet in the locally accepted sequence. The same applies to any other uncommon sounds which have been shown out of their normal sequence, at the end of the code.

6. *Vowels in the Perso-Arabic Group.*—In the Perso-Arabic group of alphabets some of the vowel signs are written as compounds of as many as three normal signs. In the suggested code they have been represented by a single Braille signs as in the case of the Indo-Aryan and Dravidian groups. In the interest of uniformity of presentation all the vowel signs have been given at the beginning of the alphabets in the sequence as adopted by the Indo-Aryan and Dravidian groups.

7. *Duplication of Braille.*—Every attempt has been made to avoid, as far as possible, the use of one Braille sign to represent more than one sound. This has, however, occasionally been unavoidable, and in such cases the Braille sign has been used to represent sounds in the various language groups which occur in none of the others, as, for instance, where the Braille sign for ' F ' in the Standard Braille represents the short ' o ' in the Dravidian group and the letter ' Fe ' in the Perso-Arabic group. Where a Braille sign representing a punctuation has been used also for a letter it has been chosen in such a way that there can be no possible confusion in its usage.

8. *Tashdid and Tanwin.*—No Braille signs have been provided for either ' Tashdid ' or ' Tanwin '. It is suggested that in the first case the letter be written twice to indicate its being doubled and in the latter case the short vowel concerned be written twice.

9. *Hamza and Ain.*—As these letters give the sound of the ' Alif, moved by the ' Zabar ' and ' Zer ' or ' Pesh ' as the case may be, they have been indicated by accenting the Braille sign for the particular vowel sound concerned.

10. *Punctuations.*—In the normal Indian usage all the punctuations used in Western languages are not employed. Provision has therefore only been made for the Long and Short Pauses, represented by the Standard Braille signs for Full Stop and Comma respectively, for the Question Mark, Exclamation Mark and Opening and Closing Quotation Marks. These have all been indicated by the Braille signs which represent them in the Standard Braille. Should more punctuation signs become common in ordinary Indian writing in future they can always be provided for.

11. *Numerals and Mathematical Signs.*—The same Braille signs have been used to indicate the numbers as are used in Standard Braille. They will not, of course, be the first ten Braille signs because the sequence of Standard Braille has been disturbed. But that will not trouble the Braille reader who remembers that a certain group of dots represents a certain number and not that the fourth group of dots represents 4, etc.

In the same way, the existing Standard Braille signs for various mathematical signs should be used, thus assuring universal standardization. The Standard Braille sign which is used to indicate that a number follows should be used in Indian Braille.

12. *Reserved Signs.*—By the various means of sign economy indicated in the above paragraphs it has been possible to reserve five Braille signs for future formation of contractions not to mention the three signs used for accenting to differentiate between letters with the same sound values.

13. *Arbitrary Selection of Braille Signs.*—While every effort has been made to represent sounds in the Indian languages by Standard Braille Signs having the same or similar should values it has not always been possible. Thus some of the Indian sounds are represented by Standard Braille signs having to tally different sound values. This necessity is regretted, but the number of signs involved is not large enough to prevent a practiced English Braille reader, after a very short period of instruction, from reading correctly, say Urdu, or vice-versa.

APPENDIX H.

MEMORANDUM ON ITEM IX OF AGENDA.

Report of the Basic English Committee of the Central Advisory Board of Education in India, 1946.

1. At their Tenth Meeting held at Baroda in January 1944, the Central Advisory Board of Education, as a result of a discussion on the question of Basic English in relation to the Indian Educational system authorised the Educational Adviser to the Government of India to appoint a Committee to report on the matter, as and when he considered it necessary.

2. In view of the interest taken in Basic English in England and America, and the fact that the Inter-Departmental Committee on Basic English in the United Kingdom are awaiting a report on the position of Basic English in India, the Educational Adviser to the Government of India set up the following committee to investigate this subject, with particular reference to the possible uses of Basic English in regard to plans for Educational development in this country :—

(*a*) A. K. Chanda, Esq., M.A., I.E.S., D.P.I., Bengal.
(*b*) Professor Amarnatha Jha, M.A., F.R.S.L., Vice-Chancellor, Allahabad University.
(*c*) Prof. M. S. Doraiswamy, M.A., L.T., B.A. (Hons.) Oxon., Deptt. of English, Osmania University, Hyderabad.
(*d*) A. S. Khan, Esq., C.I.E., M.Sc., I.E.S., D.P.I., Bihar, Patna.
(*e*) K. G. Saiyidain, Esq., M.Ed. (Leeds), Educational Adviser, Rampur State, Rampur.
(*f*) Sir John Sargent, Educational Adviser to the Government of India.
(*g*) Dr. S. R. U. Savoor, M.A., D.Sc., I.E.S., D.P.I., Madras.
(*h*) Prof. N. K. Sidhanta, M.A. (Cantab.), Lucknow University.
(*i*) Dr. D. M. Sen, M.A., Ph.D., Deputy Educational Adviser to the Govt. of India.
(*j*) Mrs. P. Johari, M.A., L.T., T.D. (Lond.), Education Officer, Government of India.

3. The Educational Adviser to the Government of India appointed Professor Amarnatha Jha as Chairman of the Committee.

4. At the instance of the Chairman of the Committee, the Educational Adviser to the Government of India invited the following additional member to serve on the Committee :

Professor Diwan Chand Sharma, Chairman, English Committee, Punjab University, Lahore.

5. The Committee met at Simla on the 20th and 21st of May 1946. The following members were present :—

Professor Amarnatha Jha (Chairman).
Professor M. S. Doraiswamy.
A. K. Chanda, Esq.
A. S. Khan, Esq.
K. G. Saiyidain, Esq.
Sir John Sargent.
Dr. D. M. Sen.
Prof. N. K. Sidhanta.
Prof. Diwan Chand Sharma.
Mrs. P. Johari (Secretary).

The following member was unable to attend :

Dr. S. R. U. Savoor.

6. The Agenda which the Committee considered is set out in Annexure A. The following additional papers were circulated to the members :—

(1) A note on Basic English by Professor Amarnatha Jha, M.A., F.R.S.L., Vice-Chancellor, Allahabad University. (Annexure B-i).
(2) A note on Basic English by the Director of Public Instruction, Madras (Annexure B-ii).
(3) Report on the working of Basic English in St. Joseph's High School, Chingleput, Madras Presidency (Annexure B-iii).
(4) Report on the working of Basic English in the Ganapathy High School, Mangalore (Annexure B-iv).
(5) A note on experiments carried out in Basic English in the Hyderabad State (Annexure B-v).
(6) Extracts from a note on Basic English by the Educational Adviser to the Government of India, prepared for the Secretary of State for India (Annexure B-vi).
(7) Extracts from " A critical examination of Basic English " issued by the Department of Educational Research of the University of Toronto (Annexure B-vii).
(8) A note on experiments in Basic English carried out in the major Provinces and States in India (Annexure B-viii).

The following papers were laid on the table :—

(1) Confidential Report on First Year's work of the Inter-Departmental Committee on Basic English in the United Kingdom.
(2) A critical examination of Basic English—Bulletin No. 2 of the Department of Educational Research, Ontario College of Education, University of Toronto, by M. P. West, E. Swenson and others.
(3) A confidential note containing the views of His Majesty's Minister at Kabul.
(4) A confidential note containing the views of His Majesty's Minister at Tehran.

7. The Chairman initiated the Committee's deliberations by requesting the Educational Adviser to the Government of India to give an account of the genesis of the Basic English Committee. The latter while narrating the facts (paragraphs 1 and 2) that led to the formation of this Committee informed the members that His Majesty's Government were desirous to investigate the possibility of introducing Basic English in India. The Chairman further informed the members that the Educational Adviser to the Government of India was present by invitation, at the first meeting of the Inter-Departmental Committee and had made a statement on the position of Basic English in India, where already some experiments to promote its use had been made. The Educational Adviser had agreed to take up the general question of Basic English in India ; and the Inter-Departmental Committee were awaiting his report.

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8. The Chairman then read out the following extract from a letter of the Educational Adviser on the subject :

" I realise that there has not been much enthusiasm for Basic English hitherto in India and I am not myself convinced that it is of very great value for those who have the time and ability to learn ordinary English properly. It is, however, possible that if English is to be taught in our middle schools or to older people who will not have time to master the ordinary language, and Provincial representatives at the meeting of the Central Advisory Board had argued strongly in favour of some English being taught at these stages—the Basic system may have a certain utility ". The Chairman expressed agreement with this view and invited the Committee to consider in the light of this the advisability of introducing Basic English in Senior Basic (Middle) Schools which in the new Educational system proposed for the country will be the finishing schools for the great majority of the population.

9. To begin with, the outcome of experiments in Basic English already carried out in the major Provinces and States in India was discussed. It was observed that with the exception of Orissa and Madras the experiment had proved a failure in the majority of cases, and therefore had to be abandoned. Some of the main difficulties in the way had been the expense involved, the problem of securing teachers efficiently trained in Basic English, the problem of switching over from Basic to normal English and the fact that text-books in Basic English were more expensive. The Committee also noted that the maximum time of three years given to any one experiment was insufficient to enable any decisive conclusion being arrived at as to the worth of Basic English.

The question was raised as to whether it would not be useful to work out a simplification of the English language, other than the Basic, which would more suit Indian conditions and needs. In the Punjab some work had been done towards evolving a limited vocabulary—other than the Basic vocabulary—for use upto the middle stage of education. It was argued, however, that from the international viewpoint the adoption of Basic English would be more useful, since it would afford a broad basis for inter-communication between countries at least in the restricted sphere of trade, etc., on condition of course that Basic English come to be internationally accepted.

10. In the opinion of some members, Basic English was not really much of a simplification, the limitation of vocabulary when confronted with the very limited number of verbs which the Basic system allowed, only led to a more involved grammar and syntax which students found difficult to master. In fact, it was pointed out, long years of experience of teaching English in this country showed that it was not the large vocabulary of normal English that was the real problem ; but pronunciation, and, even more so, the grammatical structure of the language which proved a stumbling block. The peculiar sentence structure which the cutting down of verbs in the Basic system involved made this particular problem even more difficult of solution. Moreover, from the point of view of children themselves, particularly in the age group 11 to 14 which would be the normal at the Senior Basic (Middle) stage, the involved sentence structure which a limited vocabulary and a more limited verbal system necessitated, and which in its turn therefore made a greater demand on the rational and logical powers of the pupils, would be unsuited for the mental level of the age-group under consideration.

11. If, however, the claim of the protagonists of the Basic system that two years is sufficient for gaining mastery over the language is correct, it would be worthwhile to give it a trial in the 3 years of Senior Basic (Middle) Schools where it had been decided to allow English as an optional subject for those who were keen on offering it. Another argument in favour of trying out Basic English in this type of school is that the main objective of pupils offering English in Senior

Basic (Middle) Schools would be purely utilitarian, rather than cultural or academic. A reasonable command over the language rather than appreciation of its literature would be the motive of pupils in these schools.

12. In view, further, of the time taken to acquire a reasonable mastery of Basic English, which is claimed to be two years as against the accepted six for normal English, and the possibility of Basic English being more widely adopted in England and America and other countries of the world, the Committee were of opinion that it would be advisable to carry out a controlled experiment under more or less identical conditions, as between Basic and Standard English, and watch for results before taking any final decision. In order to give the experiment a fair chance, it was further decided that it should be tried for 6 years, so that it would be possible to watch two generations of pupils in the Senior Basic (Middle) Schools before drawing conclusions. After detailed discussion the Committee came to the following conclusions :—

(1) that for a period of 6 years in the first instance, Basic English should be taught in some Senior Basic (Middle) Schools and Standard English in others ; so far as practicable under identical conditions and by equally competent and trained teachers.
(2) At the end of this period of six years the position should be reviewed with the object of determining whether Basic English is quicker and easier to acquire, and if so whether it gives the pupils the requisite ability to use English for purposes of everyday life.
(3) Simultaneously, an endeavour should be made to examine and work out various plans and schemes for improving and simplifying the teaching of English at this stage.
(4) It would be necessary to ensure that the price of books in Basic English approximates to that of other books of the same standard.
(5) It would be necessary to ensure that Basic Text-books used in India will suit Indian conditions.

13. The Committee next turned their attention to a consideration of the value of Basic English for those who wish to proceed to some form of higher education after the middle stage.

As a preliminary to this issue, the Committee considered it necessary to determine the objective of teaching English at the post-middle or Secondary stage. They were of opinion that three things should be expected from students of English in Secondary or High Schools :—

(*a*) Comprehension of fairly complicated ideas.
(*b*) Expression of fairly complicated ideas.
(*c*) More comprehensive contact with and some appreciation of literature.

Their final view was that in order to achieve this object only standard English should be taught in Secondary schools.

14. It was also pointed out that the Supporters of Basic English do not claim that Basic will lead to Standard English, but to what they call " wider " English. The question, therefore, of transition from Basic to Standard English will need very careful examination and investigation. It was suggested, and, the Committee accepted the view, that in the 3rd or final year of the Senior Basic (Middle) Schools and in the 4th or 5th year of High schools, the English course should be approximated so as to ease the transition from Basic to normal English for those who are to be transferred to High Schools from the Senior Basic (Middle) School at least so long as the experiment mentioned in paragraph 12 (*a*) lasts, and if the conclusions are favourable. This investigation should, however, be made quite independently of the experiment and without causing any interference to it.

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15. In the light of the above, it was further decided that Basic English would not prove useful as a method for the teaching of Standard English to beginners. Additional arguments put forward in the course of the discussion against the adoption of Basic English as a method for the teaching of Standard English to beginners were :—

(*a*) Basic English involves a strictly intellectual selection of words, and is, therefore, too abstract for children.
(*b*) The limitation of vocabulary which results in cutting down the adjectives and description words makes the vocabulary bleak and lacking in imaginative content, and therefore unsuited for use by young children.
(*c*) Due to reduction of verbs to a minimum, construction of sentences and grammatical structure in Basic English become very different from that of standard English. This has to be to a very great extent unlearnt before normal English construction can be mastered.
(*d*) Restriction of vocabulary and involved grammatical structure necessitates abstract thinking which children are not capable of.

16. In regard to the place of Basic English in adult education, it was felt that it is necessary to keep in mind the particular type of adult education which has to be catered for ; whether it is mere literacy, or adult education proper in the sense of further Continuation Education. The motive in the one case is utilitarian ; in the other, largely cultural. For the latter, the Committee felt, Basic English would not be of much use. For those adults, however, who possess a knowledge of their mother-tongue, but who wish to acquire a working knowledge of English for mainly utilitarian purposes, Basic English is likely to prove more useful than Standard English, particularly since it can be more quickly acquired.

The Committee finally decided that provision should be made for the teaching of both Standard and Basic English—for such adults as desire to have a knowledge of English—Standard for those who desire it for cultural purposes and Basic for those who have limited time at their disposal and who wish to acquire a knowledge of English for strictly utilitarian purposes.

17. The Committee proceeded to assess the claim of Basic English as an international auxiliary and administrative language. Relevant extracts read out by the Chairman from the Report of the Inter-Departmental Committee on Basic English, 1945, brought out the following :—

" From replies received from His Majesty's Representatives abroad, on the question of the best way of giving effect to the encouragement of the spread of Basic English as an international auxiliary language, it appears that on the whole His Majesty's Representatives anticipate that it would be difficult to introduce Basic English as an international auxiliary language in countries where normal English is widely spoken.... " Of replies received from 38 countries, 12 reported favourably on the prospects of certain activities connected with Basic English, while 11 were definitely unfavourable. Most of the remaining reports maintained a neutral attitude, awaiting future developments..... ".

18. The Committee felt that, at the present stage, they were not in a position to offer any decisive opinion on this question of Basic English as an international auxiliary. They could however, with more certainty say that as an international *administrative* language, Basic English would not be suitable. They considered that for contacts on a high level, either diplomatic or cultural, Basic English would be unsuited at International gatherings. For this, in the opinion of some members, Standard English, for all practical purposes, is already used as an international medium and therefore the need for Basic English did not arise. The latter may be of value for developing contacts to a limited extent and up to a restricted level between common people, particularly in the sphere of trade and business.

19. The general opinion was that until Basic English has won a wider recognition as an international auxiliary, this Committee would not recommend any action being taken in this direction. If it is modified, and if the world at large accepts, it, then would be the time to consider its value as an international auxiliary with reference to Indian conditions and requirements.

20. Finally, the Committee considered the suitability of Basic English to meet scientific and technical requirements. It was noted that advocates of Basic English claim that with the addition of 150 words for science to the normal 850 of which the Basic English vocabulary is composed, it can provide a means whereby "any scientific congress or periodical can achieve internationalism."* The total "1000" words vocabulary is "equivalent to approximately 10,000 words in any other simplification hitherto attempted."† It was suggested that in the absence of sufficient data on the subject the Committee was not in a position to say whether Basic English would serve a useful purpose in the Scientific and technical sphere. Some members felt that advice from Scientific and technical experts might be obtained in this connection.

21. The Committee as a whole, however, did not find the claim of the supporters of Basic English very convincing. While they were in favour of simple English for purposes of Scientific publications for international use, they felt that Basic English is not a precise and adequate medium for scientific communications and publications.

22. *A Summary of main conclusions.*—1. That for a period of 6 years in the first instance Basic English should be taught in some Senior Basic Schools and Standard English in others; as far as practicable under identical conditions and by equally competent and trained teachers.

2. At the end of this period of 6 years the position should be reviewed with the object of determining whether Basic English is quicker and easier to acquire, and if so whether it gives to the pupils the requisite ability to use English for purposes of everyday life.

3. Simultaneously an endeavour should be made to examine and work out various plans and schemes for improving and simplifying the reaching of English at this stage.

4. It would be necessary to ensure that the price of books in Basic English approximates to that of other books of the same standard.

5. It would be necessary to ensure that Basic Text-books used in India will suit Indian conditions.

6. In the Secondary Schools only Standard English should be taught.

7. The question of transition from Basic to Standard English needs very careful examination. In the 3rd or final year of the Senior Basic (Middle) Schools and in the 4th or 5th year of High Schools, the English course should be approximated so as to ease the transition from Basic to normal English for those who are to be transferred to High Schools from Senior Basic (Middle) Schools.

8. The Committee does not think that Basic English can prove useful as a method for the teaching of Standard English to beginners.

9. The Committee considers that provision should be made for the teaching of both Standard and Basic English for such adults as desire to have a knowledge of English—Standard for those who desire it for cultural purposes and Basic for those who have a limited time at their disposal and who wish to acquire a knowledge of English for strictly utilitarian purposes.

10. The Committee does not consider that Basic English is suitable for use at International gatherings.

11. Basic English is not a precise and adequate medium for scientific communications and publications.

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* "Basic English" by C. K. Ogden.
† *Ibid.*

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ANNEXURE A.

AGENDA.

Central Advisory Board of Education in India Basic English Committee.

1. To consider the question of Basic English in relation to the Indian Educational system, with particular reference to :—
   (*a*) the extent to which it could prove useful as a method for the teaching of Standard English to beginners,
   (*b*) its introduction in Senior Basic (Middle) Schools, which in the New Educational System proposed for the country will be the finishing Schools for the great majority of the population,
   (*c*) its value for those who wish to proceed to some form of higher education after the Middle stage,
   (*d*) its place in Adult Education.

2. To assess the claim of Basic English as an international auxiliary and administrative language with special reference to Indian conditions and requirements.

3. To consider the suitability of Basic English to meet scientific and technical requirements.

ANNEXURE B (i).

Central Advisory Board of Education in India.

Basic English Committee.

A Note on Basic English by Professor Amarnatha Jha, M.A., F.R.S.L., Vice-Chancellor, Allahabad University.

What is Basic English?

It is best to begin by stating what Basic English both is and is not.

1. It is a limited, restricted form of English,—restricted in vocabulary as well as in its constructional and syntactical forms. It has a basic word-store of 850 words made up of 600 nouns, 150 adjectives, and a 100 other words, of which no more than 18 are verbs as we commonly know them. And its grammar is reduced to five basic rules, the exceptions to which are few and unimportant.

2. It is meant to serve two purposes :
   (*a*) To be an international auxiliary language. The very name suggests this, "Basic" being made up of the initial letters of British, American, Scientific, International and Commercial.
   (*b*) To be a rational and simple introduction to normal English for those who wish to go beyond it.

In theory, therefore, ... if not in practice as well—Basic is neither a pidgin English nor a substitute for Normal or Complete English. It is claimed that while the user of Basic will be unable to rise to the full height of emotional and literary expression, he will, at the same time, possess a medium which is both complete in itself for the needs of all ordinary expression, and grammatical. Indeed, if the user of Basic wishes to pass on to Normal English, he will doubtless have to learn some more words and some more constructions, but he will not need to unlearn anything he has already learnt.

As much by way of a demonstration of what Basic looks like and reads like as by way of recapitulation, I quote the following from an address, in Basic, Delivered by Professor T. H. Robinson at a Conference to discuss Basic English held in London in April 1944 :

> " It is true that Basic is not a complete form of English, but it is certainly not the mass of errors and wrong forms pictured in the minds of some of our friends. After learning Basic a person would be in a position to go still further, building up a knowledge of the full language on what he had got in the earlier stages.
>
> But if it is not bad English, at least in the sense of being full of errors, it is certainly limited English, and limited in two ways. One of these is the number of words which may be used, and the other is the forms these words may take ".

Battles over Basic.

The Basic system and the claims made for it have provoked much criticism. The arguments brought forward in disparagement of Basic fall under three heads :

I. The Inadequacy of the Vocabulary.
II. The Paucity of Verbs.
III. The Futility of Basic.

Let us summarise the controversies on each of these points.

I. The Inadequacy of the Vocabulary.—

The critics of Basic have argued that

(i) The limitation of the vocabulary makes for the omission of words as necessary as those includes. Thus, friend is included but not *enemy* : *potato* but not *onion* ; *door* but not *date* ; *Collar* but not *tie*, etc.

(ii) The restricted vocabulary available to the use of Basic compels him to resort to circumlocution and makes his utterance wordy and periphrastic. Thus, for *enemy*, he has to say something like " not a friend " or " the man who was full of hate for..... ", and so on.

(iii) There is very often even a certain distortion of meaning and one ends by saying not what one would but what the verval resources of the language will allow. Thus, " not a friend ", is an approximation to, not an equivalent for, " enemy ", nor is " unmarried woman " the same necessarily as a " virgin ".

(iv) The greatest difficulties for the foreigner are presented, not by the enormous extent of the vocabulary of English, but by its pronunciations, idiomatic locutions and grammatical structure. Words, as words, are comparatively easily memorised.

On the other hand the champions of Basic maintain that :

(*a*) The whole secret of the success of Basic is in the way it has reduced to the barest minimum the huge vocabulary of English and reduced it not arbitrarily but in such a way that only the most useful words —and not merely those that occur most frequently—are retained. Thus the word *go* can do duty easily enough for *ride, drive, cycle, motor, fly* and other specific verbs of this kind. Likewise, *group* can serve in place of *flock, herd, bevy*, and all the other specific collectives in normal English. All this surely helps the beginner.

(*b*) The limitation of words is not so rigid as some suppose. The Basic 850 words can be agumented by

(i) technical words ;

(ii) forming compound words like footprint from foot and print ; overcome from over and come ; etc. ; and

(iii) by adding suffixes like -er-, est-, -ed-, -ing, to ordinary words, or of prefixes like un-.

(*c*) It is true that Basic needs more words for an utterance than Normal English, because its idiom is more analytical as a rule. But then just because Basic is analytical it is an instrument of precision and makes for lucidity in utterance. Nor is it justifiable to think that the larger your vocabulary the greater must be your power of expression. On the contrary you are in danger of being the victim of your words rather than their master. Indeed it would be a good thing for many a user of English if he was obliged to express himself only in Basic for a time.

(*d*) Those who ridicule Basic locutions do so for the most part by citing bad Basic. For Basic, no less than Normal English, can be badly used.

II. The Paucity of verbs—

Those who disapprove of Basic maintain that :

(i) The verb is the central element of English idiom, and yet it is the verbs that suffer most in Basic. As one critic puts it : " The strength of English lying in the verb, Basic is in a peculiar degree a deformation of English speech " (G. N. Young, in S. P. E. Tract LXII).

(ii) The reduction of the verbs to 18 gives a misleading idea of the language to foreigners.

(iii) Foreigners are used to irregular verbs and English verbs are not so irregular after all.

(iv) The verbal idioms that replace most orginary verbs in Basic..... like *put up with* for *tolerate* ..... are not easily mastered by foreigners.

(v) Avoidance of the verb leads not only to clumsy circumlocutions but also to ambiguity. Thus " I have a knowledge of " is not always the same as " I know " ; but the user of Basic cannot say " I know ".

The arguments urged on behalf of Basic are :

(*a*) It all depends on what you call a verb. If " enter " is a verb, so also for all practical purposes is " go in " ; if " climb ", so also " go up ", if " descend ", so also " go down ".

(*b*) " Make a mistake " is no less English than " err ", " make an end of " than " finish ". In fact, such verbal idioms as Basic obliges one to use are one of the most characteristic features of racy English.

(*c*) Of course the idioms have to be mastered by the learner of Basic, but the learner of Normal English cannot avoid them either. For, as said above, such verbal idioms are a pronounced feature of English and cannot be avoided anyway.

(*d*) Irregularities and complications in a language acquired as an auxiliary present much greater difficulties than even greater eccentricities in the native tongue. Every attempt must be made, therefore, to lighten the load on the memory of the foreigner learning English. And as for what he may think of English, he will know better when he moves on from Basic to Normal English, if he ever does move on, and in any case what difference does his opinion make to his use of Basic or to an Englishman's user of English.

III. The Futility of Basic—

Lastly the critics of Basic urge that if the auxiliary language of the world has to be English let it be Normal English. Instead of spending one's time acquiring Basic one may as well acquire the genuine article. For,

(i) The phonetic difficulties are as great in Basic as in Normal English.

(ii) Basic is both difficult enough to learn and difficult enough to pass into Normal English.

(iii) Basic is not much use to a foreigner visiting England or America, for he would be confronted with Normal English. For, it is stoutly maintained by some, those whose native tongue is English neither can easily, nor should, acquire and use Basic.

(iv) The limited vocabulary of Basic makes it unsuitable as an instrument of discussion outside a strictly limited range of professional or business communication.

The answers given by the advocates of Basic are—

(*a*) As for phonetic questions, though Basic does not attempt to bring about Spelling Reform, the smallness of the Basic vocabulary reduces the magnitude of the phonetic problem to managable proportions. Thus, over 500 of the words present no real difficulty.

(*b*) Basic is much easier to learn and use correctly than Normal English. The testimony of those who have taught Basic in Africa, Japan, and in various parts of Europe can be cited. And as for the transition to Normal English, since Basic is but a selection from Normal English and allows nothing in vocabulary, phrase-building or syntax contrary to the genius of English, there is no reason why passing on to fuller English should prove a difficult step. In fact, Basic makes a natural and simple starting-point for those foreigners who wish to have a good knowledge of complete English.

(*c*) What proportion of those who may learn Basic will have the opportunity of visiting England or America ? In any case, a foreigner knowing Basic will not be much worse off—may, indeed be rather better off—than one who has been " taught " English in the orthodox way. For the rest, Englishmen and Americans may, for sentimental reasons, refuse to acquire Basic, but they can easily acquire it if they wish to and many have acquired it, and, if Basic, gains a sure footing in the world outside the English-speaking countries, Basic will become a necessity for English-speaking people themselves. Whether such a state of affairs will result in a decay of Normal English is a matter that concerns Normal rather than Basic English.

(*d*) Though Basic does not claim to be able to produce great literature it claims, and can substantiate its claim, to be adequate for writing and speaking at the highest intellectual level.

Basic in India.

Basic has already been tried in various parts of British India and the Indian States. Has it been, can it be, successfully ? A former Director of Public Instruction in the United Provinces declared in a letter published in *The Listener* a little over two years ago that though Basic had been given a " fair trial " of some three years he felt that " There is no greater speed in the acquisition of English as a communication language..... and the transition to the use and understanding of literary English has proved very difficult ". Is such a verdict to be regarded as final ?

It would seem that, apart from the world-wide interest today in Basic as the interlanguage of the future, there are at least two good reasons for giving Basic a fuller trial than it has so far been given.

Firstly, as education is being planned today, the emphasis has shifted from purely literary studies to more practical studies. The proposal to set up Technical as well as Academic High Schools is a pointer in this direction. Though English is to be a compulsory secondary language in both types of High School, the necessity for teaching literary English may be deemed to have diminished. Secondly, such evidence as increasingly offers of the poor standard of

English being attained today in our schools and colleges suggests that our children would perhaps profit more by an introduction to English through a simpler form than normal English with its vast hybrid vocabulary. It is unnecessary to labour this point, and if I seem to be doing so by citing the testimony of Professor Robinson (from whom I have already quoted in this note), that is only because his testimony is borne in Basic English itself and is therefore doubly relevant. After giving it as his opinion that the standard of English was low in the Indian University which he served as a teacher of History for six years, he observes :

> " The facts gave me the general feeling that, in the earlier stages, these men had been given more English than they were able to take in with profit to themselves. In the Middle and High Schools they had been learning such a mass of words and forms that their poor minds were overweighted, and the effect was that they had little or no grip of the sense and of the normal use of words. Judging from my experience it would have been much better if the teaching had been simpler and a smaller field had been covered, while at the same time more value had been put on the right use of every word and on clear, simple English..... ".

Shall we then decide to start English teaching through Basic English and leave it to a later stage to take further along the road those who need to be led into the domain of normal or literary English ?

ANNEXURE B (ii).

MEMORANDUM.

Central Advisory Board of Education.

Basic English Committee.

A note on Basic English by the Director of Public Instruction, Madras.

Three important claims are made on behalf of Basic English—

(1) That, by its ease and efficiency and by its close kinship with, and its conformity to the genius of, Standard English, which is already in use in England, America and the British Commonwealth, Basic English has the best chance of becoming the auxiliary world language of the future ;

(2) That, by its full exploitation of the generalizing and analytical power of English words, Basic English offers an unrivalled medium of scientific exposition and of deliberation and argument on sociological and other semi-abstract subjects ; and that Basic serves as a handy instrument and translation into Basic provides an efficient technique, for the paraphase (or exploration of meaning) of obscure or ambiguous passages in Complete English and

(3) That, by its drastic simplification of the verbal system and its scientific selection of indispensable and most useful words, it provides the best introduction for foreign learners to the mastery of Complete English.

Till now we in India have taken no official notice of Basic English and its claims.

(1) *Basic English as an auxiliary world language.*

Owing to historical reasons, India is bound to continue its study of English and to accept the great and varied intellectual gifts available in and through English, and as Basic will facilitate both interprovincial and international

exchange of information and ideas and as a knowledge of it is both simpler than and preliminary to a knowledge of Complete English, the study of Basic English deserves every encouragement at the hands of the future Indian Government and of Provincial Governments.

(2) *Basic English as part of "practical" English and as a Medium for Translation and Paraphrase.*

This is a very valuable use of Basic English and it may be recommended that the principles of Basic English and exercises in its use may be made part of Teachers' Training Courses, and of the English Courses in the B. A., and B.Sc., (Pass and Honours) of Indian Universities ; and that special intensive courses open to graduates, covering three months and leading to a diploma in Basic English may be organised by Universities or Provincial Governments.

(3) *Basic as an Introductory Step to the Mastery of Complete English.*

(*a*) For an adult foreigner who wants to learn English there is no doubt that Basic English will form a very desirable first course. Basic English therefore may be strongly recommended for adult schools where English is taught.

(*b*) The usefulness and desirability of strict Basic English for Indian *children* learning English may be questioned. Basic English is, like scientific German or scientific French, a severely intellectual selection of words and usages from Normal English. Basic English in its orthodox form cannot be a suitable substitute for Normal English for children, whose imagination, sense of rhythm and interest in concrete and unique persons, things and situations must all be engaged in the teaching of a new language. While the simplification of the verbal system which is one of the fundamentals of Basic English is to be welcomed and exploited in the teaching of English to Indian children, much greater latitude than is permitted by Basic English should be allowed to the teacher of English to Indian children and the writer of books for Indian children, especially in the way of the early introduction and free use of forms and usages common to English and the pupils' mother-tongue and the inclusion of words describing objects, actions and ideas familiar and interesting to the children. To the student of anatomy the skeleton reveals the structure and articulation of the body and to the engineer diagrams lay bar the essentials of a building, but skeletons and diagrams will only repel children. For the purpose then of our Elementary Schools some reasonable local modifications of Basic English from the point of view of different linguistic areas will have to be evolved before it can be made a compulsory introduction to the Study of English by Indian children. In the meantime the use of the General Basic Dictionary (explaining over twenty thousand words in terms of the Basic eight hundred and fifty) by all pupils and teachers may be encouraged in all possible ways. This may be done immediately unconditionally and without further chief consideration.

Basic English as a first step in the teaching of English to Indian children may be used optionally and experimentally in a number of chosen schools and the results of these controlled experiments may be watched and made available to other schools.

I am suggesting that a Standing Committee on the Teaching of English to South Indian children, consisting of teachers and linguists, may be constituted for the area covered by the four chief Dravidian languages and they may be asked—

(1) to organize, watch and report on these experiments in the teaching of Basic English to Indian children ; and
(2) to draw up a syllabus for the teaching of English in all South Indian schools with special reference to the word selection of Basic English, the grammatical machinery of the South Indian languages and the subject-matter, familiar and interesting, to South Indian children.

I am also suggesting that course in the teaching of Basic English may be immediately started in Madras for training about forty trained graduate teachers who may teach English to children in the Basic way for three years under conditions to be laid down by the Standing Committee.

As a result of these experiments it is likely that the Standing Committee will in four or five years be able to answer the following questions :

(1) Can Basic English be adopted as a first step in the teaching of English to Indian children ?
(2) Is it desirable to modify Basic English to suit the needs of South Indian children ; if so, what is the minimum modification necessary ?
(3) At what stage in the school course should the teaching of English begin ?
(4) Can the first course in Basic English or in modified Basic English be completed in schools in three years ?
(5) How to provide reading matter, both in the form of story and general information, for *one-level practice* for those who have mastered this course and who will not proceed, or are not yet ready to proceed, to Complete English ?
(6) Should the Basic Way of teaching English in its strict or modified form be made compulsory in all recognised schools ?

Considering the amount of time and effort spent on the teaching of English in India during all these decades and the distressingly and disproportionately poor results achieved so far, a radical reform is urgently called for in our methods of teaching English in the schools. The use of Basic English whether in its strict or in a slightly modified form offers a means which must be tried for making results more commensurate with effort. Both to those who must be content with a three year course in English and to those who may be able and willing to proceed to Complete English the Basic way of teaching English will certainly be a vast improvement on our current haphazard methods.

ANNEXURE B (iii).

Report on the Working of Basic English in the St. Joseph's High School, Chingleput, (Madras Presidency).

Basic English was introduced in the school in the year 1941 under the guidance of Rev. Dr. J. B. Freeman, who was the Principal and Correspondent at that time. Rev. Father Victor Fernandes, now Headmaster of St. Antony's High School, Tanjore, was teacher in the above school then. Some years ago, he attended the Summer School at Bombay organised by the Orthological Institute (Indian Branch) under Mr. Adolph Myers. He came back with a good training and First Class certificate issued by the Institute. With his help Basic Classes were started following the Basic Way to the English course of the Orthological Institute. Some of the teachers who were enthusiastic about it were enlisted to help in introducing the scheme. We follow the Grade system, which has great advantages especially in English. To get over the need of additional staff, all the English Classes from Class 3 to Form III are held at the same time, so that each pupil can go to his own Grade at the appointed time. This, however, required that we should have a large number of English teachers. This difficulty was got over by getting each Teacher to go through the course himself with his pupils from Grade I upwards and also be frequently supervising and guiding the teacher in his work.

There are six Grades. The first three correspond to the three books of the "Basic Way to English" (Indian Edition) Course. This covers the 850 words of the Basic List in three years. In the next two years we follow a one-level course, aiming at giving the pupil a complete mastery of the language so that he will be able to say anything he can think of in Basic. The sixth stage is the expansion stage following the "From Basic to Wider English" Course where the pupil adds to his vocabulary on the Foundation of Basic. Normally a pupil of Class 3 will be in Grade I, (we begin the teaching of English in Class 3), and when he is in Form III he should be in the expansion Grade or Grade VI. A pupil who is behind his fellows in English can pull up by skipping over a none-level grade.

In Forms IV, V and VI, we shall have to follow the course prescribed by Government but we shall be able to rely not only on the Basic vocabulary of the pupil but also on the non-Basic additions made to the Basic foundation during the expansion stage (Grade VI). These classes will also be expansions stages in which the pupil is constantly adding to his vocabulary so that he ought to have a complete mastery of 5,000 to 8,000 English words by the time he leaves the School. The Basic Dictionary is made use of from Grade V upwards, *i.e.*, in the whole expansion stage. With this the pupil is so well equipped that he will be able to understand anything in ordinary English. When one realises what the Basic Dictionary is and how it differs from any other Dictionary, one will see that the choice lies between the Basic Dictionary and no Dictionary. An ordinary Dictionary defines say 20,000 words with 20,000 words but the Basic Dictionary defines them all with only 850 familiar words and no more.

Our first set of Basic pupils are now going up to the Fifth Form.

When a new pupil comes, in, we examine him with the Basic readers. If he has already a grasp of, say, the words contained in Book I he will be out in Grade II. At the beginning of each Grade a revision is made of the work done in the previous Grades. This is to help pupils who have come from other schools. Each pupil is expected to have all the three Basic Way Books and to go through them even though he be started in a higher grade.

The alphabet is taught by the play-method and made as interesting as possible. During the first three months about 70 or 80 words of Book I are taught orally by direct illustration. Then the work of Book I is started.

The pupils in the One-level stage are able to construct sentences without mistakes. They know already the functions of words and phrases so that later work, *e.g.*, in analysis will be quite easy for them. The words in any sentence taken from their texts may be deranged and most of the boys will be able to put the words in the proper order so as to make sense. The work with these classes was quite interesting and consoling. In the one-level stage, the boys have grasped directly the meanings of the words of the Basic list and have also mastered their usages. They do not make mistakes in pronouns, in tense-forms in the sequence of tenses and in the correct use of propositions. A training in Basic English is a mental discipline and the benefit derived by the pupils soon shows itself.

This school has had visits of large numbers of L. T. students with their Professors from the Lady Willington College and the Teachers' College, Saidapet, a body of English teachers of the Madras High Schools under the auspices of the Madras Teachers Guild and also the L. T. students of the Meston Training College, Royapettah, and masters of the Wosley High School during the last three years. Many of our visitors were enthusiastic about Basic even before seeing to our school and all the rest became converts. The District Educational Officers paid special attention to this Basic English teaching during their annual inspections and they seem to have been impressed with the success of this experiment.

From an analysis of the mistakes committed by the S. S. L. C. pupils at the Public Examination it is found that they are chiefly in verbs : the active and passive voices, the transitive and intransitive, the use of the infinitive, sequence of tenses, the use of the proper preposition after a verb, the right choice of the word.

Most of the errors will not be made by a Basic student, for he has mastered the 850 words he has used and these suffice for his purposes. If he uses non-Basic words he has grasped their senses and usages by reference to the root ideas given in Basic. His training in Basic also enables him to say what he means and mean what he says. For Basic is simple and exact.

I have to conclude, therefore, with the suggestion that Basic English be adopted for the teaching of English in Elementary Schools where it may be an end in itself, and in High Schools as a foundation as well, as a mental discipline.

Sylabus in Basic English.

General.—In Grade I, I and You are used as the basis of teaching so that learners may have the means of expressing ideas about themselves and each other. Words dealing with subjects such as the parts of the body eating and drinking, clothes, coming and going and the weather are taught because these are simple subjects of universal interest. Only the present tense and the future are used.

New words taught 189.

Text-books used.—The Basic Way to English Language Book I (Indian Edition).

Seat-work Book I.

(For teachers.—Basic Way to English Teaching Book I. To be had of the Times of India Press, Basic Department, Bombay (Indian Edition).

In Grade II words dealing with the family, houses and their contents and surrounding, work at school, the country, life on a farm, life in the country, travelling life in the town, the sea-side, bating, dressing, hearing and seeing, number and division of time, shapes of bodies, the moon and stars.

New words taught 316.

Text-books used.—The Basic Way to English Language Book II (Indian Edition).

Seat-work Book II.

For teachers.—The Basic Way to English Language Book II.

In Grade III the remainder of the 850 words is taught and the learner is brought to the point where he can discuss business and industrial organisation, science and literature, history and politics. In the grammatical development are included the formation of -er, -ing, and -ed forms (ruler from rule, working from work, recorded from record) and similar forms from operators and all the tense forms required for the purpose of understanding speaking and writing English.

Text-books used.—The Basic Way to English Language Book III (Indian Edition).

Seat-work Book III.

For teachers.—The Basic Way to English Teaching Book III.

Grades IV and V—One-level course.—In these stages no attempt is made to increase the vocabulary of the learner. Instead he gets a large amount of reading and practice in self-expression by constant repetition of the same words and constructions in different contexts so that he may become fluent and accurate in his use of the language.

Text-books used.—Grade IV—Any two of the 13 story books in Basic English.
Grade V.—Any two of the 13 knowledge books in Basic English.
Teachers reference.—A B C of Basic English.

Grade VI—Expansion stage.—The pupil's vocabulary is enlarged with the help of " Form Basic to Wider English " Books I and II in which every new word which he meets is explained or defined in terms of the Basic 850 words. These books bring his vocabulary of a total of about 2,000 common English words. At this stage he can with ability tackle any good English book. The Basic Dictionary is made use of from this Stage very frequently

Books on Basic English.

1. Say it in Basic—By Adolf Myers . . . . Rs. 7-0-0
2. Basic and the teaching of English in India by Adolf Myers . . . . . Rs. 5-8-0
3. Basic English by C. K. Ogden . . . . . Rs. 2-0-0
4. The A B C of Basic English by C. K. Ogden . . Rs. 2-0-0

General.

The General Basic English Dictionary . . . . Rs. 4-0-0

Books in Basic.

(*a*) Basic Way Language Books (Indian Edition) I, II and III.
(*b*) For teachers—Basic Way Teaching Books I, II and III.
(*c*) Basic seat-work.—Books I, II and III.
(*d*) Script Copy Book I.

One-Level Practice Stage.

Story books.—The Trader of Venice, Robinson Crusoe, Gulliver in Lilliput and 10 other titles.

Knowledge books.—Wires round the earth ; Wings Away ; Late Night special and 10 other titles.

I would suggest the adoption of the carefully graded Young India Readers (Primers 1 and 2 ; Books I to VI) prepared by Rev. T. A. Sequeira, S.J., M.A., and Rev. John Varrett, S.J., B.A., and published by the Deccan Publishing House, Huzur Road, Calicut.

ANNEXURE B (iv).

REPORT on the working of Basic English in the Ganapathy High School, Mangalore.

The teaching of Basic English in the early stages was first started in 1940-41 in Classes 4 and 5 and Form I. In the subsequent year it was continued in Form II and since then in these four classes Basic English books have been in use.

In Class 4, the start is made with the " Script Copy Book ", which gives an interesting way of learning both the Script and certain words all through drawings and pictures. The Basic Way Language Book I is taken up. This book serves for Class 5 as well. The manner of dealing with the " Steps " (or Lessons) is given in a detailed manner, in Lesson Scripts and Structure Tasks which are of great

help to the teacher. In Form I, there is a rapid revision in the first term of the work in the previous years before Basic Way Language Book 2 is taken up. At this stage it ought to be possible for the learners to read the Basic Way Reading Books which contain only words which were in Language Book I. Here again there are suitable Reading Books covering the corresponding vocabulary. In Form II, Language Book 3 is taken up. This completes the scheme of Basic. The last 25 words listed are reserved for Form III, where the start is made with the transition " Form Basic to Wider ". In Form III, the Reader in use is, *e.g.*, Coronation Readers III (J. C. Rollo). There is a large number of Reading Books, Story Books and Knowledge Books which are used in III Form and also in the IV Form, as part of Library work. The above is an outline of the scheme followed in the school.

The scheme has been in use for six years, *i.e.*, the first batch of students who made a start with Basic English came up to the Sixth Form this year. In the absence of sufficient data, it is not possible to assess the value of the scheme. For one thing, at the III and IV Form stages the pupils who were under the Basic scheme got mixed up with a large number of students from other schools. So whatever benefit mighthave been expected was much neutralised by the traditional methods which had to be followed at a very crucial stage. In fact conditions in the school have not been favourable for the carrying out of a properly controlled experiment.

Secondly the teachers in the earlier classes were themselves ill-equipped for the experiment. They lacked the requisite knowledge and appreciation. With greater faith in the scheme, this would have been less of a burden and a task.

The remedy seems to lie in two directions—(1) The study of English (Basic) to be started late enough in no case earlier than I Form, (2) Separate competent teachers to be put in charge of the work.

ANNEXURE B (v).

MEMORANDUM.

Basic English Committee.

A note on the experiments carried out in Basic English carried out in the Hyderabad State.

In 1939 Mr. Adolf Myers, the Special Representative in India of the Orthological Institute (Cambridge), made a representation to Government for the introduction of Basic English in H. E. H. The Nizam's Dominions. The Government invited him to conduct a vacation course in Basic English for a period of 6 weeks. This course was attended by about 117 teachers belonging to various schools. Later on another batch of 109 teachers was trained.

Basic English was introduced as an experimental measure in the Lower Secondary and Primary classes of 19 High and 21 Middle schools. Mr. Myers was allowed to keep himself in touch with these institutions through personal inspection and progress reports. He was also allowed to issue instructions to teachers from time to time. In 1940, Government decided to appoint an Inspector to

supervise the teaching of Basic English in schools. Mr. Salim Bin Sayeed, who was selected for this post, was deputed to undergo a course of intensive training in Basic English under Mr. Myers and after completing his training was attached to the Director's office as Inspector of Basic English. The latter while carrying on his work of inspection also gave advice and guidance to teachers already trained in the teaching of Basic English. The total number of teachers trained for this work was 325 and the number of schools in which Basic was introduced was 135. Of these 60 were Secondary schools and the rest were Primary schools which acted as feeders to the former.

This experiment was tried for a period of three years from July 1939 to June 1942 and as a result of unfavourable reports from heads of institutions and the Basic English Inspector's note, extracts from which are herewith appended, the matter was again considered by the Board of Secondary Education and the following resolution was passed. "That Basic English should be discontinued in Secondary schools with effect from June, 1942."

In view of this, the Government passed orders for the termination of the experiment.

ANNEXURE B (vi).

Central Advisory Board of Education in India.

Basic English Committee.

Extracts from a Note on Basic English by the Educational Adviser to the Government of India, prepared for the Secretary of State for India.

The teaching of English on Basic lines has been introduced in the Secondary schools of Hyderabad State and the latest report (1940-41) on Public Instruction in H. E. H. the Nizam's Dominions indicates that it has also been introduced in 75 Primary schools which act as feeders to Secondary schools. The system has also been generally adopted in Gwalior State and experiments are being conducted in Jodhpur and Mysore. In British India experimental work is being carried on in the United Provinces and in Bihar and the Government Text-Book Committees of Madras and Bombay have sanctioned the use of Basic Primers in schools.

Mr. Adolph Myers, the special representative of the Orthological Institutute in India, has energetically advocated the claims of Basic English in recent years. He has discussed this question with me on several occasions and has also, I believe, discussed it with most, if not all, Directors of Public Instruction. He addressed the meeting of a Committee of the Central Advisory Board of Education in 1941. Several vacation courses in Basic English for teachers have been held under his auspices.

I understand that a pamphlet entitled 'The Teaching of English to Indian Soldiers' which was compiled in 1938 or 1939 by the Army authorities, was based largely on Basic principles. I do not know to what extent it is in general use or what the results have been, though one or two unofficial conversations with military officers recently give me some reason to think that these have not been uniformly successful.

I am informed that Basic English has been adopted in the training schools for vernacular teachers in Ceylon and that it has also been tried in Burma. In the latter country expert opinion has expressed considerable doubt as to its value.

ANNEXURE B (vii).

Not printed.

ANNEXURE B (viii).

Central Advisory Board of Education.

Basic English Committee.

A note on experiments in Basic English carried out in the Provinces and States.

A.—PROVINCES.

Bihar.—Basic English was introduced as an experimental measure in Middle English and High Schools in the district of Ranchi and in the Schools under the Tata's at Jamshedpur with effect from January, 1942 to December, 1945, in classes from IV to VIII. In order to try the experiment one teacher from each Middle English and each High School besides one Deputy Inspector of Schools and one District Inspector of Schools was deputed for a course of training lasting one month. The training course was conducted by Mr. Adolph Myers, representative of the Orthological Institute, Bombay. Basic English text books of the Orthological Institute, Bombay, were introduced in the schools under experiment.

The Provincial Government appointed a special committee to review the experiment of introducing the teaching of Basic English. The Committee recommended that no useful purpose would be served by continuing the experiment further. The experiment has, therefore, been discontinued from January, 1946.

Orissa.—Basic English was introduced in the Practising Middle English School attached to the Secondary Training School at Cuttack and in the Ravenshaw Collegiate School, Cuttack, in the year 1942 on an experimental basis. A few teachers were trained during the Puja vacation of the same year and were placed in charge of Basic Classes in both the schools. Two Basic English students appeared from the practising M. E. School in the Middle School Scholarship Examination of 1945 and both of them were successful. This year 21 students are appearing from the foregoing institution in the Middle School Certificate Examination and their results are awaited. In the Ravenshaw Collegiate School the basic pupils appeared in their house examination in 1945 and from the reports of the headmaster received, it appears that Basic boys are decidedly better than those who followed the normal English course. This year too the same encouraging report is expected from the Headmaster, Ravenshaw Collegiate School, Cuttack.

With the limited number of 850 words, the students manage things in an efficient way. Generally it is taught in the Direct Method of teaching English. It is easily picked up by the pupils as most of the words are monosyllabic and simple.

But there are certain difficulties in introducing Basic English under the present system. Non-Basic pupils are admitted into Basic English classes every year proving themselves a burden to the Basic English teacher and a hindrance to other Basic pupils. The nature of work requires thorough preparation on the part of the teacher and additional trouble in finding out suitable apparatus for making each individual lesson lively and interesting. The additional burden of Basic teacher necessitates the limitation of the average number of periods

allotted to him. This cannot be done under the present system in which every teacher is over burdened with his own work. The influx of newly admitted non-Basic pupils every year into Basic English classes makes them incapable of following the basic words which have been previously taught and make their knowledge vague and scrappy. This difficulty can be bridged over by dividing the English class into sections of Normal and Basic English.

Another insurmountable difficulty is that a pupil who leaves the school during the first four years of his school life faces the world with incomplete knowledge in English and, even pupils who leave the school after the foundation stage—first four years when the circle of 850 words is completed and consolidated—prove themselves strangers in a world of normal English and every knowledge imparted to them in English must be boiled down to meet their Basic needs. This would amount to the writing of every book, newspaper and magazines in the Basic English.

United Provinces.—The United Provinces Government introduced Basic English in one of their institutions for a number of years but it did not prove successful.

The results of the experiments indicated that the method does to a certain extent justify its claims to be an improvement upon methods of teaching English followed so far. The class was divided into two sections—one was taught Basic English and the other ordinary English. The boys with Basic English were found to have acquired a knowledge of spoken English more readily than the boys who learned ordinary English ; but it was discovered that Basic English was not suitable for children who commenced to learn English at the age of 8 or 9 in classes III and IV. The children are called upon to learn such words the equivalent of which they do not find in their own language at that stage. The books drawn up by the authorities are not suitable. These books are more suitable for teaching Basic English to the adults. It is not desirable in this country to limit the knowledge of English only to 850 words. There are many English words that form part of an Indian language but these words do not find a place in Basic English.

As a result the United Provinces Government have abandoned the experiment.

No experiments in Basic English have been carried out in Bengal, Bombay, the North-West Frontier Province, Punjab and Sind. Information from the other provinces has not been received.

B.—CENTRALLY ADMINISTERED AREAS.

No experiment on Basic English have been carried out in Baluchistan, Coorg, Central India or Delhi. Information regarding Ajmer-Merwara is awaited.

C.—INDIAN STATES.

No experiments have been carried out in Jaora and Sitamau. Information from the other States has not yet been received.

APPENDIX I.

MEMORANDUM ON ITEM X OF AGENDA.

Report of the Meeting of the Committee of the Central Advisory Board of Education on Secondary Schools Examination Council for India.

1. At their 12th Meeting held in January, 1946, the Central Advisory Board of Education considered the views of the Standing Committee on the desirability of a Secondary Schools Examination Council with a view to bring Examinations up to a common standard. In making their recommendations to the Board the

Standing Committee had before them a note prepared by Sir Cyril Norwood, the Chairman of the Secondary Schools Examination Council for England and Wales, who visited India in 1946 at the invitation of the Central Government. Accordingly the ways and means of establishing such a body and its constitution and to report :

1. A. K. Chanda, Esq., M.A. (Oxon), I.E.S., Director of Public Instruction, Bengal.
2. G. C. Chatterji, Esq., M.A., I.E.S., Director of Public Instruction, Punjab.
3. Khan Bahadur Dr. M. Hasan, M.A., D.Phill. (Oxon), Bar-at-Law, Vice-Chancellor, University of Dacca.
4. Dr. V. S. Jha, Ph.D., Officer on Special Duty (Post-War Reconstruction), Education Department, C. P. and Berar.
5. Rajkumari Amrit Kaur.
6. Dr. Mohan Sinha Mehta, M.A., Ph.D., LL.B., Bar-at-Law, Dewan of Banswara.
7. R. P. Patwardhan, Esq., B.A. (Oxon), I.E.S., Director of Public Instruction, Bombay.
8. Mrs. Renuka Ray, B.Sc., Econ. (London).
9. Sir John Sargent, C.I.E., M.A., D.Litt., Educational Adviser to the Government of India.
10. Dr. S. R. U. Savoor, M.A., D.Sc., I.E.S., Director of Public Instruction, Madras.
11. W. G. P. Wall, Esq., M.Sc., I.E.S., Director of Public Instruction, United Provinces.

2. Subsequently the Hon'ble the Chairman of the Board invited R. B. C. L. Sahney, Director of Public Instruction, United Provinces, to serve on the Committee in place of Mr. W. G. P. Wall, who had retired. Mr. S. C. Tripathi, Director of Public Instruction, Orissa, was also co-opted as a member of the Committee.

3. The Chairman of the Board appointed Mr. A. K. Chanda as Chairman of this Committee.

4. The Committee met at Simla on the 16th and 17th of May, 1946. The following members were present :—

1. Mr. A. K. Chanda (Chairman).
2. Mr. G. C. Chatterji.
3. Dr. V. S. Jha.
4. Rajkumari Amrit Kaur.
5. Dr. Mohan Sinha Mehta.
6. Mrs. Renuka Ray.
7. R. B. C. L. Sahney.
8. Sir John Sargent.
9. Mr. S. C. Tripathi.

Dr. D. M. Sen, Secretary of the Central Advisory Board of Education acted as the Secretary of this Committee.

5. The agenda and papers circulated to the Committee are set out in the Annexures. The Committee had before them the following documents :—

(i) The report of the Joint Committee of the Central Advisory Board of Education and the Inter University Board, India, appointed to investigate the question of the relation of the School Leaving Certificate Examination to the Matriculation Examination, together with the decisions of the Board thereon. (Annexure II).

(ii) A memorandum containing the proposals submitted to the Central Advisory Board of Education in January, 1943, on the subject of a Secondary Schools Examination Council for India and the views of the Board thereon. (Annexure III.)

(iii) A comparative statement of the results of the Matriculation, School Final or School Leaving Examinations and Intermediate Examinations in India in 1943-44. (Annexure IV.)

(iv) Two statements showing the subjects to be offered and the marks required for different divisions in S. L. C. or Matriculation Examination and Intermediate Examinations. (Annexure V.)

6. The Committee decided that they should confine their attention to the Matriculation and School Leaving Examinations and Higher Secondary Examinations which formed the basis for entry to three-year degree courses.

7. As the Central Advisory Board of Education have already expressed themselves in favour of a Council for Secondary Schools Examination in India, the committee therefore devoted their attention to the ways and means of establishing such a Council. To start with they considered whether there was going to be one examination at the end of the Secondary School course which would serve the double purpose of selecting pupils for admission into Universities and a school leaving examination. In this connection they noted that the Joint Committee of the Central Advisory Board of Education and the Inter-University Board have recommended that there should be only one examination at the end of the High School stage and that examination should be of such a character as to suit those pupils who would enter employment on leaving schools as well as those who intended to proceed to a University. That Committee had also expressed their view that the University in admitting students would be free to prescribe a Higher standard of attainment in a subject or subjects that would be required to secure a pass in the case of students not proceeding to the Universities. The resolution of the Inter-University Board on the report of the Joint Committe was then taken into consideration and the points of divergence were carefully examined. Opinion was unanimous that it would be in the public interest to have one examination at the end of the school course and every effort should be made to meet the requirements of the Universities in that examination. On taking into consideration the views of Inter-University Board, the Committee considered it desirable to amend the recommendations of the Joint Committee in regard to the contents of the proposed examination on the following lines :—

Compulsory subjects.

1. A Modern Indian Language. (2 papers of 2 hours each.)
2. English Language. (1 paper of 2½ hours.)
3. History of India. Do.

Optional Subjects.

Among the following optional subjects in groups, a student should take not less than 4 and not more than 6 subjects ; at least one subject must be from Group A and another from Group C or Group D.

Group A.

1. English Literature	(1 paper).
2. History of England	,,
3. Geography (Genl.) and Civics	,,

Group B.

1. Languages other than the compulsory language	,,

Group C.

1. Elementary Mathematics	,,
2. Advanced Mathematics	,,

Group D.

1. Elementary Science	(1 paper and a practical test wherever possible).
2. Physics	Do.
3. Chemistry	Do.
4. Biology	Do.
5. Geography	Do.
6. Domestic Science	Do.

Group E.

1. Art	Do.
2. Music	Do.
3. Crafts	Do.

Group F.

1. Book-keeping and Accounts	(1 paper and a practical test wherever possible).
2. Typewriting	(One test).
3. Commercial practice	(One paper).

Group G.

1. Agricultural Science	Do.

Group H.

1. General Engineering Science	Do.
2. Engineering Drawing	Do.
3. Wood-Workshop practice	Do.
4. Engineering Workshop Practice	Do.

8. In suggesting these changes the Committee were conscious that they were adding to the number of compulsory subjects, which was not altogether desirable. For example, girl students who would concentrate on Arts, Music and other allied subjects should not be burdened with Elementary Science or Mathematics, against their own choice. A sufficient knowledge of Science or Elementary Mathematics which may be necessary for the other subjects included in the syllabus, could be given as part of these subjects themselves. In making the modifications referred to above the Committee hoped that there would be complete agreement throughout the country on the nature of the examination to be held at the end of the High School course as well as its purpose, namely (i) for entry into the University and (ii) for employment on leaving school.

9. The Committee were of the opinion that 3 hours for each written paper would be too long and involve too much of strain for students at that age. They, therefore, recommended that, as far as possible, papers should be restricted to a maximum duration of 2½ hours.

10. The proposal for one school leaving examination having been accepted, the question of obtaining a reasonable amount of standard throughout the country required careful consideration. There are ten Universities and seven Boards conducting examinations at the end of the Secondary School Course and it has to be admitted that the standard of these examinations is, by no means, uniform. The standard of these examinations ultimately determines the quality of the product of the Universities to which these examinations serve as entrance qualifications. The Central Advisory Board have stressed that standard of University education must be raised to both for the internal requirement of the country as well as to raise the level of educational institutions in India to that obtaining

ANNEXURE II.

Report of the Joint Committee of the Central Advisory Board of Education and the Inter-University Board, India, appointed to investigate the question of the relation of the School Leaving Certificate Examination to the Matriculation Examination, together with the decisions of the Board thereon.

PREFACE.

At their Eighth Meeting held at Lucknow in January 1943, the Central Advisory Board of Education considered, *inter alia*, the report of the Joint Committee of the Central Advisory Board of Education and the Inter-University Board, India, appointed to investigate the question of the relation of the School Leaving Certificate Examination to the Matriculation Examination. The Board decided that the report should be circulated amongst the Provincial Governments, Local Administrations, the States and the Universities for their opinion.

Report of the Matriculation Sub-Committee of the Central Advisory Board of Education, held on the 23rd March, 1942, at the University Buildings, Delhi.

At their seventh meeting held in January, 1942, the Central Advisory Board of Education were informed that the Inter-University Board at their last meeting had appointed a Committee to go into the question of the relation of the School Leaving Certificate Examination to the Marticulation Examination. The Central Advisory Board of Education felt it desirable also to appoint a Committee to consider this subject and decided to suggest to the Inter-University Board that two Committees should collaborate. The Board also wished the Committee to bear in mind the desirability of raising progressively the standard required for entrance to Universities, particularly in connection with the three-year degree course which some Universities have in contemplation. The two Committees, as constituted by the Central Advisory Board of Education and the Inter-University Board, met together at the University Buildings, Delhi, on the 23rd March, 1942, at 11 a.m. The following members were present :—

R. P. Masani, Esquire, M. A., J. P., Vice-Chancellor, University of Bombay (in the Chair).
W. H. F. Armstrong, Esquire, M.A., F.C.S., I.E.S., Director of Public Instruction, Punjab.
Dr. P. N. Banarjea, M.A., D. Sc. (Lond.), Bar-at-Law, M.L.A.
J. M. Bottomley, Esquire, C.I.E., M.A., I.E.S., Director of Public Instruction, Bengal.
Rev. J. C. Chatterji, M.A., Vice-Chancellor, Agra University.
Prof. A. B. A. Haleem, B.A. (Oxon), Bar-at-Law, Pro-Vice-Chancellor, Aligarh Muslim University.
S. N. Moos, Esquire. M.A. (Cantab), I.E.S., Director of Public Instruction, Bombay.
J. C. Powell-Price, Esquire, C.I.E., M.A., I.E.S., Director of Public Instruction, United Provinces.
Srimati Renuka Ray, B. Sc. (Econ.), Lond.
John Sargent, Esquire, C.I.E., M.A., Educational Commissioner with the Government of India.

2. The following members were unable to attend the meeting owing to illness or other reasons :—

Inter-University Board, India.

Dr. R. C. Majumder, M.A., Ph.D., Vice-Chancellor of Dacca.

Dr. Sir C. Ramalinga Reddy, M.A. (Cantab.), Hon. D. Litt., M.L.C., Vice-Chancellor, Andhra University.
Rajakaryapravina Mr. N. S. Subba Rao, M.A. (Cantab.), Bar-at-Law, Vice-Chancellor, University of Mysore.

Central Advisory Board of Education.

The Hon'ble Sir Maurice Gwyer, K.C.B., K.C.S.I., Chief Justice of India.
Dr. G. G. R. Hunter, M.A., D. Phil., F.R.A.I., I.E.S., Director of Public Instruction, Central Provinces and Berar.
R. M. Statham, Esquire, C.I.E., M.A., I.E.S., Director of Public Instruction, Madras.

3. Mr. W. W. Wood, Principal, Delhi Polytechnic, also attend the meeting by invitation. Prof. N. K. Sidhanta, M.A. (Cantab.), Secretary, Inter-University Board, India, and Dr. D. M. Sen, M.A., Ph.D. (Lond.), Secretary, Central Advisory Board of Education, were also present.

4. The agenda and the connected papers circulated to the members are set out in the annexure.

5. At the request of the members present Mr. R. P. Masani, Vice-Chancellor, Bombay University, presided.

6. The Committee considered it desirable on educational, economic and administrative grounds that there should be only one examination at the end of the high school stage and that this examination should be of such a character as to suit those pupils who will enter employment on leaving school as well as those who intend to proceed to a University. The Committee were in general agreement that the object of this examination should be to provide a qualifying test for admitting students to their further courses of studies as well as a test of the work done in the schools. The Committee, therefore came to the conclusion that an examination with only a limited range of subjects, *e.g.*, Languages, classical and modern, History, Geography, Mathematics and Science, cannot satisfy the reasonable requirements both of pupils who will proceed to a University and of those who will enter a profession at the end of their school career.

7. The Committee next considered what should be the minimum contents of an examination designed with the two-fold purpose of testing (i) the satisfactory completion of a course suited to the requirements of those who will pass directly by from high schools to occupations of various kinds and (ii) the suitability of those who desire admission to a University or an equivalent course of study. Opinion was general that it was desirable to prescribe a uniform range of subjects both for the School Leaving and the Matriculation and that the regulations should be so framed as to encourage some degree of specialisation towards the end of the high school stage.

8. Having defined in broad terms the nature of the examination, the Committee were of opinion that the outline syllabus of the examination should be as follows :

Compulsory Subjects.

English (2 papers of 2 hours each or 1 paper of 3 hours).
A Modern Indian Language (2 papers of 2 hours each or 1 paper of 3 hours).

Optional Subjects.

Among the following Optional Groups a student should take not less than four and not more than six subjects among which at least one must be from Group A and another from Group C or D.

Group A.

History of India. (One paper of 3 hours.)
History of England. (One paper of 3 hours.)
Geography (General). (One paper of 3 hours.)

Group B.

Languages—other than the compulsory language. (One paper of 3 hours.)

Group C.

1. Elementary Mathematics. (One paper of 3 hours.)
2. Advanced Mathematics. (One paper of 3 hours.)

Group D.

1. Elementary Science. (One paper of 3 hours and a practical test wherever possible.)
2. Physics. (One paper of 3 hours and a practical test wherever possible.)
3. Chemistry. (One paper of 3 hours and a practical test wherever possible.)
4. Biology. (On paper of 3 hours and a practical test wherever possible.)
5. Geography. (One paper of 3 hours and a practical test wherever possible.)

Group E.

1. Art. (One paper of 3 hours and a practical test wherever possible.)
2. Music. (One paper of 3 hours and a practical test wherever possible.)
3. Crafts. (One paper of 3 hours and a practical test wherever possible.)

Group F.

Domestic Science. (One paper of 3 hours and a practical test.)

Group G.

Book-keeping and Accounts. (One paper of 3 hours.)
Typewriting. (A test of 3 hours.)
Commercial practice. (One paper of 3 hours.)

Group H.

Agricultural Science. (One paper of 3 hours and a practical test.)

Group I.

1. General Engineering Science. (One paper of 3 hours and a practical test.)
2. Engineering Drawing. (One paper of 3 hours and a practical test.)
3. Wood-Workshop Practice. (One paper of 3 hours and a practical test.)
4. Engineering-Workshop Practice. (One paper of 3 hours and a practical test.)

The Committee have recommended in paragraph 7 above that the Matriculation regulations should encourage some degree of specialisation towards the end of the High School stage.

The Committee were also in agreement that the Universities in admitting students would be free, should the circumstances require it, to prescribe a higher standard of attainment in a subject or subjects than would be required to secure a pass in the case of students not proceeding to a University.

The Committee further decided to suggest that, where it does not already exist, there should be set up in the different areas a joint Board consisting of representatives of the Universities, Educational Authorities and the Schools concerned and that this Board should be responsible for settling the detailed arrangements and conducting the examination.

ANNEXURE III.

COMMITTEE ON A SECONDARY SCHOOLS EXAMINATION COUNCIL FOR INDIA.

The following proposal from the Vice-Chancellor of the Muslim University, Aligarh, was submitted to the Central Advisory Board of Education for consideration at their twelfth meeting at Mysore.

> "In India we have 18 authorities excluding the organisation to conduct Examinations in Chiefs' Colleges and European Schools. The examinations conducted by these authorities are assumed to be at part and they give only equal privileges both in service and admission to higher institutions.
>
> No attempt has ever been made in this country to see that the standard of these examinations is equivalent. In the United Kingdom there are eight educational authorities and they have appointed a Secondary Schools Examination Council (whose constitution and working is given in Sub-Annexure A) with the object of bringing these examinations to common standard. The necessity of such a Council is greater in India than it is in England.....The subject should be taken up by the Central Advisory Board of Education at an early date."

2. In this connexion, a note (Sub-Annexure B) on the Secondary Schools Examination Council for England and Wales, based on material supplied by Sir Cyril Norwood, who has been Chairman of the Council for the last 20 years, which is relevant to the issue, was also submitted for the information of members.

3. The Board were in favour of the establishment of a Secondary Schools Examination Council with the object of bringing examinations up to a common standard and appointed a committee to further examine the details of the constitution and functions of such a body.

SUB-ANNEXURE A.

The Secondary Schools Examinations Council has now existed for some 25 years in England and Wales and its purpose is to bring about and maintain equivalence between the examinations recognised for schools and to supervise and authorised any changes in curriculum which may from time to time become necessary. Its members are :—

1. The Secretaries of the University Examinations Bodies—8 in number.
2. Representatives of the teachers—4 in number—Headmaster, Headmistress, Assistant Master and Assistant Mistress.
3. Representatives of the Local Education Authorities.
4. Representatives of the Directors of Education.
5. Representatives of the Universities.

In addition, the Chief Inspector and one other Inspector of Ministry of Education and the Secretary of the Council sit as assessors but do not vote.

Its main duty has been to conduct investigations of the School Certificate taken at 16 and the Higher Certificate taken at 18. It does this by nominating Expert Committee of men and women chosen from all the country who are experts both in some subjects of the curriculum and also in the art of examining. They devote 8 weeks to considering the scripts, the papers, the markings and the awards of one particular examination in each University. At the end they prepare and issue a report which is confidential to the University concerned and also a general report about the trends of new movements and anything new which seems to them valuable. This is public.

They also sit regularly and consider suggestions for new curricula and new subjects which are proposed and if there is general agreement they authorise them.

Its operation has been largely interrupted by the war but it was this committee which authorised the enquiry which resulted in the Norwood Report.

SUB-ANNEXURE B.

A Note on the Secondary Schools Examination Council for England and Wales, based on material supplied by Sir Cyril Norwood who has been Chairman of the Council for the last 20 years.

The examination system which at present obtains in England and Wales, namely, an examination for a school Certificate taken by candidates of the average age of 16 followed by another for a Higher Certificate after an average interval of two further years, was set up in 1917 and has remained substantially unaltered ever since. Syllabuses have changed and total requirements are now different, but the outline is the same. Eight Examining Bodies were recognised at the start, the Oxford and Cambridge Joint Board, the Oxford Locals, the Cambridge Locals, London, the Northern Universities Joint Boards, the Central Welsh Board, Durham, and Bristol.

One of the purposes of setting up the school Certificate was to relieve the schools from the multiplicity of examinations which distracted them and it is obvious that to produce this result, the eight recognised School Certificates had to be interchangeable, and each accordingly had to reach a recognised standard. Under the 1917 Act the Board of Education was made the Co-ordinating Authority, and it at once set up the Secondary Schools Examination Council to co-ordinate the examinations on its behalf. This was a task of some delicacy, since Universities of established reputation and strong economic position were apt to impose severely strict conditions on candidates who took examinations other than their own, and yielded too readily to the temptation of making a financial profit out of their own School Certificate and forcing as many candidates as possible to sit for it. A second danger consisted in the risk of limiting the autonomy of the Universities by prescribing too rigidly the conditions of Matriculation, since the School Certificate from the start was allowed to count for entrance to the University.

Accordingly, the Council when it was set up was nominated in such a way as to provide for the representation of the Universities, of the Teachers' Associations, and of Local Education Authorities as well as the Board of Education : its tendency has been to increase in numbers, and the principle of direct representation has been introduced. It has contained at all times, as a solid core, the eight Secretaries of the Examining Bodies. Nothing has been done that has not been known to all and, on the whole, though change has come about slowly, all the Examining Bodies have moved together when they have moved.

Elaborate arrangements were made for the co-ordination of the examinations. The Chairman, with the assistance of the Inspectorate and other officials put up a list of experts in the various subjects of the examinations, who after approval by the Council were entitled the Panel of Investigators. These proceeded in turn to each of the Examining centres, where the whole of the scripts of the list completed examination were available for inspection. They divided into sub-panels and read the relative scripts of their subjects, estimating and criticising all stages of the examination, the setting of the papers, the revising of them, the instructions of the chief examiner, the directions issued by the chief examiners to their assistants, the actual marking, the revision of the marks, and all the office work. This process took three days of hard work during which examiners were available for consultations and explanations, and at the end of which the sub-panels sent in their subject reports to the Chairman. On the fourth day the Investigators met the University Council, or the Committee which managed the examinations, and discussed at length the conclusions provisionally arrived at. Later, a printed report dealing with the whole conduct of the examination was sent to each University.

This complicated process was of necessity expensive. Each investigator received a fee as well as travelling and hotel expenses. The work was spread over eight weeks, and the cost of each investigation was in the region of £ 6,000. Between 1920-35 there were several investigations both of the School and of the Higher Certificate, and as a result the certificates were awarded became more readily interchangeable and demonstrably more equal. Universities differed, however, very much in the reception which they gave to the Investigators, but even those who were at first non-cooperative fell into step with the rest later on. These Investigators did make Examining bodies set their houses in order, they did improve the examinations and equalise and maintain their standards, and they did from time to time make available to the whole teaching profession reports of value on each subject of the curriculum.

The Council has been the clearing house for many proposals of suggested reform, and its advice has always been taken by the Board of Education, though of course the Board has not been bound to adopt what the Council puts up to it. Some of the changes have come about from the Reports of the Investigators, as for instance the divorce of the School Certificate from University Matriculation, which had gone a long way by 1939. Other changes have come from recommendations sent in by the Teachers' Associations, the Local Education Authorities, and other outside bodies, as for instance, the abolition of the requirement that candidates should pass in three groups as well as five subjects, carried through mainly by the persistence of the Headmistresses in alliance with Local Authorities. But all proposed changes are thoroughly discussed in the Council, all syllabuses are approved, and all changes in these syllabuses, and all new subjects have to be approved before alteration can be made. Skilled assistance in all this difficult and detailed work is available from His Majesty's Inspectorate.

It is clear that the work of the Council will take another form in the future, if for no other reason than that the definition of secondary schools has changed, and major proposals for reconstruction have been put forward. Whatever the future may hold it may be claimed for the work done that it has made practice and standards fairly uniform and that there was no way of bringing this about other than that of actual investigation, assessment and report, which has actually been followed.

ANNEXURE IV(i).

A comparative statement of the results of Matriculation, School Final or School Leaving Examinations in India, 1943-44.

[Not printed.]

ANNEXURE IV(ii).

A comparative statement of the results of Intermediate Examinations in Arts and Science in India in 1943-44.

[Not printed.]

ANNEXURE V(i).

S. S. L. C. or Matriculation Examinations—A statement showing the subject to be offered and the marks required for the different Divisions.

[Not printed.]

ANNEXURE V(ii).

Intermediate Examinations—A statement showing the subjects to be offered and marks required for the different Divisions.

[Not printed.]

APPENDIX J.

MEMORANDUM ON ITEM XI OF AGENDA.

Report of the Committee on National Cultural Trust for India, which met in New Delhi on the 25th and 26th October, 1946.

At their meeting held at Mysore on the 24th, 25th and 26th January, 1946, the Central Advisory Board of Education considered a Memorandum from the Royal Asiatic Society of Bengal in regard to the formation of a National Cultural Trust of India (Annexure II) and decided to recommend that the question should be further examined by a Committee to be appointed by the Government of India. In pursuance of this recommendation, a Committee was appointed with the following :—

1. Sachivottama Sir C. P. Ramaswamy Aiyar, K.C.S.I., K.C.I.E., Diwan of Travancore.
2. Dr. P. Bagchi, M.A., D. Litt., Professor, Visva-Bharti, Santiniketan.
3. Dr. Tara Chand, M.A., D. Phil. (Oxon), Vice-Chancellor, Allahabad University.
4. Mr. Justice Norman G. A. Edgley, President, Royal Asiatic Society of Bengal.
5. Sir Maurice Gwyer, K.C.B., K.C.S.I., LL.D., Vice-Chancellor, Delhi University.
6. Khan Bahadur Dr. M. Hasan, M.A., D. Phil. (Oxon), Vice-Chancellor, University of Dacca.
7. Dr. Zakir Husain, M.A., Ph. D., Principal, Jamia Millia Islamia.
8. Sardar Surjit Singh Majithia, M.L.A. (Central).
9. The Hon'ble Diwan Bahadur Sir. K. Ramunni Menon, M.A. (Cantab.), LL. D.
10. Dr. Mohan Sinha Mehta, M.A., Ph. D., Bar-at-Law, Diwan of Banswara.
11. Diwan Bahadur Sir. A. Lakshmanaswamy Mudliar, B.A., M.D., F.R.C.O.G., F.A.C.S., Vice-Chancellor, University of Madras.
12. Sir Sarvapalli Radhakrishnan, LL.D., D. Litt., F.B.A., Vice-Chancellor, Benares Hindu University.
13. Mrs. Renuka Ray, B. Sc Econ. (London).
14. Dr. D. M. Sen, O.B.E., M.A., Ph. D., Educational Adviser to the Government of India.
15. Dr. (Mrs.) Malini B. Sukthankar, M.B.B.S., J. P.
16. Mrs. Ammu Swaminadhan, M.L.A. (Central).

(2) The Committee met in New Delhi on the 25th and 26th October, 1946. The following members were present :—

Mrs. Renuka Ray, B.Sc. Econ. (London).
Dr. P. Bagchi, M.A., D. Litt.
Dr. Tara Chand, M.A., D. Phil. (Oxon).
Mr. Justice Norman G. A. Edgley.
Sardar Surjit Singh Majithia, M.L.A. (Central).
Dr. Mohan Sinha Mehta, M.A., Ph.D., Bar-at-Law.
Dr. D. M. Sen, O.B.E., M.A., Ph.D.
Dr. (Mrs.) Malini B. Sukthankar, M.B.B.S., J.P.
Mrs. Ammu Swaminadhan, M.L.A. (Central).
Mrs. Renuka Ray presided over the meeting.

Dr. Akhtar Hussain, D. Litt. (Paris), Assistant Educational Adviser to the Government of India was Secretary to the Committee.

Dr. S. N. Sen, M.A., Ph. D., B. Litt. (Oxon), Director of Archives and Dr H. P. Chakravarti, M.A., Ph. D., Joint Director General of Archaeology in India, attended the meeting as observers.

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

Sachivottama Sir. C. P. Ramaswamy Aiyar, K. C. S. I., K.C.I.E.
Sir Maurice Gwyer, K.C.B., K.C.S.I., LL. D.
Khan Bahadur Dr. M. Hasan, M.A., D.Phil. (Oxon.), Bar-at-Law.
Dr. Zakir Husain, M.A., Ph. D.
The Hon'ble Diwan Bahadur Sir K. Ramunni Menon, M.A. (Cantab.), LL. D.
Diwan Bahadur Sir. A. Lakshmanaswamy Mudaliar, B.A., M.D., F.R.C O.G., F.A.C.S.
Sir Sarvapalli Radhakrishnan, LL.D., D. Litt., F.B.A.

(4) The Agenda before the Committee was as follows :—

1. To consider the desirability of setting up a National Cultural Trust for stimulating and co-ordinating the cultural activities in the country.
2. To consider the constitution and functions of such a Trust, in the light of the decision on item 1 of the Agenda.
3. To consider the ways and means of setting up the Trust.
4. To consider the minimum administrative machinery for the efficient functioning of the Trust.
5. To consider any other matter that may be raised with the consent of the Chairman.

(5) Papers circulated along with the Agenda to the members are set out in the Annexures in addition to the following papers :—

The Memoranda from the Royal Asistic Society of Bengal containing proposals on Cultural Reconstruction. (Annexures I to VI.)

(6) The Committee considered carefully the Memorandum of the Royal Asiatic Society of Bengal and agreed with its object that it was desirable, to establish an organisation to stimulate and promote the culture of the country. India has a precious cultural heritage. If she is to build afresh a civilisation worthy of her heritage, it must not ignore those moral and aesthetic values which provided so stable a foundation in the past. What is needed is to create an environment which would stimulate and sustain creative activities in the cultural field. At present there is no suitable organisation to foster and co-ordinate the development of cultural activities of the country as a whole and creative artists have often to work in environments which are by no means congenial to any aesthetic pursuits. An independent body of the kind suggested by the Royal Asiatic Society

of Bengal and as representative as possible of the various cultural elements in Indian life should, therefore, be set up with the least possible delay to fill this important gap in the life of this country. The Committee recommended that such a body could appropriately be called the " Indian Cultural Trust ".

(7) The Committee were of the opinion that while the Trust should be constituted by a Charter or by an Act of the Legislature and should be handsomely endowed by the Central Government, it must function as an autonomous body with a preponderant non-official element. The main function of the Trust should be to encourage cultural activities and it should operate through appropriate Academies and Committees.

Functions.

In addition to the functions to which reference is made below in connection with the proposed Academies, the main functions of the Indian Cultural Trust in the opinion of the Committee should be :—

(i) To encourage cultural education and research with particular reference to the preservation and development of traditional Indian Culture in relation to such subjects as literature, architecture, sculpture, painting, music, dramatic art and dancing.
(ii) To acquire for the State sites, monuments, manuscripts, pictures or other objects of importance from the point of view of Indian Culture.
(iii) To advise the Government of India and the Provincial Governments with regard to cultural matters.
(iv) To co-ordinate and assist in the development of the activities of Indian Universities in the purely cultural fields.
(v) To co-operate with the learned societies of India in order to encourage and expand the cultural side of the work now performed by them.
(vi) To publish suitable popular literature on cultural matters.
(vii) To maintain close touch with all parts of India (including the States) by holding periodical conferences.
(viii) To organise Archaeological and other cultural missions to foreign countries and generally to develop and extend existing cultural contacts between Indian and other countries.

Constitution.

The Committee recommended the following constitution for the Trust :—

1. Chairman of the Inter-University Board.
2. President of the National Institute of Sciences.
3. President of the Royal Asiatic Society of Bengal.
4. President of the Visva-Bharti.
5. The Head of the Jamia Millia.
6—15. Ten members to be nominated by the Government of India, including representatives of Museums, Libraries, etc., five of whom will represent the Principal cultural elements in the Indian States.
16—26. Eleven members to be nominated by the 11 Provincial Governments who shall be persons eminent in the cultural life of the country.
27—30. One member to be nominated by the Council of State and three members by the Central Legislative Assembly.
31—33. Three members to be nominated by the All-India Federation of Chambers of Commerce.
34. The Director-General of Archaeology in India.
35. The Director of Archives.
36. The Director of Anthropological Survey of India.
37—47. Eleven members to represent the proposed Academies—five to be elected by the Academy of Letters and three each by the Academies of Arts and Music.

The Trustees will have power to elect not more than three additional members ; the total number of trustees shall not exceed 50.

The tenure of office of the Trustees will be five years in the case of each member of the Trust other than the *ex-officio* members.

The Committee further recommended that the Indian Cultural Trust should perform its functions through the Agency of the following committees :—

(i) A Finance Committee.
(ii) A Committee for the control and establishment of National Parks and for the acquisition of important sites and national treasures.
(iii) A Foreign Relations Committee.
(iv) A Committee for the publication of general cultural literature, and
(v) such other Committees as the Trustees may consider it necessary to constitute.

(8) The Committee suggested that the main activities of the Trust should be carried on through the medium of Academies, of which the following three, in the first instance, should be constituted :—

(i) The Academy of Letters which will deal with Indian Languages and Literature, Philosophy and History.
(ii) The Academy of Arts (including the graphic, plastic and applied arts) and Architecture.
(iii) The Academy of Music, Drama and Dancing.

The object of these Academies will be to foster and develop the subjects with which they deal and to promote the study of those subjects with a view to maintaining the highest possible standards of achievement.

It is contemplated that each Academy will be an autonomous body with a separate endowment which may be supplemented by grants-in-aid from the Trust and donations from other sources. The Trust will be the co-ordinating authority in regard to the work of these Academies. It will allow complete freedom to the Academies in the matter of their cultural activities, but in regard to matters of finance it may exercise a general control over the Academies by means of Regulations. The Academies will have power to frame rules with regard to their own functions which are not inconsistent with the regulations framed by the Trust.

Each Academy will be administered by a small Council and a President to be elected by the Fellows. The number of Fellows should be restricted in the case of the Academy of Letters to 100 persons, while in the case of the Academies of Arts and Music, the number of Fellows will be limited to 50 for each Academy.

The Committees recommended that in the Charter or in the Act of the Legislature by which the Indian Cultural Trust and the Academies would be constituted, the names of not more than 30 per cent of the proposed number of Fellows should be mentioned as " Foundation Fellows ", the remainder being elected by the Fellows as persons of suitable eminence become available. Not more than five new Fellows would be elected annually in the case of the Academy of Letters and not more than three each in the case of the other two Academies. The Fellows on election will hold office for life.

At their Annual Meeting the Fellows of each Academy will elect its Council and also the President of the Academy. After their election the first Council will appoint a permanent Secretary.

The Council of the Academy will consist of not more than 15 members in each case, including the permanent Secretary, who will be an *ex-officio* member of the Council.

(9) The main functions of each Council will be :—

(i) To manage the affairs of the Academy and for this purpose to frame such Rules as may appear to them to be necessay for its proper adminstration, provided that such Rules are not inconsistent with any Regulations framed by the Trustees of the Indian Cultural Trust. All Rules so framed should be reported for the information of the Fellows at their next meeting.

(ii) To superintend the publication of periodical or other work published by the Academy.

(iii) To prepare and submit to the Annual Meeting of the Fellows a report on the general concerns of the Academy, which report should be submitted to the Trustees of the Indian Cultural Trust with any recommendations which the Fellows might consider it necessary to make.

(iv) To take such legal proceedings as might be necessary in the interests of the Academy.

(v) To make recommendations to the Trustees of the Indian Cultural Trust for the affiliation of other cultural institutions and for making grants-in-aid to such institutions.

(vi) To award prizes for work of exceptional merit.

(vii) To organise lectures and conferences.

(10) The Committee then considered the financial aspect of their proposals. They came to the conclusion that the autonomy of the Trust and continuity of its work would only be ensured by a substantial endowment. The endowment should yield sufficient recurring income to meet the administrative and other charges of the Trust and its components. On a rough basis, the Committee estimated that the annual expenditure on the combined Secretariat might amount to Rs. one lakh approximately. The expenditure connected with the other functions mentioned above would be about Rs. 10 lakhs per annum making a total of Rs. 11 lakhs. It would, therefore, be necessary to provide the Trust with an endowment of not less than Rs. 4 crores to enable the Trustees to perform their functions properly.

The Committee hoped that if the Central Government undertook to contribute half of this sum, a quarter could be raised from the States and another quarter from the Provincial Governments.

(11) The Committee then took into considerations two other Memoranda from the Royal Asiatic Society of Bengal relating to the development of cultural contacts between Indian and other countries.

The Committee took note of the fact that in India efforts are being made to develop cultural relations with foreign countries, and Societies and Committees have been establish for this purpose ; and that, in some countries, Committees have been established to develop such contacts with India. The Committee, therefore, recommended that an interim Standing Committee should be appointed by the Government of India immediately more or less on the model of the proposed Indian Cultural Trust, to develop cultural contacts with other countries and to co-ordinate the work of organisations already established in India for this purpose.

(12) The following is a summary of the main conclusions and recommendations of the Committee :—

(i) It is desirable to establish an autonomous body called the " Indian Cultural Trust " to stimulate and promote the cultural life of the country.

(ii) The Trust should be constituted by a Charter or an Act of the Legislature and should be handsomely endowed by Government.

(iii) The functions and constitution of the Trust should be generally on the lines recommended in para. 7 of the Report.

(iv) The main activities of the Trust should be carried on through Academies, of which the following three should be constituted in the first instance :—

(a) The Academy of Letters.

(b) The Academy of Arts (including the graphic, plastic and applied arts) and Architecture.

(c) The Academy of Music, Drama and Dancing.

(v) Each Academy should be an autonomous body with a separate endowment which may be supplemented by grants-in-aid from the Trust and donations from other sources.

(vi) The Trust will exercise a general control over the Academies in regard to financial matters by means of regulations. In other matters the Academies will be independent of the Trust.

(vii) The lines on which the Academies may be constituted are indicated in para. 8 of the Report.

(viii) The functions of the Council of the Academies are outlined in para. 9 of the Report.

(ix) The initial endowment of the Trust should be not less than Rs. 4 crores to enable the Trustees to function properly. If the Central Government contributed half of this sum, a quarter could be raised from the Provincial Governments and the balance from Indian States.

(x) An interim Standing Committee should be appointed by the Government of India immediately to develop cultural contacts with other countries and to co-ordinate the work of organisations already established in India for the purpose.

ANNEXURE I.

A note on the organisation of cultural development in India, by the Secretary to the Government of India, Department of Education.

The Royal Asiatic Society of Bengal has put forward proposals for a National Cultural Trust which are circulated to the members. The Society has also put up proposals for a National Academy of Arts and Letters and a National Parks Organisation. The functions proposed for the National Cultural Trust include those to be covered by the two other organisations. In fact, it is suggested that the National Academy of Arts and Letters should be under the immediate control of the Trust.

2. It will be agreed in all quarters that there is much to be fostered and developed in the country in the field of art and culture and that in particular, steps should be taken to stimulate public interest in the arts and to raise the standing of the artist in public estimation. At the same time it will be generally accepted that Government should not undertake any direct control of the activities in the field of art except perhaps in the educational field.

3. In considering the nature of the organisation for the subjects proposed for the National Cultural Trust, the first question which arises is whether we can have one organisation dealing with all of them. In the field of letters, the poet, dramatist or author, is generally able to achieve not only a tolerable living but also maintain some social status. Moreover, it is almost impossible to divorce Literature from History and Philosophy and this shows the importance of the co-operation of Universities and other educational authorities. There is also a risk that by linking Letters to Arts, the needs of the Artists will not receive the same

consideration as those of Letters. It is therefore more appropriate to have two parallel organisations : one for Letters and the other for Arts. In England the body concerned with Letters is the British Academy. It is hoped to place copies of the Constitution of this body before the Committee.

4. So far as the Arts are concerned, there are three bodies concerned with the subject in England, *viz.*—

(i) Royal Academy.
(ii) Arts Council (Formerly Council for the Encouragement of Music and the Arts).
(iii) Royal Fine Art Commission.

The Royal Academy's authority and activities are confined to a particular branch of art, *viz.*—Painting, Sculpture and Architecture. The Arts Council was founded in 1941 to ensure that the extraordinary conditions created by the war did not result in the complete destruction of artistic activities. The Council has three panels under the headings Music, Art and Drama. Under Art are dealt with painting, ballet design, design in houses and everyday life, book illustration, home and town planning, needlework and embroidery and typography. The Council's funds derive entirely from Government. Treasury criticism is not directed towards the particular objects selected for assistance. It is understood that the Council will continue its useful activities and has in fact prepared a five-year plan.

The Royal Fine Arts Commission was set up to enquire into such questions public amenity or of artistic importance as may be referred to them by Government departments and public or quasi-public bodies. It is a purely advisory body. The Commission is composed of five laymen, seven Architects, two Painters, two Sculptors and an Engineer. Subjects which have come within the purview of the Commission include the design and lay-out of new buildings, bridges and open spaces, repair and decoration of public and historic buildings and the design and siting of Memorials and commemorative Monuments.

If we accept the need for a Council of Arts for India, it might deal with Music, Dancing, Dramatic Art, Painting, Drawing and Sculpture (including the decorative, industrial and commercial Arts) and Architecture (other than Archaeological).

5. For the constitution of the two organisations proposed, *viz.* for Art and Letters, it may be useful to consider the model of the National Institute of Sciences of India. It started with 125 Foundation Fellows of whom 100 were first nominated, the remaining 25 being elected by them. The original provision for the election of ten new fellows every year has now been raised to sixteen (fourteen Ordinary and two Honorary). The Council of the Institute has 25 members. In addition, there is provision for the co-operating Academies and the Indian Science Congress Association to be represented by an additional Vice-President and an additional Member of Council. (The 1944 report shows 37 members of Council in all.) A similar procedure may be suitable for the Academy of Letters and the Academy or Council of Arts proposed. In the case of Letters a list of prominent men in the field may be prepared. In the case of Arts, it is not necessary to confine selection to individual Arts, though prominent artists need not, *ipso facto* be excluded. We should rather aim at obtaining the services of men of the highest possible standing in progressive Indian artistic thought. We should also guard against giving undue weight to political or communal considerations. The Arts institution can form panels and invite members of associations of individual arts to serve on them. These bodies will no doubt need substantial assistance from public funds though, in view of their nature, they can also look forward to endowments from private individuals.

6. Regarding the organisation for parks and monuments, it should be noted that there is a suitable machinery for dealing with such questions which arise in the Archaeological field. As regards other buildings, sites of beauty, reserves, etc., it seems a separate and independent organisation will be necessary. The

corresponding body in England is the National Trust. The President and Chairman of the Council is H. M. Queen Mary. The Council which is composed of fifty members (one half nominated by different learned bodies, the other elected by the members of the Trust), appoints its Executive Committee. The Executive Committee in its turn appoints a number of Sub-Committees. Chief of these are the Finance and General Purposes Committee and the Estates Management Committee. The Trust enjoys statutory powers to hold land and buildings inalienably and for all time and has also certain other important powers and privileges.

ANNEXURE II.

The Necessity for a National Cultural Trust.

Letter No. 228, dated 26th January, 1945, from the General Secretary, Royal Asiatic Society of Bengal, to the Secretary to The Government of India, Department of Education, Health and Lands, New Delhi.

In several of their previous letters to the Government of India, this Council have endeavoured to emphasize the necessity for developing the cultural side of Indian life in connection with post-war reconstruction. They fully realize the value of scientific, economic and industrial development on which so much thought is now being concentrated, but they feel that, unless steps are taken simultaneously to develop the cultural life of the people, there is a danger that India may lose spiritually more than she is likely to gain materially in the race for post-war prosperity. So far, the Council have directed the attention of the Government of India to a few aspects of this problem. They have pointed out the importance of providing permanent records of India's cultural history from the earliest times in National and Provincial Museums. They have also stressed the necessity for preserving the ancient monuments of India and have discussed the question of the effective utilization of such monuments in connection with cultural education by making them more accessible to Indian travellers or visitors from other countries.

(2) The Council feel, however, that so far they have only touched the fringe of this vital problem. In the past, India's contributions to world culture have been of inestimable value, especially in the fields of literature, religious philosophy, architecture and the fine arts. The great traditions of the past still remain, but, unless prompt steps are taken to prevent such a catastrophe, there is an imminent danger that they may be submerged and lost in the flood of twentieth century materialism. The question therefore arises as to what steps, if any, should be taken to utilize everything that is best in India's ancient culture in connection with post-war reconstruction. Although the Council feel that cultural, as opposed to academic and technical education, should ordinarily be left to non-official agencies and that learned Societies and the general public should be invited to take an active part in the matter, they are nevertheless of the opinion that under present conditions some encouragement and assistance from the Central Government is essential.

(3) In the first place, an organization should be established which might be known as the National Cultural Trust. Although it is desirable that this Trust should be in touch with Government it should be as far as possible non-official and autonomous. At the inception of the scheme it might be necessary for Government to endow the Trust with sufficient funds to enable it to fulfil its proper functions but, for its main regular income, it would have to rely on financial support

from the public. This Council believe that all Indians of rank, wealth and education are proud of their great cultural heritage and they have no doubt that the requisite propaganda will secure the income necessary to ensure the success of the project.

(4) The main functions of the National Cultural Trust would be :—

(i) To encourage cultural education and research with particular reference to the preservation and development of traditional Indian culture in relation to such subjects as literature, sculpture, painting, music, dramatic art and dancing.

(ii) To acquire for the nation, sites, monuments, manuscripts, pictures or other objects of importance from the point of view of Indian national culture.

(iii) To advise the Government of India and the Provincial Governments with regard to cultural matters which are beyond the scope of the ordinary school or college curriculum.

(iv) To co-ordinate and assist in the development of the activities of Indian Universities in the purely cultural field.

(v) To co-operate with the learned Societies of India in order to encourage and expand the cultural side of the work now performed by them.

(vi) To publish suitable popular literature in connection with cultural matters.

(vii) To maintain close touch with all parts of India (including the States) by holding periodical conferences.

(5) With regard to the first of these points I am to say that the Council have under their consideration a scheme for the establishment of a National Academy of Art and Letters, with regard to which the Government of India are being addressed separately. It is intended that this Academy should function under the immediate control of the National Trust. While the Council do not contemplate that this Academy will assume any direct administrative control or responsibility in respect of similar institutions in the Provinces or the Indian States, they expect that it will maintain a high standard of efficiency and taste, which other smaller Academies in the country will seek to achieve. It will be a centre not merely for research and instruction in the fine and liberal arts but also for the training of persons deputed for this purpose by the Provinces and the States. The advice of experts from the Academy would be available if required by the Governing Bodies of local cultural institutions and, provided the Council of the Academy was satisfied that any such local institution had attained a reasonable standard of efficiency and deserved encouragement, it would be open to them to recommend to the Trustees that it should be given financial assistance in the form of a grant-in-aid from the funds of the National Trust.

(6) The second function proposed for the Trust would bear some resemblance to the work which is performed by the National Trust in England. The ultimate use to be made of the acquisitions would depend on their nature.

(7) As regards the third point, it is not intended that the National Trust should be concerned with the control or administration of museums. These would remain as at present under the Central and Provincial Governments assisted by the Trustees of the National Museum in the manner indicated in this Council's letters Nos. 2422 and 2736, dated 24th November, 1944, and 20th December, 1944, respectively. Further, the Archaeological Department would continue to be administered as at present, but with the assistance of the recently constituted Archaeological Advisory Board. Except with regard to these matters, the Council hope that, in due course, the functions of the National Trust would gradually approximate to such as are performed in some European countries by the Department of Fine Arts. Apart, however, from its relations with the National Academy and

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items 2 and 6 mentioned in para. 4, the Trust would perform most of its functions not by the method of direct administration but as an advisory body with authority in suitable cases to allot grants-in-aid, to endow fellowships or scholarships, or otherwise to assist the Central and Provincial Governments or the States in the cultural development of India.

(8) The relations between the Trust and the Universities would naturally vary according to the prominence given to purely cultural education in the Universities concerned. The activities of most of the Indian Universities are necessarily restricted by financial difficulties, and the average student, confined as he usually is to a rigid scientific or literary curriculum, has little opportunity to interest himself in culture in the wider sense of the term. On the other hand, cultural reserach of great national value is often undertaken at the post-graduate stage in some of the Universities. What seems to be required at present is to encourage the formation of organizations such as exist in English and American Universities to foster the interest and activity of students in cultural matters outside their ordinary curriculum, and the publication in popular and attractive form of the results of cultural research. This is a field in which the help and co-operation of the National Trust could not fail to bear fruit. Further their, help in widening the scope of University education by endowing University Extension Lectures might have a very good effect.

(9) The assistance of the learned Societies of India would be of the greatest importance to the National Trust, especially in connection with the development of the popular side of the movement. The Royal Asiatic Society of Bengal and its sister Societies in other parts of India are not merely groups of scholars associated for the purpose of scientific or cultural research. Probably the majority of the members of these bodies are ordinary intellectual people, who are not professional scientists or educationalists, but who find stimulus and recreation in culture and learning. In any cultural revival the influence of such bodies, if properly directed might be of inestimable value to the country. In fact, in connection with the scheme which is now being outlined, the learned Societies would be in effect the agents of the National Trust within the areas from which the majority of their members are drawn. In a small way the Royal Asiatic Society of Bengal is endeavouring to further the cause of culture by holding weekly Discussion Meetings (which are open to the public) at which well-known people are invited to speak on various scientific or cultural topics of interest to educated Indians or visitors to India. These talks have become popular not only with members of the Allied Forces but also with the ordinary residents of Calcutta and the interest which they have aroused is reflected by a considerable increase in applications for permanent membership of the Society. Possibly this side of the Society's work might be further developed by the publication of a number of popular hand-books on the history, religion and literature of India or with regard to some of her ancient cities and provinces. It might also be possible to expand the very important work on which the Society has been engaged for many years in connection with research and the publication in the Bibliotheca Indica of ancient treatises of unique value. Further in any cultural survey which may be undertaken at the instance of Government or the National Trust (if and when constituted), this Council would always be prepared to take a part and they are only too anxious to assist the cause of cultural reconstruction in any way in which their help may be required. The Council have little doubt that most of the other learned Section of India would also be ready to co-operate to the best of their ability.

(10) As regards the sixth item mentioned in para. 4, the Council feel that there is at present much scope in India for good popular literature (both for young people or for adults) on such subjects as Indian art and architecture, history, archaeology and the religion and ancient customs of the country. There is also

a scarcity of good books for the intellectual traveller. It would be an important function of the National Trust to remedy this deficiency by the establishment of a good Publication Department. In this matter help would probably be forthcoming from the Universities and learned Societies.

(11) The seventh of the suggested functions of the National Trust calls for little comment. Such conferences should be held as frequently as possible in different parts of India for the purpose of keeping the Trustees in touch with the views of the leading people in all the Chief cultural centres of the country. The sessions should be arranged to coincide with public holidays in order that there may be as little interference as possible with the professional work of the people who are asked to attend the conferences.

(12) It would of course be desirable to constitute the proposed National Trust by a special Act of the Central Legislature. The Trust would require a permanent Secretariat with its headquarters at New Delhi or possibly at Calcutta. The Board of Trustees should contain representatives from British India and the States and should include businessmen and members of the learned professions.

(13) Finally, I am to suggest that the Government of India should appoint a Committee of Enquiry for the purpose of making a general survey of those branches of traditional Indian culture, which are still alive or are capable of being revived for the welfare of the entire community. The survey should deal with such subjects as vernacular literature, religious philosophy, the drama, architecture, painting, sculpture, the decorative arts, music and dancing. Although the Committee should not be too large it should be representative of cultured opinion in India as a whole, including the Indian States. It should also contain representatives from some of the leading learned Societies of India. The main Committee might find it convenient to entrust the survey with regard to particular subjects to small sub-committees.

(14) After completing their survey the Committee should submit their recommendations to the Government of India on the following points :—

(*a*) Methods to be adopted for preserving traditional Indian culture in localities where protective measures are necessary for this purpose.

(*b*) The general development of cultural life in India with regard to the subjects mentioned in para. 13.

(*c*) The Committee's views might be also ascertained with regard to this Council's proposal for the formation of a National Cultural Trust and the financial implications of the scheme. They might be invited to offer suggestions with regard to the scope and activities of the proposed organization or to put forward any alternative suggestions for cultural reconstruction in India.

ANNEXURE III to VI.

[Not printed.]

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APPENDIX K.

MEMORANDUM ON ITEM XII OF AGENDA.

Report of the Committee on Air Training in relation to the educational system held at New Delhi on November, 25th, 1946.

The Official Subjects Committee on Posts and Aviation which met on April, 25th, 1945, accepted a suggestion made on behalf of the Civil Aviation Directorate that a Standing Committee should be constituted with representatives of the Civil Aviation Directorate, Education authorities and Air Headquarters, India to co-ordinate aviation education as a part of the educational system of the country. The proposal was submitted to the Central Advisory Board of Education at their last meeting at Mysore. The Board authorised the Chairman to appoint a Committee with representatives of the Civil Aviation Directorate, Education Department and Air Headquarters.

2. The Committee as finally constituted in consultation with Defence and Communications Departments is as follows :—

Civil Aviation Directorate—

Air Commodore E. I. Bussel, C.B.E., Director of Training and Licensing, and

Mr. G. S. Subramaniam, Aerodrome Officer (Headquarters).

Air Headquarters—

Group Captain W. C. Matthews, and

Group Captain A. M. Engineer, D.F.C.

Education Department—

Sir J. C. Ghosh, D.Sc., Director, Indian Institute of Science, Bangalore (Chairman), and

Dr. S. R. Sen Gupta, B.Sc. (Glas.), Ph.D.(Glas.), A.M.I.E.

3. The Committee met on November, 25th, 1946 in New Delhi. All members except G/C. Engineer were present. Flight/Lt. S. P. Mehta (of the Indian Air Training Corps) and Mr. G. K. Chandiramani, Assistant Educational Adviser were present by special invitation.

Dr. Akhtar Hussain, Assistant Educational Adviser to the Government of India, was Secretary to the Committee.

4. The Agenda for the meeting was as follows :—

1. To consider the status and scope of the Committee.
2. To consider the preparation of material for inclusion in secondary school text-books.
3. To consider the introduction of extra-curriculum instruction on matters of aviation at Universities, chiefly by the use of films and edipioscope lectures.
4. To consider the introduction of model aircraft—flying—clubs in technical schools and colleges.
5. To consider the formation of Air Scouts.
6. To consider the organisation of an Aeronautical Society in India.
7. To consider any other matter that may be raised with the consent of the Chairman.

5. The following papers were circulated :—

(*a*) Record of the Second Meeting of Policy Committee No. 3-B on Posts and Aviation, held at New Delhi on 8th January, 1946. (Not printed.)

(*b*) Aeronautical Training and Education Brochure published by the Civil Aviation Directorate. (Not printed.)

(*c*) Two notes prepared by Sir J. C. Ghosh. (Annexures I and II.)

*6. The Committee took into consideration the present activities of the Indian Air Training Corps and the ground which might be covered by the National Cadet Corps organisation. It was noted that it was part and parcel of the programme of the Air Training Corps and the National Cadet Corps to give instruction in general matters relating to aviation. The Training Corps might open their lectures and cinema displays to anyone in a University and not only to Corps members. The Committee was unanimous that any other organisation should take into account the facilities offered by these two organisations, so that there may not be unnecessary overlapping or duplication of effort. It was however felt, there was room and necessity for an organisation which confined its activities to make students and teachers airminded and familiar with the basic principles of Aeronautical Sciences. Such an organisation could also usefully look after the purely educational side of Civil Aviation and co-ordinate the work of other organisations which aimed at encouraging students to take up services in the Air Administration of the Defence Services. It was resolved that there should be a Standing Committee comprising of two members nominated by each of these three Departments, thus making a total of six, to develop such an organisation.

7. As text-books were prepared by private persons and approved by Text-book Committees of the Provinces, the Committee felt that it would not be practicable to incorporate lessons on Aeronautics in the text-books. It was, however, recommended that each year a number of selected teachers from Secondary Schools and Intermediate Colleges might be given a short course of instruction in Aeronauticals and that such courses should be arranged at approved centres, so that these teachers might to able to draw on their knowledge of Aeronautics to illustrate their lessons for instruction in General Science.

The Committee were also of the opinion that Aeronautical Science should be introduced as an optional subject in the Science and Engineering Courses in Universities.

8. The Committee noted that the Indian Air Training Corps were attending to extra-curricular instruction on matters of Aviation at Universities and resolved that this Committee should have an opportunity of reviewing periodically the work done in this connection. The Committee suggested that it would be useful, as a complement to this activity, to form Aeronautical Societies in Universities and Colleges. If a College situated within 30 miles of an Aerodrome had one such Society, its members should be given the opportunity of getting air experience in aircrafts provided by the Air Headquarters and for Civil Aviation Directorate. The need for inviting the attention of the Principals of colleges to the importance of formation of college Aeronautical Society was stressed. The Committee also expressed the opinion that the formation of Glider Clubs attached to educational institutions could be useful for making students airminded and were glad to learn that the Civil Aviation Directorate was exploring the possibility of promoting a glider club in Bangalore during 1947-48.

9. Air Commodore Bussel informed the Committee that the Civil Aviation Directorate was making financial provision for the supply of models to schools with a view to popularising the idea of model aircrafts flying clubs. With the aid of such models, students would be able to grasp essential principles of aeronautical science. The Committee were informed that models sufficient for establishment such clubs in 100 schools in India would be available shortly. It was suggested that representatives of the Civil Aviation Directorate and the Education Department should select 100 schools for starting those clubs, and 100 teachers, one teacher from each of these schools, for 3 months' training in the Indian Institute of Science, Bangalore. The teachers after training would be

* *N. B.*—Two letters received from Capt. Engineer and Capt. Matthews commenting on this para. are appended to this report.

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competent to look after the model flying-clubs established in their respective schools. The Committee were also informed that the Civil Aviation Directorate were making provision for recurring expenditure which should cover the cost of magazines, text-books and replacement of models. The Committee recommended that the cost of training of these school teachers should be borne by the Education Department.

10. Regarding the formation of Air Scouts, the Committee noted that the Indian Air Training Corps were attending to this activity and expressed the hope that from time to time the Committee would be kept informed of the developments in this direction.

11. The Committee considered that in view of the recommendation embodied in paragraph 8 above, it would be advisable for the time being not to start immediately an All-India Aeronautical Society to serve as a Central body to co-ordinate the work of the college Aeronautical Societies. The Committee were informed that the Civil Aviation Directorate was exploring the possibility of forming an Aeronautical Society in Delhi on the lines of the Royal Aeronautical Society of the United Kingdom.

Copy of letter dated the 10th December, 1946, from Group Captain A. M. Engineer, Air Headquarters, New Delhi.

I regret that owing to my unavoidable absence from Delhi, I was unable to attend the meeting.

My detailed comments on the draft report are as follows :—

(i) The Government of India, in the Defence Department, have recently decided to set up a National Cadet Corps Organisation which would have as its aims :—

(*a*) The development of leadership, character, comradeship and the ideal of Service ; and

(*b*) The stimulation of interest in the defence of the country to the widest possible extent.

A Committee, to be known as the National Cadet Corps Committee, has, therefore, been constituted and has since been functioning under the chairmanship of the Hon'ble Pandit Hirdey Nath Kunzru.

(ii) The Committee, in addition to the official representatives from the Army, Navy and Air Force, Defence and Education Departments of the Government of India, consists of distinguished educationists and representatives from Indian States. The Committee will consider the whole problem and make recommendations for the establishment on a fully national basis of a Cadet Corps Organisation, which will comprise both Schools and Colleges. The Corps will not only serve as a potential feeder organisation to the National War Academy but will also provide as a supplementary reserve in times of national emergency.

(iii) The proposed Advisory Committee as envisaged in the draft report is being constituted to create airmindedness and air science in schools and colleges and to co-ordinate it with any Special Air Organisation which the Air Forces and Civil Aviation might foster.

(iv) It will thus be observed that the terms of reference of both the Committees are not fundamentally different but on the other hand seem to overlap in some respects which obviously will not produce the desired results. On the other hand, advice from two different sources will lead to confusion.

(v) There are already too many organisations in schools and colleges such as Boy Scouts, St. John Ambulance Association, University Officers' Training Corps, Indian Air Training Corps and Special Air Classes. The proposed inauguration of Glider Clubs, Model Aircraft clubs, Aeronautical Societies, as separate entities, will lead to unnecessary overlappings and duplications, entail lot of confusion and heavy expense to the Government. It is considered that these activities should be introduced and co-ordinated as a part of the 'Air Force Wing' of the National Cadet Corps Organisation. This will simplify administration, ensure efficient training and encourage the idea of unity, rather than rivalry between the different organisations.

In view of the circumstances explained above, it is felt that no useful purpose will be served by the constitution of a separate Advisory Committee at this stage.

I, therefore, strongly recommend that Education Department and Director General of Civil Aviation may be requested to forward their tentative proposals on this matter to the National Cadet Corps Committee so that full consideration be given by all the members of the Committee.

Copy of letter No. AHQ(O)/08805/11/ED, dated the 11th December, 1946, from Group Captain W. T. Matthews, Air Headquarters, New Delhi.

As I pointed out at the meeting there does seem to be an undesirable overlap with the function of the National Cadet Corps Organisation, in spite of the statement made in para. 6 of the report. Since the Advisory Committee was formed in response to a request made by the Civil Aviation Directorate, long before the National Cadet Corps Organisation was thought of, this overlapping is understandable. I have seen G/Capt. Engineer's reply to you which elaborates these points.

As the report states it is premature to form a learned society of the status of an Institution of Aeronautical Engineers or an Aeronautical Society. When however these are formed and firmly established they would take an active interest in training for a professional career. Many members of these institutions would naturally come from the Royal Indian Air Force. It seems to me therefore that what is envisaged at present would be adequately covered by the National Cadet Corps Organisation when it is established.

ANNEXURE I.

A NOTE ON A PROPOSED SCHEME OF MAKING INDIAN YOUTH AIR-MINDED BOARD OF GERMAN MODEL.

To make the Indian youth airminded; facilities for learning to fly should be given to the students in the Universities and other training institutions. Physically fit young men should be encouraged to take to flying by giving them not only free training in this field but also instituting a scheme of insurance for

compensation in cases of accidents which are likely to occur. In addition to this, attractions such as preference in employment in the Indian Air Force, attractive uniforms supplied free and some allowance when such students take intensive training in summer or winter camps should be offered to popularise flying.

In the schools a certain amount of interest in aviation should be created in the minds of the young boys. An excellent method for this purpose is to show the boys sound pictures giving the thrills and explaining the mysteries of powered and powerless flight. A number of such pictures are available from Film Corporations producing educational films. The equipment for projection of 16 mm. sound pictures is not very expensive to-day and can be had at a cost of Rs. 2,800. Such a projector is capable of showing a picture on a screen of 8′×10′ and has a sufficient sound intensity to make as audience of 100 to 150 hear the sound clearly and comfortably.

In the Universities and institutions of higher training the training in flying can be based on the same principles as the training of U. T. C. men. All boys found fit after a rigid physical examination by a board of medical men, should be eligible for the Air Training scheme. The training should be gradual and should be so arranged as not to interfere with their normal work. In working time flying lessons can be given once or twice a week and intensively every day for a month or so in summer vacations camps. The entire training period should be about four years which is the usual time required in Indian Universities, for a bachelor's degree.

In the first two years gliding and soaring flight should be undertaken. This way of flying is found to be less expensive and very instructive to a student who proposes to take up to powered flight later on. In the first instance students go up for short periods roughly about half a minute in duration in elementary training gliders and learn to handle the controls without the aid of an instructor. The hazards for such a flight are not very great as these elementary gliders seldom go beyond, a few feet in height. The student afterwards is introduced to a secondary training glider which is capable of remaining in air for a slightly longer period and it teaches him the simple manoeuvres like turning to the left or to the right. This training is then followed by a glider which can under favourable circumstances have a duration of flight ranging from half an hour to one hour in suitable places and can enable a man to master the complete manipulation of controls and give him a very delicate sense of handling the machine. Gliding is also a very fine sport and those who are found to be gifted can then be encouraged to take to flying in higher performance soaring gliders which can do practically anything if weather conditions are suitable and the pilot has developed a sort of air sense. This sort of advanced soaring flight is however not necessary for the training scheme, but can be instituted as a specialised line for a few gifted persons. The entire period for gliding can be 2 years following the same method of lessons, once or twice a week during working periods and continuously for a month or so during long vacations.

In the last two years of the University life the boys can be then allowed to take to flying in powered airplanes and train them till they can fly solo and satisfy the normal requirements of a pilots license. This can either be achieved by having a small aerodrome attached to the Universities or in cooperation with the airforces if they happen to have aerodromes in the vicinity. However, it should be borne in mind that the pilot instructors used in this training scheme should be obtained from a class of highly capable and academically trained men so as to create confidence in the minds of the young students. The usual methods followed in the Airforce may appear too rough at this state and though the training may be of a better type the students may not feel attracted due to the harder conditions generally prevailing service.

A very interesting scheme was in practice in Germany before the war, where the student of Universities and other Institutions were allowed to form a flying group and these groups were subsidised to a great extent by the state. However, the money spent in such cases was not very large as the students were encouraged to build their own gliders and the amount of work (physical and design) was counted as a sort of payment in the period of flying which students had. This served the double purpose of creating a practical training in design and construction of such small gliders and also of making them more careful in using these machines as they had to repair the planes when they were damaged. It would be possible to institute some such scheme in a couple of places where training in Aeronautical Engineering is given, so that the students have their practical training combined with entertainment and useful lessons in flight with their own machines. In places where students are trained either in Aeronautical engineering or in ground engineering it should be made obligatory for those students to learn flying to a certain standard unless prevented by physical fitness. For these purposes a small number of airplanes and gliders should be bought initially and the boys then should be encouraged to build their own things as far as possible as the scheme progresses.

The expenditure for such a scheme in the University for a period of four years would cost on the average Rs. 1,550 per boy. This figure is a very rough estimate and should be taken with a very great caution. For schemes of the second type, meant for institutions where aeronautical training is given would cost roughly about seven to eight hundred rupees per boy per year.

(Sd.) J. C. GHOSH.

ANNEXURE II.

NOTE ON AIR TRAINING AND INDIAN UNIVERSITIES.

Students of Indian Universities could develop their interest in flying through activities both within the University itself and outside it.

Within the University they could join a civilian Society or an air branch of the O. T. C. Lectures could be given by Air Force officers and scientists, discussions should be held and social functions arranged. Sound films would provide an attractive addition.

Science and engineering students may be encouraged by introducing elementary aeronautical illustrations and ideas into their usual academic studies. This is possible in engineering, mathematics, and physics. In appointing new staff in these subjects, a qualification in aeronautics might be recognised by a preference in selection and/or a subsidised increment in salary. Existing staff could be deputed on leave to a course in aeronautics.

Outside the University, facilities could be offered for flights now and then from a near aerodrome, and for annual vacation camps for a few consecutive weeks. Members of the O. T. C. would go to an Air Force aerodrome and live under service conditions. Civil camps would present more difficulty. Camps should provide education in ground engineering, through observation and/or practice, as well as opportunities for passenger flights.

Training to fly is a separate problem. There could be civil flying clubs and gliding clubs—distinct from aeronautical societies—under proper instructors. Students could build their own gliders and, in some cases, light aeroplanes. In clubs associated with an institution providing aeronautical education, they could even design their own aeroplanes and gliders, as in Germany and, to a less extent,

in England. Members of the O. T. C. should be taught elementary flying, at their option. This could be done at weekends in some cases, or in annual camp. Those who fly, civilians included, should be given facilities for periodic practice, say for a few consecutive weeks per annum.

Students should travel by air, where facilities exist, to distant camps and aerodromes.

Students engaging in these activities could be given subsidised reduced rates for air travel on private journeys. Civil staff of the British Air Ministry used to get reduced fares from Civil air lines.

Students flying as passengers or pilots should be adequately covered against flying risks.

They might be given certain preferences in Government appointments, whether aeronautical or other appointments.

Students should not contribute to the costs. These might be estimated as follows :—

Flying training	Rs. 1,000—1,500
Camp costs :	Rs. 40 per fortnight.
Travel to camp : 2nd class	Rs. 12 per 100 miles (return).
University Societies : Travel costs of lecturing guests ; (1½ first class return)	Rs. 36 per 100 miles.
Increments in appointments	Rs. 600 per annum (50 p.m.).
Air travel reductions	Rs. 2 to 10 per 100 miles.
Flying clubs	D. G. C. A. will have accurate figures.

(Sd.) S. C. GHOSH.

APPENDIX L (b).

MEMORANDUM ON ITEM XIII (b) OF AGENDA.

Subject :—UNESCO—Appointment of a Committee to investigate the establishment of a National Education Commission for India.

At their last meeting the Central Advisory Board of Education, in anticipation of acceptance by the Government of India of membership of the United Nations Educational, Scientific and Cultural Organisation, requested the Chairman of the Board to set up a Committee to go into the question of forming a National Education Commission which will be the National Co-operating Body in relation to the organisation, for India.

2. Before the Committee is appointed and a meeting of it is convened, it has been considered necessary to have as much information as possible about similar bodies established abroad by other member states. It is also desirable to have on the Committee as many as possible of our delegates to the first General Conference of 'UNESCO'. Our Delegates are not expected to return before the end of December. It is therefore proposed that the Committee to examine the question so far as India is concerned should be convened as soon as possible after the annual meeting of the Central Advisory Board of Education, early in 1947. It is anticipated that it will then be possible to place sufficient data before the Committee for their deliberation.

should be equipped with the knowledge of the working of the human body. Elementary biology including physiology and hygiene should be introduced as a compulsory subject for the Matriculation examination and a more advanced course in Physiology be introduced as one of the optional subjects for the same examination.

III. *Physiology in the university.*—At the university, Physiology should be studied as a pure scientific subject. For the Intermediate and the B.A. or B.Sc. examinations it should be introduced in every university in India, and the University in its turn should see that the different colleges under its jurisdiction introduce the teaching of Physiology and give it the same position as the subjects of Chemistry, Physics, Botany or Zoology. The teaching of Physiology should be made more attractive and adequate arrangements for demonstration work should be made in order to make it more interesting. Suitable opportunities being available, there is no doubt that the study of this subject will gain the same popularity as other scientific subjects. There is now an urgent need for opening up more Physiology departments in the various affiliated colleges and in the teaching universities in India ; and unless this is done, the future of physiology is gloomy.

IV. *Physiology as a part of medical curriculum.*—At present Physiology is taught mainly in the Medical Colleges and Schools as a part of the medical curriculum. It is one of the pre-clinical subjects. In order to study medicine, it is very necessary to have a sound knowledge of Physiology. In the medical colleges the subject should be pruned of unnecessary details and coordinated more closely with clinical studies. At no other time it was more necessary than now to present the subject of Physiology to medical students in such a way that they may be able to apply their physiological knowledge more fully in the study of medicine.

V. *Post graduate teaching and research.*—A well-organised post-graduate department for the teaching of Physiology and research is very necessary in the universities. Such a department would be able to train future teachers and research workers. It should provide research facilities in all branches of physiology, *e.g.*, Pharmacology and Bio-chemistry and should create most favourable conditions for research workers.

It should be the duty of the Director of such a department to train future research workers and to encourage original investigations by members of the teaching staff. The research work should not only be done from the applied aspect, but fundamental researches also should receive due attention.

The teaching staff in the departments of Physiology should be whole-time, and their salaries, should be such as to attract the best men. Associate Professorships and Readerships should be created in order to provide openings for younger men in the departments who cannot get opportunities to proceed to Professorship. There should be a general increase in the number of teachers in the department, so that their teaching hours may be curtailed and they may have enough time for research work. One of the important duties of the Director of the laboratory should be to find trained men who have the ability and impulse for scientific investigations. When a worker has proved his research ability and has chosen research work as his career, he should be given reasonable security. There should also be available a number of research scholarships and fellowships for keen workers. Young workers should be encouraged to go abroad periodically and work in other laboratories with a view to keeping themselves in touch with what is going on elsewhere in the field of Physiological Research.

VI. *Research degrees.*—A few universities have instituted research degrees in Physiology, *e.g.*, M.Sc., Ph.D., and D.Sc. But all universities should adopt this course and provide necessary facilities for instruction and research. Encouragement should also be given to research in Pharmacology and Bio-chemistry which are ancillary subjects to Physiology.

VII. *Certain trends in the development of Physiology in Great Britain.*—In a recent report of the Inter-Departmental Committee on Medical Schools in Great Britain (The Good enough Committee, 1944), it is stated that, in the departments of Physiology in medical schools there is understaffing and a lack of recruits of the right calibre, training and outlook. The shortage of recruits of the right type is due to the fact that many other branches of medicine are of better economic prospects. Even the highest posts available in Physiology have attached to them salaries which in general are much lower than the salaries paid to teachers of clinical subjects. The man who commits himself to physiology as a career and does not attain a professorial rank even after many years of hard and often admirable work, receives a salary which is quite inadequate for a man of his professional training and status in life and which compares very unsatisfactorily with the average incomes earned in medical practice.

When considering the staffing of the Physiology Departments, we must determine certain possible future developments. At the present time the main function of teachers of Physiology lies in training medical students. It is possible that in view of the increasing national interests in such matters as nutrition, physical education, agricultural and veterinary education and the focussing of more attention on the maintenance of health that the future may bring physiology into wider contact with the life of the community. It may well be that every member of the community should learn some elementary Physiology from teachers adequately trained for these subjects. Such possibilities indicate the importance of increasing the present recruitment of junior workers for the subject. If that materialises a number of senior posts for physiologists may increase.

It is generally held that for the better interpretation and application of physiology to medicine as a whole, it is desirable that at least a good proportion of the teachers of these subjects should possess medical qualifications. Further, for the general advancement of the subject and for an adequate and modern outlook in the teaching of them, it is essential that prospective recruits should be able and anxious to engage in research work and should have sufficient time to do so. These considerations lead to the conclusion that the solution of the existing staffing difficulties lies in

(1) improving the salaries paid to the professorial heads of the Physiology departments ;

(2) creating more Readerships and Lecturerships at adequate salaries in these departments ;

(3) appointing a sufficient number of junior members to the staffs and to permit each one to devote a substantial part of his time to reading and research.

These junior appointments should normally be held for limited periods. The salaries should be higher than in the past, so that the younger members of the staff are relieved of the anxiety of seeking other sources of income and thereby dissipate their energies during important period of their development.

If this be the case in the United Kingdom, where Physiology has reached such an advanced stage of development, how much more true is it of India, where it has hardly grown out of its infancy yet ?

VIII. *Recommendations.*—We therefore make the following recommendations :—

(1) That provision should be made for the teaching of elementary physiology in all primary and secondary schools, and to provide good teachers for the purpose.

(2) That Physiology be made additional subject, like Biology or Chemistry, for the Matriculation Examination.

(3) That provision should be made for the teaching of Physiology at the Intermediate stage, and at B.A. and B.Sc. stages in Colleges and Universities.

(4) That the course in B.Sc. Physiology be made to correspond with the course in Physiology in the 1st M. B. B. S. examination and that both examinations be conducted along similar lines. Accordingly a candidate who has passed one of these examinations be granted exemption from the other examination, if he so chooses.

(5) That all the laboratories engaged in teaching B.Sc., or 1st M. B. B. S. course in Physiology be given adequate funds for the purchase of up-to-date apparatus for giving demonstrations of important fundamental experiments in Physiology, as well as for the performance of experiments by the students themselves.

(6) That the teachers of Physiology in B.Sc., 1st M. B. B. S. or in Post-graduate course should have had a post-graduate training in Physiology and adequate previous teaching experience in the subject.

(7) That the teachers in Physiology may be recruited either from amongst medical or non-medical men, provided they possess the necessary qualifications for the post. It is not necessary that only medical men should be appointed for the teaching of Physiology.

(8) That Associate Professorships and Readership should be created in the Physiology Departments and the number of teaching staff should be increased in due proportion to the number of students to be taught, and also in order that the teachers may have enough time to engage in research work.

We are strongly of the opinion, that teaching and research work in Physiology should go together. The students should be taught Physiology in an atmosphere of research.

(9) That all the universities of India be requested to arrange for the post-graduate study in Physiological sciences including Physiology, Pharmacology and Bio-chemistry and that all the laboratories engaged in such post-graduate training be given special additional funds for undertaking researches. For this purpose whole-time research assistants should be provided. Each laboratory should have a small workshop.

(10) That the status of teachers of Physiology and its ancillary subjects such as Pharmacology and Bio-chemistry should on no account be inferior to those of other sciences. In the medical colleges, the remuneration of professors of Physiology, Pharmacology and Bio-chemistry and whole-time professors of clinical subjects should be the same.

(11) That research degrees, *e.g.*, M.Sc., Ph.D. and D.Sc. in Physiology, Pharmacology and Bio-chemistry should be instituted in the universities.

(12) That a suitable number of fellowships and Scholarships in Physiology, Pharmacology and Bio-chemistry should be created to encourage able men (and women) to prosecute research in the subject.

Travelling scholarships should also be offered to suitable graduates and research workers to travel abroad for further studies.

(Sd.) S. L. BHATIA, *Col.* I.M.S., *Chairman.*
(Sd.) N. M. BASU, (*Presidency College, Calcutta*).
(Sd.) B. B. SARKAR, (*Col. Univ., P. G. Dept.*).
(Sd.) B. NARAYANA, (*Patna Med. Coll.*).
(Sd.) S. N. MATHUR, (*Agra Med. Coll.*).
(Sd.) W. BURRIDGE, (*Lucknow Med. Coll.*).
(Sd.) B. P. KRISHNAN, (*Madras Med. Coll.*).
(Sd.) B. MUKERJI, (*Standardization Lab., Government of India*), *Calcutta/Kasanti, Member/Secretary.*

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Resolution of the Inter-University Board passed at the meeting in Jaipur in December, 1946.

" The Board is in general agreement with the recommendations of the Sectional Committee of Physiology of the Indian Science Congress Association and commends them to the various universities for their consideration ".

APPENDIX P.

MEMORANDUM ON ITEM XVII OF AGENDA.

Appointment of a commission on the lines of the Sadler Commission to visit Indian Universities to report on their working and to suggest ways and means of effecting such improvement as may be necessary with a view to meeting modern requirements.

The Vice-Chancellor, Madras University, from whom the above proposal was received has stated that he would like to initiate discussion on the subject at the Board's meeting and has not sent a memorandum.

The proposal was also considered by the Inter-University Board, at their last meeting and they adopted the following resolution :—

" The Board is of the opinion that it is desirable that the work of the Indian Universities be reviewed and resolves that for this purpose the Government of India be requested to constitute a commission on the lines of the Sadler Commission, to report on the work of Indian Universities and to suggest any changes that may be deemed desirable in the light of modern conditions and changes in Educational policies adopted in other countries and to suit modern requirements in India.

The Board is further of the opinion that the commission so appointed should be mainly composed of eminent educationists with University experience including some eminent educationists from foreign countries ".

APPENDIX Q.

MEMORANDUM ON ITEM XVIII OF AGENDA.

Note on the adoption of the Roman Script for Hindustani.

1. The following memorandum has been received from the Government of Madras :—

" There are a number of advantages arising from the adoption of the Roman Script for Hindustani, while there appears to be no disadvantage of any kind.

(1) *The place of script in relation to a Language.*—The older languages like Tamil, Telugu, Hindi, Bengali and Urdu have each a script of its own in which works ranked as treasures of the respective languages are written and it will be painful from a sentimental point of view—a point of view which cannot be brushed

aside as of little or no value in matters like this—to have to transliterate them in a different script which has no traditional link with the parent language. There is no such consideration operating in respect of Hindustani. This is ostensibly what may be called a utility language with appeals to large sections of the people of India. Its history is short and can call up in the minds of people using it, no such protest.

(2) *Rapidity of results.*—What is wanted in the propagation of Hindustani is a quick spread of the language. It is difficult to conceive of any script other than Roman which could ensure this result. It is far easier to master than the Nagari and Urdu scripts, which present difficulties both in the number of alphabets with their several combinations and in the involved nature of the scripts themselves. Another great advantage just now is the striking progress already made in the army in the use of the Roman Script and it will not be sensible to throw away the results already achieved. This work was done at great preasure—no doubt regardless of cost and wastage—and the experience gained could be used to evolve a scheme at once effective and economical.

(3) *Universality of the Script.*—The Roman Script has this characteristic par excellence. The adoption of the script will give a unity to the nations of the other world. When India is on the high road to an exalted place in the committee of nations it will not do for its chief political language to be difficult to be negotiated by foreigners except at the cost of great toil. It is not difficult to see that the Roman Script has come to stay as the chief script in the world, and Asia with its multifarious scripts should either evolve one of its own equally good or adopt one ready-made. The latter course is not merely one which provides the line of least resistance ; it is also one which it is wisest to follow.

(4) *The Roman Script and an Independent India.*—It is sometimes said that the adoption of the Roman Script for Hindustani is opposed to the very spirit of Independent India and will mean in reality the ruin of India. It is difficult to see the factual basis for this. In the Army where the Roman Script has advanced to an extent unknown before, it has not produced any such deliterious results. No one will say that the Indian members of the Indian Army are today less national in spirit than at the commencement of the war. The I. N. A. is but offshoot of this larger body. And all this inspite of the rapid spread of Roman Script in the rank and file recruited from possibly the widest area hitherto known in India. Lastly, Turkey has certainly not become less national since the adoption of the Roman Script nor can it be said that she has lost her identity as a separate nation.

(5) *The Roman Script and the study of a Western Language.*—So far as one can visualise now, the time is not near when India could be content with the study of Indian languages alone. The larger the place India occupies in the cultural, scientific, commercial and diplomatic activities of the world the greater will be the need for learning, and the wider will be the extent to which we should learn, some European language best suited for keeping India and the Western world in touch with each other. That means the Roman Script will have to be mastered by a large body of Indians and if such a mastery could be used for the purpose of learning two or more utility languages instead of one only, the advantage is all the greater and not diminished.

(6) *The essence of Script.*—After all there is really not much sanctity about script as script. There is none apart from what is gained by Age. It is at best a mechanism, a vehicle. The essence thereof is the usefulness and that should be the last test to be applied before it is adopted or discarded. In the physical world we have progressed from the ancient chariots to modern conveyances and at no time did a nation hold back the hand of progress by appealing to ancient usages. Why here alone ? Language is just one such vehicle—neither more nor less—but on a different plane.

(7) *Borrowing a Script.*—Is it consonance with the dignity of a nation taking its first steps towards independence to begin by borrowing from the very nation it is abjuring. There is nothing wrong in this. First of all, of Middle East origin, the Roman script is not the monopoly of England. England borrowed it just as much as we shall be if we adopted it ; or rather it was forced on it by its conquerors, here we shall be adopting it out of our own free will. Secondly, even our present scripts are probably borrowed ones. Thirdly, there is nothing wrong in borrowing itself. It is only a living nation that can borrow and adopt for its own use what it has borrowed. It is only a dead nation that cannot do this any more than a dead man. Indeed borrowing, assimilation, usage and lending would appear to be a Cycle of Life.

(8) *Multiplicity of scripts in South India.*—The problem of learning a number of scripts great as it is anywhere, is greater still in any part of India and greatest of all in South India. An average English or French or American boy can get on with any language with which he may ordinarily have to deal in the West if he has mastered the Roman Script. Not so an Indian boy and the case is far worse in respect of a South Indian boy. A South Indian boy has to study (1) his mother-tongue script ; (2) his regional language script, if this happens to be different from his mother-tongue ; (3) the Roman Script for his English ; and (4) the Nagari script for Hindustani. It is not difficult to see that relief is necessary if the South Indian boy is not to waste his time in mere learning processes, while the Northern India boy is able to go ahead with the acquisition of knowledge itself.

(9) *The Roman Script and Ancient Indian Languages.*—We need not now seriously consider what will be the ultimate results on these languages if Roman Script is once adopted for the utility language of Hindustani ".

2. The First Committee of the Central Advisory Board of Education on the Wardha Education Scheme came to the conclusion that " A common language for India is desirable. This should be Hindustani with both the Urdu and Hindi scripts. Option should be given to children to choose the script and provision should be made for teaching them in that script. Every teacher should know both scripts, *viz.*, Urdu and Hindi. Some members of the Committee suggest that the adoption of Roman script might prove a solution to the language difficulty and greatly minimise the work of both scholar and teacher ". The Board considered this recommendation at their Meeting in December, 1939. It was pointed out that the introduction of Hindustani as a compulsory subject in the provinces where Hindi and Urdu were generally spoken might be possible but that its introduction in these provinces where it was neither spoken nor understood would be difficult. Another difficulty, which was urged, was that several provinces had already a number of different languages spoken within their jurisdiction, and the introduction of an alien language (Hindustani) as a compulsory subject in these provinces would further add to their language difficulties. It was also stated that it would be difficult to obtain a sufficient number of teachers who could teach effectively in a language which was foreign to them. On the other hand it was argued that if there were no common language like Hindustani, intercourse between the provinces would not be possible. Another suggestion was that there should be not only a common language for the whole of India but a common script also, *viz.*, Roman. The Board recognised the advantage of having a common language for the whole of India and the general feeling was that Hindustani should be this common language and that in those provinces where it was not spoken it should be introduced in schools as a second language.

APPENDIX R.

MEMORANDUM ON ITEM XIX OF AGENDA.

All-India Radio Broadcasts and ways and means to make them suitable and useful for school children.

The following note by the Director of Public Instruction, Madras, has been forwarded by the Government of Madras :—

"In the two All-India Radio Stations at Madras and Trichinopoly separate arrangements are made by the All-India Radio authorities to broadcast useful knowledge of educational value to pupils in schools at certain hours of the day. If this system is to be utilised all over, the school hours may be regulated and time allotted for such reception in all schools. The schools may be given facilities to purchase Radio sets by way of grants, if necessary".

2. The attention of the Board is invited to their recommendation made at their Seventh Meeting, 1942, that "expenditure incurred by educational institutions in connection with the purchase of radio listening sets should be considered as approved expenditure by the educational authorities concerned".

3. At their tenth meeting in 1944 the Board considered the question of reconstituting the Central Committee on educational broadcasts and approved the appointment of a panel of officers for each regional station by Station Directors in consultation with Directors of Public Instruction, the liaison at the Centre taking the form of direct contact between the Director-General, All-India Radio, and the Educational Adviser to the Government of India. The Board also decided that this arrangement should be tried as an experiment for a year or two. The decision was communicated to Directors of Public Instruction by the Education Department and to station Directors by the All-India Radio. A summary of the working of the arrangement together with suggestions made by Directors of Public Instruction is given below.

Assam.

The Assam Province is not covered by any educational broadcasts from any station of the All-India Radio and as such no suggestions have been made in this connection.

Bihar.

There is no regional station at Patna. The Director of Public Instruction was not consulted by any station Director of All-India Radio and no panel was formed. The educational programme of Lucknow and Calcutta can be utilized to serve Bihar also and this arrangement may be continued till Bihar has her own station. If a panel for Bihar or for the Lucknow or Calcutta station is constituted, the Secretary of the Mass Literacy Committee, Bihar should be a member of the panel.

Bombay.

A consultative panel for School broadcasts has been appointed for the Bombay Station. The members of the Panel have been approached by the Station Director individually several times for advice on the planning of the programmes. It had also been decided to request them to come to listen to the rehearsals and actual broadcasts so that the producers could profit by their comments. The latter scheme has not proved a success, because the members of the Panel were unable to attend. But most of the members have assisted the Station with their helpful suggestions relating to the selection of subjects as well as talkers.

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Delhi.

An Informal Committee as an advisory body on educational broadcasts consisting mainly of school teachers has been appointed since 1943. Meetings of the Informal Committee have been regularly held at the time of the preparation of each school broadcast schedule. Mostly school teachers who are connected with the school broadcasts are invited.

Membership is not fixed and the people invited to it may change from one meeting to another.

Madras.

A panel of consultants for educational broadcasts of the Madras and Trichinopoly stations has been formed. The members of the panel residing in the city of Madras are frequently and informally consulted in the planning and presentation of programmes for schools. The two members of the panel resident in Trichinopoly have similarly been in close contact with that Station. The consultative panel has been found to be of value and assistance. There are 103 High Schools equipped with radio sets in the Presidency and they listen to the School broadcasts of Madras and Trichinopoly Station. The broadcasts at the two stations have been arranged so as not to clash with each other and to afford an alternative service of a different type from either station at any given time.

North-West Frontier Province.

The All-India Radio Station, Peshawar, has not yet included educational broadcasts in the programme and no panel of advisers has yet been constituted.

Orissa.

There is no Radio Station in the Province and it is not covered educational broadcasts from any other station.

Punjab.

A consultative panel for school broadcasts has been appointed for the Broadcasting Station, Lahore. The members of the panel advise the Radio authorities on the various items contained in the school schedule of broadcasts. The suggestions made by the members are very helpful and have increased the value of school broadcasts.

The aim of these broadcasts is not in any way to replace teachers but to supplement his teaching. The topics selected for talks do not fall within the school curriculum, but are generally of a varied and wider interest.

As regards the reception of school broadcasts it has been seen that adequate listening arrangements do not exist in every school for group listening by the students.

Steps are being taken by the Radio authorities to contact headmasters and school teachers to get their comments on the programmes and thus to induce them to take active interest in making the programme more useful. There is every hope that educational programmes will gain greater popularity among the schools as soon as radio sets in a large number and at reasonable prices become available in the market.

Sind.

There is no Radio Station in Sind and no steps have been taken to establish a panel of advisers.

United Provinces.

No panel of advisers for educational broadcasts has been formed as no Radio sets were available due to war and many of the schools are not electrified. The question of providing Radio sets to 40 institutions is however receiving the attention of the Government but nothing more can be said in this connection until the budget for 1947-48 is passed by Legislative Assembly.

2. Arrangements have been made in consultation with the Station Director for talks by the Departmental Officers in the near future for the benefit of school children.

Ajmer-Merwara.

No panel of Advisers relating to educational broadcasts has been established as the area of Ajmer-Merwara is not covered by educational broadcasts from any station of All-India Radio. But the Education Department maintains a Radio set for educational propaganda in the district.

Baluchistan.

There is no Radio Station in Baluchistan.

Coorg.

There is no Radio Station in the Province and hence no further action has been taken in this connection.

N.B.—No replies have been received from Bengal, Central Provinces and Berar, Punjab, United Provinces and Delhi.

APPENDIX S.

MEMORANDUM ON ITEM XX OF AGENDA.

Subject :—Curriculum for junior and senior basic schools.

The following memorandum has been received from Government of Assam :—

"The main defect of education imparted through our primary schools is its purely literary character. It is divorced from every day life of the child. As such, education becomes barren—specially for those (and their number is by far the largest) who do not proceed beyond the primary stage. In order to make it fruitful, it should be closely related to the environment of the child.

Children love the exercise of their limbs more than that of their brains. This is necessary because of their surplus physical energy. It has so long been overlooked or not given proper attention in our schools, consequently, the school atmosphere is unattractive.

Sponsors of the Wardha Scheme of education were fully alive to these defects. They formulated a plan so that education in the elementary school may centre round some activity. To cut down the cost of education they thought that the activity could take the form of some craft work which could bring in a good return. A detailed syllabus was worked out and tried in some places.

The Central Advisory Board examined this scheme very carefully and accepted it in principle with important modifications. In the opinion of the Board, the activity in the lower forms will take many forms leading gradually up to a basic craft or crafts suited to local conditions. The Board, however, thought that education at any stage particularly in the lowest stages, cannot be and should not be expected to pay for itself by the sale of articles made by the pupils.

So far the Central Advisory Board have not come forward with any specific suggestions about the curriculum and syllabus. They have not given any clear indication as to the position of the craft work in the school curriculum.

Though the Wardha Scheme has been in oparation in some places, no provincial Government except Bombay to our knowledge, has made any attempts on the lines of the Central Advisory Board's recommendations.

The task of Post-War Educational Reconstruction is now being taken up by all the Provinces. Schemes are now under preparation and will be soon launched. Basic education must necessarily form an important part of the educational planning. It is, therefore, time that the details of curriculum and syllabus of basic schools are worked out.

No doubt, the curriculum will need revision in the light of experiences—Education has always been and will ever remain a great experiment. No doubt, great variation will exist in the curricula for different provinces to suit local conditions even at the beginning. But these will be in detail. The outline will be the same.

It is, therefore, desirable in the interest of economy as well as uniformity (with local variations) that the Central Advisory Board should take the lead in the matter. So it is suggested that the matter should be discussed in the next meeting of the Board".

2. In this connection the attention of the Board is invited to the following extracts from the Reports of the two Committees of the Board on the Wardha Education Scheme :—

(i) *First Committee, 1938* :—

"Craft and Manual Activities.—The fundamental principle of the the Wardha Scheme is education through productive craft activity. Perhaps the word "creative" would be preferred to "productive" by educationists as the word "productive" may be and has been read to imply that economic production outweighs educative development. We emphasise that the Wardha Scheme stresses the educative value of craft work. That saleable material will be produced in the higher classes of the basic schools is no objection to the scheme. Indeed unless saleable material is produced the educative possibilities have not been satisfactorily exploited. The income from the sale of such material might well be applied to the upkeep of the school.

It is unnecessary to discuss the educative principle of learning by doing. All recent literature emphasises this principle and all schools with any pretence to be up-to-date have adopted it. Indeed the education of children through hand work in its various forms is one of the outstanding features of modern education. The Committee unanimously agree with the principle of educating children through purposeful creative activities, which should gradually develop into productive work.

To prescribe one basic craft in the lowest classes of a school which children of the age of about 6 may join is educationally unwise. The activities in these classes arise from the child's interests and desires and should not be forced on him by the adult. Any activity which appeals to a child's interest is suitable so long as it "makes a demand on a boy's skill, judgment, sense of observation and power of calculation and combines all or some of these in a constructive effort to achieve an end which he himself wishes to achieve". As the Wood-Abbott Report says, "it is not so much the thing made or done as the integration required in the making or doing, which is of educational value". Dr. Zakir Hussain himself emphasises this point in his appendix to "The Activity School", when he says "It is not the attainment of skill but the process of acquiring it

that is educative ". As the child becomes older his interests change. Many of them become less transitory and can be satisfied through one basic craft in which the pupils should reach a high degree of skill. Such crafts as agriculture, weaving, woodwork, metal work provide facilities for educational development, appeal to the growing child's sense of making and doing something, increase his self-respect since the product of his labour has a market value and tend to remove the false idea that manual work is objectionable.

The Committee therefore are of opinion that in the lower classes (to the age of about 10 plus) there should be no single basic craft but that the various forms of activity should serve as a preparation for, and develop into, a productive basic craft in the higher classes.

It naturally follows that in all basic schools, indeed in all primary classes, various kinds of material for handwork must be available. Unless sufficient material is provided, the school cannot be a centre of activity.

" Cultural Subjects ".—The Committee discussed whether or not it was possible to reach through the basic craft all subjects to the standard anticipated. There was general agreement that in the lowest classes education can be satisfactorily carried out through activities. In this connection the work at Moga and other schools was cited. But as the child advances in age and reaches the higher classes opportunities for centering his cultural work and intellectual progress on the basic craft become less frequent. Much of the academic work even in the highest class can be correlated with the basic craft, but all aspects of the " cultural " subjects cannot so be treated not even by stretching correlation beyond its legitimate limits. Formal instruction will therefore be necessary to teach certain elements of cultural subjects which cannot naturally be co-ordinated with the basic craft. Dr. Zakir Husain agrees that " the school has to provide for the attainment.....of some passive knowledge. I say this lest we forget that.....not all knowledge comes through our own active experience but through the accumulated experience of generations long past " (The Activity School-Ferries).

Curriculum.—The subjects forming the curriculum and the syllabuses of individual subjects were seriously criticised from different points of view. Amongst the points discussed were the length of time allotted to the basic craft, the political tone of parts of the syllabus in Social Studies, the omission of algebra and major games, the ambitious nature of some of the subjects of study, the lack of suitable text-books, and other matters of lesser importance.

Dr. Zakir Husain pointed out that the proposed syllabuses were merely tentative and their interpretation depended on the teacher and on the provision of suitable text-books. Experience would show what changes were necessary and the syllabuses would be modified accordingly. The syllabuses published with the Wardha Scheme do little more than indicate the nature of the work of the Wardha Schools. Necessary details will be incorporated after experience. Indeed the Wardha Scheme advises the appointment in every province of " academic assistants " whose main duty will be to keep the curriculum under constant examination in the light of educational, local and other demands. Details will also be worked out in the normal schools and training colleges whilst the preparation of suitable text-books will be immediately taken in hand ".

(ii) *Second Committee, 1939*—

" Transfer of children from ' basic ' schools to other schools :—

The Committee feel that arrangements should be made for such transfers in the case of children who have completed the fifth grade in ' basic ' schools and shown the necessary aptitude for benefiting by a course of higher education. Without desiring to prescribe in any detail the nature of such a course, the Committee lay emphasis on the fact that the curriculum should derive naturally from that of the ' junior basic ' school, but should vary in its later stages to meet both the differing aptitudes of the pupils and the requirements of the occupations they intend to enter on leaving school. These variant forms of higher education should extend over a minimum period of 5 years, with a further course of more advaneed work for those who intend to proceed to a university or enter occupations for which a more prolonged course of study is regarded as essential. It may be convenient for such diversified courses to be given in separate institutions and the possibility of developing Technical High Schools in or in connection with existing Technical College, as forms of higher education alternative to that provided by the normal high school, should receive careful consideration. It is particularly important that subject to the overriding right of the parent to make the final decision, the school to which a child should go at the conclusion of the ' junior basic ' stage should be determined primarily by the special aptitudes he has displayed during this stage.

Parallel courses of instruction for girls in the upper classes of ' basic ' schools :—

A suitably modified syllabus will therefore be necessary for those girls who continue their education in 'senior basic' schools. The Committee accordingly recommend that courses should be framed specially suited to the aptitudes and requirements of older girls and should include such subjects as cookery, laundry work, homecrafts, the care of children, first aid, etc., the rest of the instruction being correlated with these practical activities, in accordance with the general principles of the ' basic education ' scheme. "

APPENDIX T.

MEMORANDUM ON ITEM XXI (a).

Respective responsibilities of Provincial Government and Local Authorities in the field of Primary Education.

(Memorandum by the Government of Bombay.)

These responsibilities may be broadly classified as—

(1) Financial and

(2) Administrative.

(1) So far as the financial responsibilities are concerned, the position in Bombay Province is that Government has to bear about 80 per cent of the total expenditure on Primary Education in the District Local Board areas in the Province.

In the case of Municipalities, they were bearing one-half of the expenditure on Primary education prior to the transfer of control and still continue to do so. In the case of some of the richer Municipalities, however, the Government subvention amounts to ½rd or ¼th of the expenditure on voluntary education and to ½ of the expenditure on compulsory education.

Even with the liberal grants they receive from Government, District Local Boards are unable to shoulder the financial responsibilities imposed on them under the Act. In a number of cases, the pay of the teachers is in arrears for months and Government has frequently to go to their help. A good deal of discontent also prevails among the teachers particularly as a result of the failure of the Local Authorities to pay their own share of the dearness allowance. Furthermore the scales of pay of Primary teachers have been recently increased from Rs. 25---1/2—30—1—40 to Rs. 30—1—50—Selection Grade 2½—75. The Local Authorities find it almost impossible with their present resources to bear their share of the additional expenditure on account of these increased scales of pay and dearness allowance at Government rates. The Bombay Government is going to embark on a scheme of Universal compulsory education from next year and all the expenditure on that account over and above what can be met by increasing the cess contribution to the Primary Education Fund to 15 pies, will have to be met by Government. Thus the District Local Board's share in the expenditure on primary education is not likely to exceed 6 per cent of the total expenditure.

(2) In regard to administration, prior to 1923, Primary Education was under the control of Government. With the transfer of control as a result of the passing of the Bombay Primary Education Act, 1923, the School Boards of the Local Authorities were vested with almost all the powers of administration in regard to Primary Education which Government had exercised in the past. Government only retained with them the power of according sanction to the appointment of the School Board Administrative Officers. On the transfer of control, the Inspecting staff was also transferred to Local Authorities.

This transfer of control which was effected in the interest of local self-Government, however, had a deleterious effect on education and called for urgent remedy. In the field of appointment of primary teachers and their educational staff, School Boards were not always swayed by principles of merit and efficiency but were often prone to private interest, and personal considerations, with the result that there were serious maladministration which could hardly be allowed to continue.

In 1938, therefore, Government amended the Act with the object of removing from the School Boards the power of appointment and transfers of Primary teaching. The School Board Administrative Officer became a Government servant, and the power to appoint and transfer Primary teachers which was the main cause of corruption was taken away from the School Board altogether and was vested in the Administrative Officer. The Inspecting staff of the School Boards was also taken over by Government and the Inspection of Primary schools is now entirely a Government concern.

While it is true that with the withdrawal of these powers from the School Boards the primary teachers have a greater sense of security and the inspection of primary school is conducted in a more satisfactory manner and is free from undesirable influences, the School Boards have generally reacted unpleasantly to the change. In some cases the position of the Administrative Officer has become invidious as he has to face two masters (the School Board and the Department) whose ideals are not always the same. There have been several cases of undue interference by the School Boards with the powers of the Administrative Officer, and cases are not wanting where the work of the School Board has seriously suffered as a result of this interference. When the Administrative Officer does not accept the suggestions of the Chairman of the School Board in regard to appointments and transfers

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of teachers, the School Board tries very often to obstruct the smooth working of day-to-day administration. A number of Boards have also passed resolutions that Government should either take over complete control of Primary Education and abolish the Boards or re-transfer the powers taken from them.

The position, on the administrative as well as on the financial side, is thus far from satisfactory and it is a matter for serious consideration whether after incurring an expenditure of not less than 80 per cent on primary education which may when compulsion becomes universal, go higher full control should not be exercised by Government which is called upon to bear the major portion of the expenditure. This question was discussed in the Educational Conference convened by Bombay Government in June last. Divergent views were expressed on the subject. On the one hand, it was argued that in the interests of uniformity and efficiency, and with a view to securing reasonable terms of service for the Primary school teacher who is the pivot of the educational system it is necessary that full control should rest with Government. On the other hand it was contended that education is essentially a local concern and that any educational system which did not secure local co-operation would not succeed. The examples of England and America where control vests in the Local Authorities were cited in support of the argument. It was pointed out that the failure of the Local Authorities was mostly due to the curtailment of their finances and encroachment on their powers. The general opinion of the Conference was that it was undesirable to adopt either of the two extremes and that a system must be devised which while securing uniformity, efficiency and contented service which go with the state control will also have the advantage of local co-operation. The view was expressed that to secure greater local co-operation, the present educational unit—the District—should be abolished and a smaller unit—the Taluka—should be adopted. It was suggested that in every taluka should be constituted a Taluka Education Council half of whose members should be elected and half nominated by Government. Of the nominated members, one should be a responsible revenue officer, one or two should be teachers from local high schools, and the others, influential local educationists. Matters of local interest, *cf.*, selection of sites for the schools may be entrusted to it. Administration of the Councils policy should rest with officers appointed by Government. Recruitment and transfer of teachers should be made by Government officers according to rules made by Government with regard to the financial side the suggestion was that the Council should be made to meet a definite share of its expenditure from the local fund cess and the rest should be borne by Government. It seems that if the structure of the present educational system is amended on the above lines many defects in the present system might be removed. *P. E. Rule 109* (with reference to local assets).

The Government grant under section 13 of the education shall ordinarily be calculated as follows :—

(*a*) District Local Board.

The grant in any year shall be not less than the grant on account of primary education fixed by Government with reference to sub-section (2) of section 13 of the Act *plus* two-thirds of the difference between the total approved recurring expenditure on primary education in the given year and the actual recurring expenditure on which the fixed grant was based.

Provided that if the expenditure in the given year is less than the actual recurring expenditure on which the fixed grant was based, the grant for that year shall be equal to the approved expenditure of that year *minus* the local assets on which the fixed grant was based

Explanation.—The term "local assets" used in this proviso is the amount equivalent to 11/12ths of the receipts of the Local Authority in the Datum Line year from the following sources :—

(1) Local Fund Cess after deducting—
  (*a*) grants to Municipalities under Section 77 of the Bombay Local Boards Act, 1923 ;
  (*b*) refund of cess collections under section 79 of the Bombay Local Boards Act, 1923 ;
  (*c*) expenditure on optional items such as—
    (i) English schools.
    (ii) Technical schools.
    (iii) Libraries.
    (iv) Such other items (to be specified).
(2) Fees.
(3) Other Miscellaneous receipts.

(*b*) Municipalities which are Local Authorities.

The grant of any year shall be half the total approved recurring expenditure on primary education in that year *plus* special grants to be determined by Government from time to time :

Provided that the award of grants at these rates either to a Local Board or to a Municipality on account of expenditure on primary education other than the compulsory elementary education provided for in a scheme sanctioned under section 12 of the Act shall depend on the financial condition of Government in that year.

APPENDIX U.

MEMORANDUM ON ITEM XXI (b) OF AGENDA.

Liaison between local interests and educational authorities consequent upon the transfer of control of educational institutions from local bodies to the Provincial Governments. Memorandum by the Punjab Government.

The Central Advisory Board in item No. XII of the proceedings of its eleventh meeting held at Karachi suggested the establishment of Provincial and Regional Advisory Boards such as local managers of a school or group of schools in the event of the transfer of educational control from local bodies to the Department of Education (*vide* para. 12 of Report of Administration Committee). While the necessity for establishing a liaison with public opinion is clear and the institution of provincial, divisional and district advisory boards would be most welcome, it is not understood how a liaison would be established with local opinion in respect of individual village schools. The present position is that District Boards are constituted from all over the district so that local opinion in respect of individual schools can find expression. It is conceivable that the District Advisory Board to be constituted in the event of the transfer of control from the District Board will not be such a large body and, therefore, the opportunity for local opinion to express itself will become less. It would not be practicable to establish further smaller boards representing groups of schools in different areas. This was perhaps partly the intention of the suggestion made by the Central Advisory Board that in addition to provincial and regional advisory Boards, a board of managers of a school or group of schools might be established. So far as the local body schools, are concerned, after the transfer of control the management of all these schools

will be in the hands of the Education Department. So far as private institutions are concerned, they have got their own managing bodies and the existing machinery which supervises their management should not be disturbed.

The question, therefore, still remains whether it is necessary to establish a liaison in respect of individual village schools between local opinion and the administrative authority. There is a school of thought in certain provinces which supports the establishment of such a liaison not only in respect of schools, but other beneficent activities as well. For instance, the view has been expressed that Panchayats should supervise the functioning of schools in panchayat villages and should be in a position to advise the administrative authority. On the face of it, the suggestion appears to be a very useful one, but in actual practice, the Panchyat, if constituted on a party basis, is likely to prove more interfering than helpful in the administration of village schools. It is, therefore, worthwhile that the considered opinion of the Board may be expressed on this important aspect of the administrative changes which may be necessary in the Post-War period.

APPENDIX V.

MEMORANDUM ON ITEM XXII OF AGENDA.

Feeder Schools to the National War Academy—Memorandum by the Defence Department, Government of India.

The necessity and the urgency of nationalising the officer ranks of the Defence Forces of India need no amplification. If nationalisation is to be achieved rapidly and without loss of efficiency, a steady supply of well-trained officers must be forthcoming.

With the object in view the Government of India are examining the question of establishing a National War Academy for the purpose of training officers for the R. I. N., the Army and the R. I. A. F. It is proposed to train some 600 youths per year though this figure may have to be amended to conform to the officer requirements of the Defence Forces in future. If this Academy or for that matter any other Services training institution is to be a success, a steady and adequate supply of suitable entrants is essential.

2. Unfortunately a very large number—almost 80 to 85 per cent—of youths who appear before Services Selection Boards is rejected for various reasons—the most common reason being the lack of the power of leadership. Experience has shown that boys trained at most of our existing schools and colleges are somewhat lacking in this respect, which may perhaps be due to their not getting adequate facilities for developing these qualities. It is however thought that these qualities can be developed by the right type of training and education.

3. It is considered that "Feeder Schools" runs on the lines of English Public Schools modified to suit Indian conditions, will provide adequate scope for boys to develop their character and powers of leadership. These schools, it is thought, should be started, financed and administered by provinces with such help from the Central Government as may be considered desirable.

4. It is suggested that the following should be the essential characteristics of the proposed " Feeder Schools " :—

(*a*) that primarily they should aim at preparing boys for a career in one of the Services, but that the training should be such as to equip them for any profession or walk of life with further training ;

(*b*) that they should not be so large that personal contact between the teachers and pupils is not possible ;

(*c*) that they should be residential schools where boys have to live in close contact with one another and thus learn to stand on their own legs and in an atmosphere of social equality ;

(*d*) that boys should be taken at a fairly early age and should pass the Matriculation Examination or its equivalent at or before the age of 16 ;

(*e*) that education should be free for those boys whose parents cannot afford the cost of such education provided of course that the boys show promise ; and

(*f*) that organised (team) games and physical training should be included.

The Doon School and the Prince of Wales Royal Indian Military College at Debra Dun are good examples of the type of feeder schools envisaged above.

APPENDIX W.

MEMORANDUM ON ITEM XXIII OF AGENDA.

Craft work in Basic Education.

The following resolution passed by the Hindustani Talimi Sangh at its eighth Annual Meeting on 1st October 1946 has been received from the Secretary of the Sangh :—

" The Sangh has reviewed the reports about the possibilities of the introduction of Basic Education in the various provinces under popular ministries. It has considered, in this connection, the recommendation of the educational scheme of the Central Advisory Board of Education, commonly known as the Sargent Scheme. While this scheme had adopted some features of Basic Education, it was felt that it had ignored the central fact, *i.e.*, that basic education through and based on craft must be self-supporting ".

" In the light of the experience of the last eight years the Sangh feels assured that this can largely be so. It holds the view that in order fully to utilise the educational possibilities of craft work, the test of useful production is an acid test. Craft work in order to be educationally effective should grow into thorough purposeful work. Casual and careless work is not only bad work, but also bad education and worse. Though craft work should be reasonably expected to produce useable articles whose value can be expressed in money. The use, in this connection, has reference not to a distant market, but to use at the place of production ".

" The Sangh is anxious to see that craft work as a medium of education is not allowed to deteriorate into careless and purposeless activity. It is, therefore of opinion that wherever Basic Education is introduced the emphasis on this aspect of craft work is a *sine qua-non* of success ".

2. In this connection attention is invited to the following extract from the Report of the Second Wardha Education Committee of the Central Advisory Board of Education :—

" *Ways and means to finance 'basic' Education.*—The framers of the original Wardha Scheme hoped that while such education during the earlier stages might not be productive yet for the whole period of seven years it would be self-supporting. The Wardha Conference which met in 1937 to consider this scheme was not convinced that it could or should be made self-supporting although it considered that it would gradually be able to cover the remuneration of teachers. The Zakir Husain Committee also doubted whether such education could be made entirely self-supporting and while expressing the opinion that 'basic' education should cover the major portion of its running expenses, stated that all other educational expenditure, *e.g.*, on buildings, equipment, etc., must be met from other sources, public and private. The Committee of the Central Advisory Board of Education appointed in 1938 to consider this scheme also pointed out that 'activity' school would cost more to run in the beginning than the present type of school. It may now be accepted that no school, 'basic' or otherwise, which devotes itself to its proper function is likely to be an entirely self-supporting unit. This, however, is no reason why the marketable articles it produces should not be sold as advantageously as possible. After this and other possible sources of income have been fully explored, the balance of the cost of providing a compulsory system of education, which must be free, will have to be met from public funds.

The provision of such education as is necessary for its own stability and well-being of its citizens is a fundamental responsibility of the democratic State—a responsibility which should be divided equitably among those authorities which are concerned with educational administration. In countries like England, about 50 per cent of educational expenditure comes from the Central Government and the rest is found from local sources. In India, the authorities concerned are Central Government, the Provincial Governments and the local bodies entrusted with educational powers. Each of these authorities must contribute their share of the net cost of education, *i.e.*, the total cost after receipts from fees, voluntary contributions and the sale of articles made in school have been deducted. Apart from this general consideration the Committee are satisfied from figures submitted to them that the cost of introducing a free and compulsory system of 'basic' education between the ages of 6 and 14 is beyond the existing financial capacity of any provincial Government or local body, a minimum estimate of the net cost being Rs. 2 per head of population per annum. As they are convinced that the future of India must depend very largely on such a system being introduced without delay, the Committee have no alternative but to recommend that the Central Government should contribute not less than half the approved net expenditure of a Provincial Government on this particular service. Such a contribution would naturally be contingent on the Provincial Government (*a*) raising the remaining sum required from its own resources (*b*) undertaking to pay an agreed minimum scale of salaries to its teachers and (*c*) satisfying the Central Government that the amount is spent on free and compulsory education. The Committee further suggest that in order to lighten the immediate burden of the non-recurring expenditure required to bring the scheme into operation the cost of all sites, buildings, equipment, etc., exceeding Rs. 5,000 for any single item should be met from loan.

Disposal of the produce of schools.—The 'basic education' scheme centres round a productive basic craft. Means will have to be devised for the disposal of the marketable articles thereby produced. An economical method of

marketing is essential and as this is beyond the scope of any individual school, it will only be possible if a central agency in each province undertakes this work. The Committee do not mean by this that there should be only one central depot in each province for collecting and selling articles produced at school but that the Provincial Government in each case should undertake direct responsibility for this organisation".

APPENDIX X.

MEMORANDUM ON ITEM XXIV OF AGENDA.

Filling up of interim vacancies on the Standing Committees.

The following appointments have been made by the Chairman of the Central Advisory Board of Education to the interim vacancies on the Standing Committees of the Board :—

I. *Basic Education Committee* :—

(*a*) Mr. G. C. Chatterjee, M.A., I.E.S., Director of Public Instruction, Punjab, *vice* Mr. W. H. F. Armstrong, retired.

(*c*) Mr. Kamta Prasad, O.B.E., B.A. (Cantab.), Officiating Director of Public Instruction, Bihar, *vice* Mr. A S. Khan, on leave.

(*c*) Dr. V. S. Jha, Ph.D., Director of Public Instrnuction, C. P. and Berar, *vice* Mr. D'Silva, retired.

(*d*) Rai Bahadur Chunni Lal Sahney, M.Sc., Director of Punlic Instruction, U. P. *vice* Mr. W. G. P. Wall, retired.

II. *Secondary Education Committee* :—Khan Bahadur A. M. M. Ashad, Director of Public Instruction, Bengal *vice* Mr. A. K. Chanda, who is no longer Director.

III. *Further Education Committee* :—Frank R. Anthony, Esq., M.L.A., (Central) *vice* Mr. Sri Prakasa who has ceased to be a member of the Board.

IV. *General Purposes Committee* :—

(*a*) Dr. V. S. Jha, Ph.D., Director of Public Instruction, C. P. and Berar, *vice* Mr. D'Silva, retired.

(*b*) * Sir Ziauddin Ahmad, C.I.E., D.Sc., M.L.A., Vice-Chanceller, Aligarh Muslim University, Aligarh.

(*c*) S. M. Azam, Esq., M.A. (Cantab.), Education Member, H.E.H. the Nizam's Executive Council, Hyderabad-Deccan *vice* Nawab Mehdi Yar Jung, ceased to be a member.

V. *Women's Education Committee* :—Mr. G. C. Chatterjee, M.A., I.E.S., Director of Public Instruction, Punjab, *vice* Mr. W. H. F. Armstrong, retired.

APPENDIX Y.

MEMORANDUM ON ITEM XXV OF AGENDA.

Resolution of the All-India Physical Education Conference regarding the establishment of a National Association of Physical Education, India.

The All-India Physical Education Conference in its session held at Amraoti in October, 1946 passed the following resolution :—

"To give immediate effect to the decision of this conference to constitute 'the National Association of Physical Education, India, and to take necessary steps for carrying out the activities of this association, this conference hereby

* This place was vacant as there was no Assembly representative on the Board at the time of the twelfth Meeting on the Board.

appoints a Provisional National Council consisting of the following office-bearers and representatives and authorises this council to undertake all the activities for the National Association as its Provisional National Council duly elected under the constitution.

This Conference authorises the said National Council to prepare a constitution for the Association through a special Sub-Committee and submit the same for the approval of the next conference.

This Conference further authorises this National Council to elect other office-bearers and co-opt representatives from the Central and Provincial Organisations, States, Universities, etc.".

2. The Government of India in the Department of Education have now been approached to appoint their representative on the Provisional National Council.

3. The first session of the All-India Physical Education Conference, sponsored by the All-Maharashtra Physical Education Conference, was held in Amraoti in the middle of October 1946. The main object of this conference was to form an All-India Association with Provincial branches for the spread and organisation of Physical education and to raise the national games and sports to the highest level in India.

The above resolution should be read along with the following two resolutions also passed by the Conference :—

Resolution No. 1.—This conference reaffirms the policy of this conference as enunciated by the Hon'ble Mr. B. G. Kher, Premier of Bombay in his inaugural address that

The ideal of physical education is not merely to build up a powerful and healthy body, but also to evoke and foster those personal and civic virtues in pupils which would make them better citizens whether they choose to be civilians or soldiers in their after life. Leaders of physical education all over the world now recognize the closest association of the body and the mind and have come to the conclusion that the education of the one cannot be divorced from the other.

The policy of this Conference will, therefore, be broad-based and it will enable every worker and organization in the field of physical education and every lover of physical culture movement to come and join the Conference and its subsequent activities and organize and equip them for service of the people and the solution of the urgent problem in the field of physical education which face our country to-day.

It is the avowed object of this Conference to bring the various physical organizations and agencies including the Provincial Governments, the Central Government, Governments of Indian States, Universities and several non-official physical education organizations together and establish the closest possible unity in their efforts for the achievement of the common idea of physical education.

Resolution No. 2.—Whereas freedom can neither be won nor preserved without the capacity for self-defence and Ahimsa of the strong cannot be practised unless we first grow strong and though National health and physique is the real wealth of a nation, and the average health, stamina, and longivity in this country is very low, this pressing problem has not received the attention it deserves both from the public and the State. Isolated efforts, however sincere, cannot solve this problem. A united and co-ordinated effort on the part of the several Provincial Governments, States, Universities, local bodies, and non-official organizations, with a common plan and a central guidance and direction, can alone succeed in the early attainment of our ideal.

And whereas the representatives of the Provinces and the several physical education Organizations assembled at this conference feel an urgent need for the creation of Central Organization to solve this problem for the whole of India.

"This Conference resolves that a Central National Organization for the purpose of unifying, co-ordinating and strengthening physical education, fitness and recreation activities throughout the country be constituted under the name and title of "National Association of Physical Education, India (Akhil Bharatiya Sharirik Mahamandal)".

4. In this connection the attention of the Board is invited to the following decision they took on a Memorandum submitted by the Y. M. C. A. College of Physical Education, Madras :—

The Board then proceeded to consider the question of making physical Education an Examination subject in High Schools. While the Board were in sympathy with the objective of the propose that Schools should take all possible care for the promotion of the physical welfare of children in their care, they were unable to accept the view that 'physical fitness' could be included as an examination subject. Apart from the practical difficulties, the Board felt that their object of physical education would be defeated if the suggestion was accepted. Further, the Board were of the opinion that establishment of an expert Committee on Physical Education would at this stage not serve any useful purpose. The Board in the first instance would like to see what provision* has been made in regard to the health of the school child, in the first five-year programmes of educational development.

* Please see memorandum on item III (c) of agenda (Appx. B (c)).

N.B.—Please see also resolution of Inter-University Board under item V (*a*) of C. A. B. agenda.

MGIPC—M—XVI-10—10-11-47—1,500.

LIST OF PUBLICATIONS OF THE BUREAU OF EDUCATION, INDIA.

Serial No.	Names of Publications.	Year of publication.
1	Report on Vocational Education in India (Delhi, the Punjab and the United Provinces) (E. H. L. 34)	1937
*2	Report of the Women's Education Committee on primary education of girls in India 1936	1937
*3	Report of the Women's Education Committee of Central Advisory Board of Education to consider curriculum of Girl's Primary Schools in India	1937
*4	Report of the Vernacular Education Committee of the Central Advisory Board of Education appointed to consider certain questions connected with the administration and control of Primary Education	1937
5	Report of the First Committee of Central Advisory Board of Education appointed to consider the Wardha Education Scheme (E. H. L. 40)	1938
6	Report of the 2nd Wardha Education Committee of the Central Advisory Board of Education (App. IV to 5th meeting proceedings)	1940
7	Report of the Adult Education Committee of the Central Advisory Board of Education, 1939 (E.H.L. 46) (App. III to 5th meeting proceedigs)	1940
†8	Report of the Social Service and Public Administration Committee of the Central Advisory Board of Education in India, 1940, together with the decisions of the Board thereon (E. C. 6)	1941
9	Report of the Joint Committee appointed by the Central Advisory Board of Health and Central Advisory of Education on the Medical Inspection of School Children	1941
10	Report of the Scientific Terminology Committee of the Central Advisory Board of Education in India, 1940, together with the decisions of the Board thereon (E. C. 5)	1941
11	Proceedings of the 6th Meeting of the Central Advisory Board of Education held at Madras on 11th and 12th January 1941 (E. C. 4 VI)	1941
12	Proceedings of the 7th Meeting of the Central Advisory Board of Education in India held at Hyderabad, Deccan, on 14th and 15th January 1942 (E. C. 4 VII)	1942
13	Report of the School Building Committee (E. C. 8)	1942
14	Report of the Uniform Braille Code Committee (E. C. 7)	1942
15	Report of the Examinalion Committee, 1942 (E. C. 12)	1942
16	Report of the Expert Committee on a Uniform Braille Code for India with the Braille charts printed in India Alphabets, 1942, as subsequently modified	1942
17	Proceedings of the 8th Meeting of the Central Advisory Board of Education held at Lucknow (E. C. 4 VIII)	1943
18	Report of the Joint Committee of the Central Advisory Board of Education and the Inter-University Board appointed to investigate the question of the relation of the School Leaving Certificate Examination to the Matriculation Examination, 1942 (E. C. 9)	1943
19	Report of the Committee of the Central Advisory Board of Education on the training, recruitment and conditions of service of teachers (E. C. 10)	1943
20	Report of the Committee of the Central Advisory Board of Education appointed to consider the queslion of the recruitment of the Education Officer, 1942, together with the decisions of the Board thereon (E. C. 11)	1943
21	Report of the Examination Committee	1943
22	Proceedings of the 9th and 10th Meetings of the Central Advisory Board of Education in India held in October 1943 and January 1944 respectively (E. C. 4 IX & X)	1944
23	Report of the Technical Education Committee, 1943 (E. C. 16)	..
24	Report of the Text Book Committee, 1943 (E. C. 15)	1944
25	Report of the Examination Committee (Technique of Examinations), 1943 (E. C. 17)	1944
26	Report of the Committee of Central Advisory Board of Education appointed to consider the question of training, recruitment and condition of service in universities, etc., together with the decisions of the Board thereon (E. C. 22)	1945
27	Report of the Central Advisory Board of Education on Post-War Educational Development in India, 1944 (E. C. 13)	1945

* Not published previously, but proposed to be included in future reprints.
† Published by the Central Advisory Board of Health.

Serial No.	Names of Publications.	Year published
28	Volume containing reports of the Committees of the Central Advisory Board of Education (E. C. 14)	19
29	Report of the Administration Committee of the Central Advisory Board of Education.	19
30	Proceedings of the 11th Meeting of the Central Advisory Board of Education (E. C. 4 XI)	19
31	Report of the Agricultural Education Committee of the Central Advisory Board of Education, 1944 (E. C. 20)	19
32	Proceedings of the 12th Meeting of the Central Advisory Board of Education held at Mysore in January 1946	19
33	Report of the Religious Education Committee of the Central Advisory Board of Education	19
34	Development of Higher Technical Institutions in India (Interim Report of Sarkar's Committee)	19
35	Report of the Committee of the Central Advisory Board of Education on selection of pupils for Higher Education	19
36	Report of the Committee of Central Advisory Board of Education on conditions of service of teachers	19

for the cation, under India

It is requested that all communications should be addressed to The Registrar, University of Madras, Triplicane P.O., Madras, and not to any person by name.

UNIVERSITY OF MADRAS.

No. A6045.

UNIVERSITY BUILDINGS,
CHEPAUK, MADRAS.

25 NOV 1949

ASST. SECRETARY TO GOVERNMENT EDUCATION AND PUBLIC HEALTH DEPT. Enclosures. 26 NOV 1949 FROM

THE REGISTRAR,

University of Madras.

To

The Secretary to the Government of Madras,
Education and Public Health Department.

92504

Sir,

Ref: Your letter Ref.No. 74751 B2/47-4 Edn. dated the 28th February 1948, and my reply thereto No. C.R. 1479, dated the 6th April 1948 -
The teaching and status of Physiology in India.

In inviting your attention to the last paragraph of my letter under reference, I am to forward to you a copy of the recommendations of the Special Committee appointed by the Syndicate for evolving a scheme for the promotion of the teaching of Physiology in the Medical Colleges and to permit medical students to acquire a Degree in Physiology. I am also to state that the recommendations of the Committee have been approved by the Syndicate, and that the necessary amendments to the Regulations giving effect to the recommendations will be placed before the appropriate authorities in due course.

A copy of the Committee's report has been sent to the Surgeon General with the Government of Madras and the Principals of Medical Colleges within the University.

Yours faithfully,

REGISTRAR

mks/2411.

43

UNIVERSITY OF MADRAS.

RECOMMENDATIONS of the Committee appointed to consider the question of the Teaching of Physiology in the University of Madras and approved by the Syndicate at its meeting held on the 15th October 1949.

- - -

A. After a full consideration of all aspects of the subject, the Committee came to the following conclusions.

A. 1. It is possible at present to teach Physiology upto the B.Sc.standard in the Medical Colleges affiliated to this University. The B.Sc.course in Physiology requires also a language to be taught under Part I. The Committee suggests that this could be implemented by a Lecturer in the language selected teaching the subject for three days in the week. The students will be on the rolls of the Medical Colleges concerned.

2. The Committee also suggests that the subsidiary subjects (two) which may be taken by such students may be for the present Zoology, Botany and Chemistry.

3. The Committee is of opinion that it is most important that one of the subsidiary subjects should be Anatomy and would suggest for the consideration of the Syndicate the desirability of referring this to the Board of Studies in Medicine to prepare a suitable syllabus for subsidiary Anatomy to be taught. In the opinion of the Committee, Anatomy as a subsidiary subject should be an essential subject for all candidates taking Physiology in the main standard for B.Sc.

4. The persons who are qualified to be selected for the course in Physiology should have taken Physics and Chemistry as two of the Optional subjects for the Intermediate examination.

5. The Committee is of opinion that not more than 12 students should be admitted to any of these courses in the Medical Colleges affiliated to the University. The question of the adequacy of the staff and any increase that may be necessary should be decided by an Inspection Commission.

B. The Committee also considered the possibility of introducing three subjects as subsidiary subjects in the B.Sc. (Physiology), omitting Part I, English. The Committee strongly felt that this would be a very desirable reform and would suggest that one of the subjects should be subsidiary Anatomy, while the other two subjects may be any of the subjects mentioned already. The Committee noted that Biochemistry and Histology are dealt with as part and parcel of the study of Physiology (Main).

The standard of examination for the B.Sc.(Main) Physiology should be higher than that required at present for the First M.B.& B.S.

C. The Committee then considered the conditions under which those who had passed the First M.B.B.S.Examination may be permitted to appear for the B.Sc.(Physiology).

The Committee was of opinion that such candidates should appear for the examination not ~~xx~~ earlier than six months after having passed the first MBBS examination, and they should be required to take two subsidiary subjects, they being exempted from a third subsidiary subject or Part I in view of the fact that they have taken Anatomy for the First M.B.B.S.Examination.

P.T.O

The Committee would suggest that Medical Colleges affiliated to this University may apply for affiliation in B.Sc.Physiology (Main) if they so desire with a view to start the course from the next academic year, July 1950. In the meantime such additions to the Regulations as have been suggested in the above recommendations may be implemented.

The Committee notes that in the University of London, for instance, similar privileges are given to students in the Faculty of Medicine as have been outlined above.

D.

The Committee hopes that steps will be taken ere long to open a Department of Physiology in the University, as in the opinion of this Committee it is a most useful and urgent necessity to coordinate the work of the Botany and Zoology Departments in the field of Natural Science.

The Committee hopes that when a certain number of people have been trained in Physiology, it will be possible to introduce Physiology as one of the subjects in the Intermediate course.

The Committee visualises the possibility after the Colleges are affiliated in the subject of constituting a separate Board for Physiology, and would welcome such a step at as early a stage as possible.

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ks/11111

44 (110)

Letter 92504 B2/49-1 Edn dated 2/12/49

The Secretary to Govt of India
Ministry of Edn
New Delhi. Copies sent.

Sir,

Sub: Central Advisory Board of Edn - Proceedings of the Thirteenth Meeting - Teaching of Physiology in Schools and Colleges.

In continuation of Mr Subramaniam's letter No. 74751/49-10 B2 dated 20.7.48, I am to forward for the information of the Govt of India further report received from the Madras University.

Yours faithfully,

Sub: Central Advisory Board of Education - Thirteenth meeting Proceedings - Action taken.

Ref: From the Govt. of India, No.F.8-2/47-E.II dated 15-8-1947 and 15-11-1947.

From the D.P.I., ~~Edn~~.No.9749-E4/46, dated 6-2-1948.

***

The Govt. of India have forwarded a copy of the proceedin of the thirteenth meeting of the Central Advisory Board of Education and have requested that this Government's views on the various items in the proceedings may be communicated to them. The following are the items in the proceedings with which this Govt. are concerned.

Items II, XIV, XVI, XIX and XXV.

The Director's report on these items is at pp.9-10 c.f. The D.P.I.'s views in regards to items II, XVI (1) and XXV may be communicated to the Govt. of India without any reservation. In regard to item XIX it seems sufficient to communicate an extract of 'Z' of page 9 c.f.

R.H.
14-2-48.

The information furnished by the D.P.I. in regard to Basic Education is very meagre. It is for orders whether a fuller report may be called for.

As regards Adult education it is for consideration whether an outline of the scheme under consideration may be sent to Govt. of India.

Para 21 (Item XIV) on p.17 of Book and D.P.I.'s remarks on page 9 c.f.:

The Central Advisory Board of Education has recommended that (1) books meant for educational institutions should as far as possible present an objective historical view and should not contain statements which have not passed the test of critical judgment, and (2) that as far as possible prescribed school text-books should avoid reference to current events of a controversial character. The Govt of India agree with the above recommendations and hope that steps will be taken to see

that

that text-books prescribed conform to the principles recommended. It is for orders whether this Government may also accept the recommendations of the Board and issue orders accordingly to the Director of Public Instruction.

S.G.
18-2-48.

Item XVI (2) & (3) - Physiology - Teaching and status of:-

A copy of para 23 of the Proceedings of the Central Advisory Board of Education and Appendix 'O' on pp.115-118 of the Book at (D) may be communicated to the Universities for remarks. A draft letter is submitted for approval.

Para 23 (Item XVI) on p.18 of Book:- A copy of para 23 of the proceedings of the Central Advisory Board of Education and paras I, IV and clauses 4, 5, 6 and 7 of para VIII of Appendix 'O' on pp.115-119 of the Book at (D) may be communicated to the S.G. for remarks. A draft memo is submitted for approval.

L.B.
20-2-48.

A draft letter to the Govt. of India & a draft memo. to the D.P.I. are submitted for approval.

The draft letters to the Govt. of India and D.P.I. may be approved.

With regard to Item XXV of the proceedings of the Central Advisory Board of Education with reference to points raised about Physical Education, no reference has been made in any of the draft letters. This is a matter which can be put before the Provincial Advisory Board of Education and so a draft letter may be submitted.

With regard to broadcasting, I think, ~~that~~ it is not being properly co-ordinated. We must make attempts to bring about greater co-ordination. The D.P.I. may be asked to suggest how best it can be co-ordinated and take steps for such co-ordination.

SECRETARY, EDUCATION & P. H. DEPT. 31 MAR 1948 GOVERNMENT OF MADRAS

~~With reference to the orders above~~ A draft memo is submitted. ~~The Dept. may be specially asked to please the matter expeditiously and bring to a close the correspondence dragging for a very long time.~~

Issued as letter no 74751/B2/47-6 dated 8.4.48.
Issued as Memorandum 74751 B2/47-7 dated 8.4.48.
Issued as Memorandum 74751 B2/47-8 dated 8.4.48.
From the Registrar Andhra university, C4. 1313-2-48 dated 19.3.48.
From the Registrar, Annamalai university, no 176 dated 5-4-48
From the Registrar, university of Madras, no 1479 dated 6.4.48.

The replies from the Registrars of the Andhra, Annamalai and Madras universities at pages 27-34 ~~y~~ may be perused. The Registrar Andhra university may be reminded on 5.5.48 for the report promised by him in his letter at page 27 ~~y~~.

cf. 27780 B_2 from the 5.8. No. 19806 M11/47 & 19.5.48 on the Registrar Andhra University may be reminded. The draft letter below is for appl. The DPI has already been reminded for a reply to the Memo on p 25 cf

DPH 28/5/48

E. & P.H. (B2)

From the Registrar, Andhra University, No.C4-1313-48, dated 16th June 1948.

This file deals with the recommendations of the Central Advisory Board of Education, made at its 13th Meeting. A reply to the Government of India has been sent for all the items except that relating to the teaching of Physiology in schools and colleges. The remarks of the Surgeon-General and the three Universities have been called for and these have been received. A further communication has now to be sent to the Government of India.

2. The Surgeon-General, the Annamalai University and the Andhra University have offered their remarks on the recommendations of the Central Advisory Board of Education. These may be forwarded to the Govt. of India. The Madras University has made certain observations on the recommendations of the Central Advisory Board. The 5 resolutions passed by the Syndicate, are noted on below:-

Resolution 1. The D.P.I. has explained how far Physiology can be taught in elementary and secondary schools. No further action seems called for.

Resolutions 2 & 4 These are matters for University. The Registrar, Madras University has reported that necessary regulations have been passed for the institution of degree courses in Physiology and for the appointment of a Committee.

Resolutions 3 & 5:- For orders whether further action should be taken in the matter as suggested by the University. If so, the Surgeon General may have to be consulted.

Re 3, D Thank the Committee's report under 4 may be accepted & may be annulled

Extracts of 3 may be sent to the Medical Section for n.a.

47 (13)

3. A draft letter to the Govt. of India is submitted.

12.7.48

0 JUL 1948 EDUCATION AND PUBLIC HEALTH

14/7/48

ISA 18.7.48

MS 19/7

[Issued as Letter No. 74751/47-10 B_2 Edn. dated 20.7.48]

With Ref. to the Rememberance orders of D/S at page 4 ante extracts of p 4 N F and copies of pages 15 cf, 33 cf, 53 cf and a copy of para 23 and appendix (D) of the proceedings of the Central Advisory Board of Education may be sent to Dr Section for further action.

HM 2.8.48

24/8/48

EPH (D2)

Relevant extracts have been taken for separate action. The file may be returned to B2 Section.

XXX

Central Advisory Bd. p 25 Thirteenth Meeting - Proceedings - Noted.

6/8

MM 6/8/48

The papers may be returned. 11.8.48

Edn 1985 MV

48 (114)

Central Advisory Board of Edn - Proceedings Meeting - Teaching of Physiology in Schools & Colleges from the Registrar, Madras University No. A6045 of 25.11.

P.S.

Dated 3.12.48 of (J)

15 of (J)

Jt. S.I. of.

The Central Advisory Board of Edn at its thirteenth meeting made certain recommendations regarding teaching and Status of Physiology: The three universities and the S.I. were consulted in the matter. A reply to the Govt of India was sent in July 1948 on the basis of information furnished by the three Universities and the S.I.

The Madras University has submitted a further report in the matter. This may also be sent to Govt of India.

P.S. of.

A draft letter is submitted for approval.

DRM 1/12/48

All 1.12 of.

DE 1/12 of

(114)