Sects. II–27—100,000—21-

R.S.

Education H.H. (1949) Department.

Ms. SERIES.

15.1

G.O. No. 2050 Education

Dated 25.6.1949.

[Despatch Abstract.]

## Back Papers.

| G.O. | No. | Department. | Date. | G.O. | No. | Department. | Date. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

## Further Papers.

| G.O. | No. | Department. | Date. | G.O. | No. | Department. | |
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Education. 49
G.C.M. 2000

IMMEDIATE.

No.F.8-3/48-E.II
Government of India
Ministry of Education.

Dated New Delhi 3, the 14th June, 1948

From

The Secretary to the Government of India.

To

All Provincial Governments and
Local Administrations.

ASST. SECRETARY TO GOVERNMENT OF INDIA
1 JUN 1948
EDUCATION AND PUBLIC HEALTH DEPT.

Subject: Proceedings of the 14th meeting of the Central Advisory Board of Education - January, 1948.

Sir,

I am directed to forward herewith for the information of the Provincial Government/your information a copy (in cyclostyled form) of the proceedings of the 14th meeting of the Central Advisory Board of Education held at New Delhi in January, 1948 together with relevant papers. Printed copies of the proceedings will be sent to you as soon as they are ready.

2. The views of the Government of India on the items which call for specific action will be communicated shortly

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

for Secretary.

hati,
6.

BY AIR MAIL
IMMEDIATE

No.F.8-3/48-E.II
Government of India,
Ministry of Education,
New Delhi 3, the 5th July, 1948.

ASST. SECRETARY TO GOVERNMENT
EDUCATION AND PUBLIC HEALTH DEPT.
1- JUL 1948

From

Dr. Tara Chand M.A., D.Phil(Oxon),
Secretary to the Government of India.

To

All Provincial Governments and Local Administrations.

Subject:- 14th Meeting of the Central Advisory Board of Education- Proceedings- Action taken.

Sir,

In continuation of this Ministry's letter No.F.8-3-48-E.II dated the 16th June, 1948, on the above subject, I am to state that the Government of India approve of the recommendations made by the Board at their last meeting held in January, 1948. The following comments are offered on such items of the Proceedings which call for specific action:-

1. *Item II(a)(I) - As desired by the Board, it is requested that suitable steps may kindly be taken for the production of literature for Basic Schools.

* to U.P. Govt. only.

2. Item IV- As recommended by the Board, it is requested that Provincial Directorates may, in order to avoid unnecessary delay be provided with requisite additional staff for carrying out a proper examination of important proposals and submit their views to the Director(of public Instruction).

3. +Items X,XXV- The place of craft work in Basic schools and allied problems has already been dealth with in the interim report of the Committee on the curriculum in Basic (Primary and Middle schools). These will be fully covered when the detailed curricula and the Handbook are published.

+ To Bihar Govt. only.

4. Item XI- As decided by the Board, necessary action taken on the report (already forwarded) of the Committee appointed to examine the proposals for Educational Development prepared by the Inter-Provincial Board for European and Anglo-Indian Education may kindly be intimated to this Ministry in due course.

5. Item XIII- The recommendation of Board regarding technical terms will be brought to thenotice of the All -India Board to be set up as recommended by the Committee on the Medium of instruction which met on May 1 and 2, 1948.

6. @ItemXVII- As opened by the Board, the introduction of reform in the Marathi, Gujrati and Kannada Scripts is a matter of that concern primarily the province of Bombay and is therefore for consideration of the Government of Bombay themselves.

@To Bombay Govt. only.

7. Item XIX - The Board, in agreement with the Standing Committee, felt that it was desirable and necessary that every teacher of Basic School should go through a course of physical Education as an integral part of his training. The Board also recommended the establishement of centres for the training of teachers in Physical Education in the Centrally Administered Areas. I am accordingly to request that suitable action may be taken by the Provincial Government/you in the light of the Board's recommendations.

& Assam Govt. only

& Item XX(i)- The recommendation of the Board that no provision for English should be made in the Junior Basic school and the objection thereto by the Government of Assam were brought to the notice of the Committee on Secondary Education at its meeting held on April 30, 1948. Further action is under consideration.

2. It is requested that information required by the Board may kindly be furnished to this Ministry by 1st October, 1948 at the latest.

3. Copies of the printed proceedings will be supplied to Provincial Governments etc as soon as ready.

Yours faithfully,

P. N. Kirpal

For Secretary.

P P N Kirpal

E to H Dept
B2.

Proceedings of the 14th Meeting of the Central Advisory Board of Education - Jan. 48

From The Govt. of India F.8-3/48-E II A/ 5.7-48.

Memo No. 5088/48-B2 Dated 22-7-48

Extracts from the letter of the Govt. of India Cited above together with extracts of the items of the proceedings of the 14th Meeting of the referred to therein are forwarded to the DPI for very early remarks.

Very urgent

Central Advisory Bd. 325.

To
The DPI
(with copies of 'A' and 'B' on P232Cf and Copies of 'A' on pp 21-22Cf and 'B' on p 20Cf
Dpd with a copy 5088/48 23/7/48

Memo 137 us
9
13.7.48

DSM
22/7/48

by 2nd PM.

BY AIR M...

...D.I
...of India,
...Education,

New Delhi 3, the 26th August 1948.

From

The Secretary to the Government of India.



All Provincial Governments and
Local Administrations.

Subject: 14th Meeting of the Central Advisory Board of Education - Proceedings - action taken.

63981

Sir,

I am directed to refer to this Ministry letter No. F.8-3/48eE.II, dated July 5th, 1948 on the subject mentioned above and to request that the information required by the Central Advisory Board of Education on the various items of the proceedings may kindly be furnished to this Ministry positively by the 1st October, 1948, as the next meeting of the Board will be held in the first week of December 1948. (A separate communication regarding the final place and dates etc. of the meeting will follow shortly)

Yours faithfully,

B. Chatterjee

( B. Chatterjee )
for Secretary.

Lieaver 20-9-48

Bakhshi 26/8

Office of the
Director of Public Instruction.
Roc.No.2099-E4/48.

Madras, dated 29th Sept. 1948.

ASST. SECRETARY TO GOVERNMENT
4 = OCT 1948
EDUCATION AND PUBLIC HEALTH DEPT.

From

The Director of Public Instruction,
Madras.

To

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

Sir,

SUB: CENTRAL ADVISORY BOARD OF EDUCATION - Proceedings of the 14th meeting - Remarks in items IV and XIX of the meetings.
Ref: Govt. Memo. No. 50088/48-1 B2. Edn. dated 22.7.48.

-£0£-

With reference to the Government Memo quoted above I have the honour to offer the following remarks on items IV and XIX of the Proceedings of the 14th meeting of the Central Advisory Board of Education held in January 1948.

There is a definite need for a separate section in the Director's office called "Secondary Education" section under the control of the Deputy Director of Public Instruction (FINANCE) which should concern itself mainlywith "Secondary Education" embracing all aspects, including of course the diversified courseoin secondary schools, medium of instruction and such other policies which Government may lay down. The section should be constantly in touch with Provincial Advisory Board of Education and proposals or recommendations coming from Secondary Education councilof India so that co-ordinated action in regard to secondary education will become possible on account of the centralisation of work. I therefore, suggest that an additional section to my office may be sanctioned with a Junior Superintendent, two upper division and 2 lower division clerks in the appropriate time scale of pay for the purpose set forth.

As regards the proposal in item XIX I suggest that secondary grade teachers may be deputed for training ~~the~~ physical education. But the training should be given at the expense of Government and local bodies in the case of those in Government and Local Body service respectively. In the case of aided school, the expenditure on deputation may be met by grant from provincial funds.

Yours faithfully,

for Director of Public Instruction.

kn.1.10.

E & A Dept

MEMORANDUM NO. 500886/48-2 Edn 10-11-48 D/.....

Sub: Central Advisory Board of Education - 14th meeting's Proceedings.

Read: Letter from the D.P.I. No.2099 E4/48 d/29-9-1948.

The attention of the D.P.I. is invited to item II (a)(i) of the Proceedings of the 14th meeting of the Central Advisory Board of Education (copy enclosed) and he is requested to send to Govt. by the first July every year, reports on the progress of basic education in the Province in the forms annexed to the Proceedings. With ref. to item IV of the Proceedings and para 2 of the letter referred to above, the Director is requested to send to Government proposals for an additional section in his office for Secondary education with an estimate of the cost involved and with full justification for the extra staff. The Director is also requested to send to Govt. proposals for deputing Secondary Grade teachers for training in physical education with an estimate of the cost involved - vide item XIX and para 3 of the Director's letter.

To : The D.P.I. (with enclosure)*

*(copies of item II(a)(i) pp 19-20 and forms pages 33-36);
item IV page 13, para 11 p.21-22;
item XIX page 16 and para 25, page 28.

Forms to be typed
given on 15.11.48

LETTER NO. 500886/48-3 Edn dt. 10-11-48

To

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

Sir,

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-2-

Sub: Central Advisory Board of Education - 14th meeting - Proceedings.

Refx ---

With ref. to your letter No.F.8-3/48 E2, dated 5-7-1948, I am directed to state that proposals have been called for from the Director of Public Instruction, Madras in regard to a separate section in his office for dealing with matters relating to Secondary education and for deputing secondary grade teachers for training in physical education - Vide Items IV and XIX. I am to add that the report of the Central Provincial Board for European and Anglo-Indian education for educational development - Item XI is under consideration and a report containing the orders of Govt. in the matter will be sent to you in due course.

Yours faithfully,

13/032

R.O.C.NO.2099-E.4/48

Office of the
Director of Public Instruction,
Madras, Dated 18-1-1949.

From

The Director of Public Instruction, Madras.

To

The Secretary to Government,
Educat ion and Public Health Department.

Sir,

Sub: Central Advisory Board of Education - 14th meeting - Proceedings of - Extracts of the Proceedings- Remarks on the proposals for the opening of additional section in the Director's office.

Ref: Government Memo. No.50088-/48-1 B.2 Edn dated 10-11-1948.

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With reference to Government Memo. quoted above, I have the honour to submit below the proposals for an additional section for Secondary Education in the Director's Office.

The cost involved in the proposal is as shown below* if a section is opened from April 1949.

| | Immediate Recurring | Immediate Non-recurring | Ultimate Recurring | Ultimate Non-recurring. |
|---|---|---|---|---|
| 2 Lower Division Clerks in the time scale of pay Rs.45-90 | 990 | | 1620 | |
| 2 Upper Division Clerks -do- Rs.80-125 | 1760 | 800 furniture etc. | 2622 | .... |
| 1 Junior Superintendent -do- Rs.140-190 | 1540 | | 2080 | |
| Total: | 4290 | 800 | 6322 | ... |

It has already been pointed out to Government in para 2 of the Director's letter No.2099 E.4/48 dated 29-9-48 that there is a real need for an additional section called "Secondary Education Section" The Director's proposal is based on the recommendation of the Central Advisory Board that the Provincial Directorates should be strengthened with a view to facilitate the thorough and proper examination of the proposals and recommendations coming from Central Government on 'Secondary Education'. Even apart from the recommendation it will be seen that there is a definite need for an additional section called Secondary Education Section.

A number of subjects comes under the purview of Secondary Education as detailed below:-

1. Reorganised courses of Secondary Schools 2.Diversified courses (Bifurcated) in Secondary Schools its introduction to be extended to other schools. 3. Trades schools to be opened. 4. Reform of S.S.L.C. Examination. 5. Clarification of doubts raised by heads of Secondary Schools giving of proper instruction for guidance. 6. Medium of instruction specially in Muslim Schools. 7. Visual Education. 8. Hindustani in Secondary Schools. 9. Revision of S.S.L.C. Scheme etc.

The work involved in the above subjects is enormous and it is found difficult even at present, to cope up with the work. The subjects grow in importance and the work obviously will increase in volume as more schools are brought under the purview of the scheme and to co-ordinate all these subjects and to achieve proper standard of work, it appears necessary to centralise these under a section, called Secondary Education Section. It would be the concern of this section to examine all proposals relating to Secondary Education, those coming from Central Government and those

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of the Board of Secondary Education so that questions relating to these could be dealt with more expeditiously and thoroughly.

In view of the justification given below, I request that Government may be pleased to sanction an additional section as requested for.

Proposals re: the deputation of Secondary Grade Teachers for Training in Physical Education will be submitted separately.

Yours faithfully,

for Director of Public Instruction.

RVR 19/1/-

Draft I

15

Two Drafts

D)X(i) 18/2/49

Edn. HF. 4-2/48 (B2)

Letter Ref. No. 50088/48-5-B2-Edw, dated 18.2.49

To

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

Sir,

Sub:- Central Advisory Board of Education — 14th Meeting — Proceedings.

In continuation of this Govt. Letter/Ref. No. 50088 B2/48-3-Edn., dated 10.11.1948, on the subject mentioned above, I am directed to state that the question of providing additional staff in the office of the D.P.I., Madras, (vide Item IV of your letter, No. F. 8-3/48-E.II, dated 5.7.1948), has been duly examined and that it has been decided that there is no need for additional staff in the Director's office at present. I am to add that the Director is being asked to so rearrange the sections and reallocate the work in his office that a separate section may deal with 'secondary education' and the issues raised by the Central Advisory Board of Education in connection with the 'secondary education'.

Further reports on the items on which reports are still due will be sent to you in due course.

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

18/2/49

pages 11-18 cp.

page 3 cf.
pages 3-5 nf.
'P' cup. 5 nf.

Vide Draft II overleaf
'Z' cup. 4 nf.
be formed to

2 Items II (a)(1), XI & XII
on page 1 cp.

Copy to the D.P.I.
" B, Section
" A Section.
" C, Section
(One S.C.)

[Vide overleaf for Draft II

Draft II

Edn-44.H.2911(B2)

Subj:- Central Advisory Board of Education — 14th Meeting — Proceedings — Opening of an additional section in the Office of the D.P.I.

From the D.P.I., No.C.No. 2099-E. 4/48, dated 18-1-1949.

Memo. No. 50088/48-6-B2-Edn., dated 18.2.49

The Govt. have considered the proposal of the D.P.I. for the creation of an additional section in this Office to deal with "Secondary Education" and the issues raised by the Central Advisory Board of Education on the subject, and have decided that there is no need for additional staff in the Director's Office at present.

2. The Director is informed that he may post some efficient superintendents and clerks to sections which deal with Secondary Education, so that there may or he may so rearrange the sections and re-allocate the work in his Office that a separate section may be formed to deal exclusively with the subject, so that by either method the adoption of either method there will be no delay in the disposal of papers on the subject.

3. He is requested to expedite his proposals for the deputation of Secondary Grade Teachers for training in Physical Education and for the publication of literature for Basic schools.

DRM 18/2/49

To the D.P.I.
Copy to B1
" A
" C1
(Guard file)

97711

17

No. [illegible]
Government of India.
Ministry of Education.
New Delhi 3, the 19th March, 1949.

From

The Secretary to the Government of India.

To

The Secretary to the Government of Madras,
Education & Public Health Department,
MADRAS.

Subject:- Proceedings of the 14th Meeting of the Central Advisory Board of Education (Pamphlet No. 51).

Sir,

I am directed to forward herewith for information of the Provincial Government, twenty copies of the printed proceedings of the Central Advisory Board of Education held at New Delhi in January, 1948.

Yours faithfully,

B. Bhattacharya

for Secretary.

RS 23/3/49

'ENG'

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The Secretary to the Government of Madras,
Education & Public Health Department,
MADRAS.

Edu. & P.H. Dept.

Sub:- Central Advisory Board of Education
Fourteenth Meeting - Proceedings

Memo No: 50088/48-1-B2-Edu., dated 8-4-49

Five copies of the printed report of the "Proceedings of the Fourteenth Meeting of the Central Advisory Board of Education" are forwarded to the D.P.I. for information.

2. The attention of the Director is, in this connection, invited to paragraph 3 of Govt. Memo No. 50088/48-6-B2-Edu., dated 18.2. and he is requested to state when the proposals called for may be expected.

By Order,

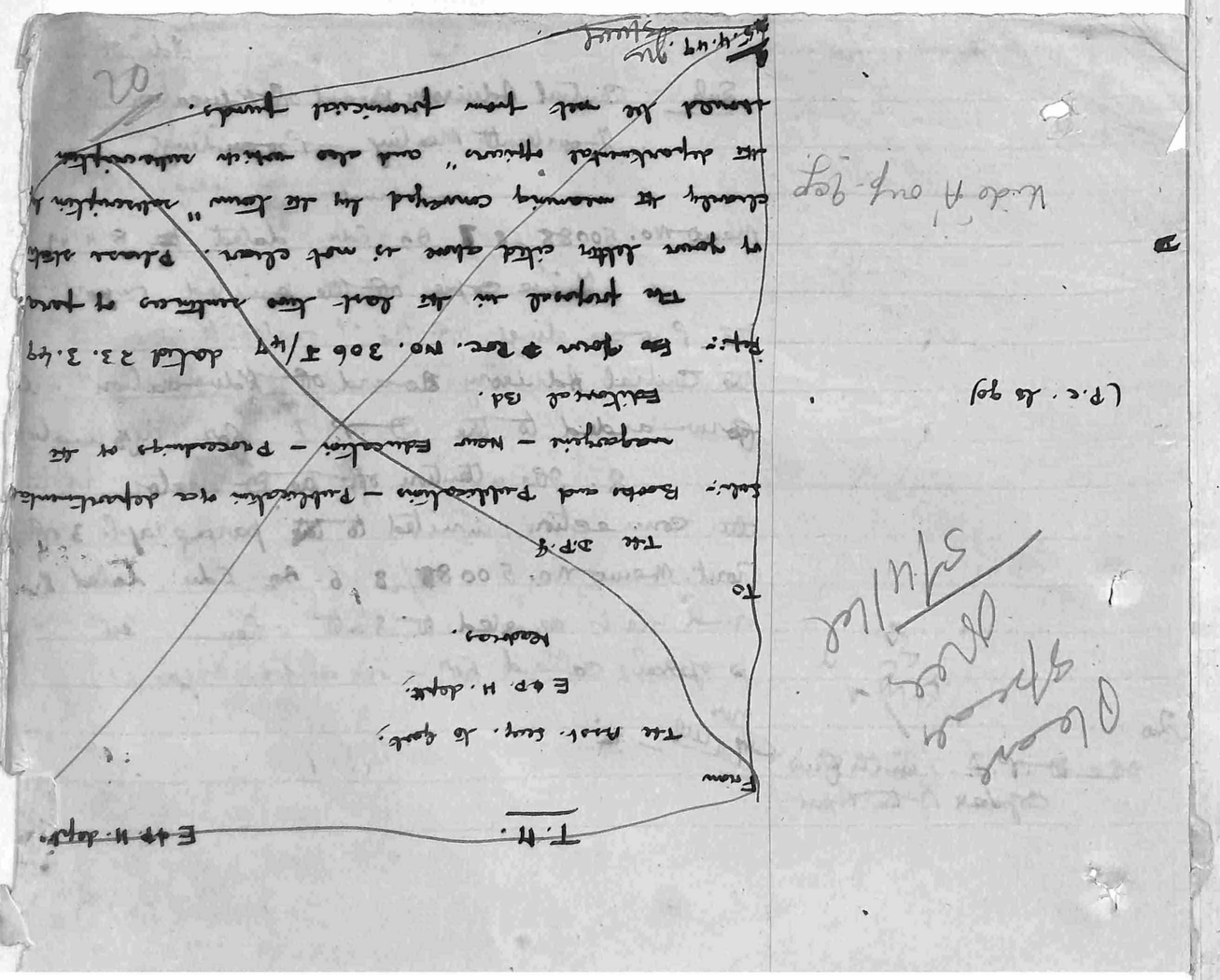
Section Officer.

D.P.I.

Dk(C)
Steno
+ Gen Branch to take action

page 16 of

2. The D.P.I. (with five copies of the report)



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

Held at New Delhi on 13th, 14th & 15th January'48.

1. The fourteenth meeting of the Central Advisory Board of Education was held at New Delhi, on Tuesday, Wednesday and Thursday, January, 13th, 14th and 15th, 1948. The Standing Committees of the Board met on January 12th. The following members were present:-

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

CHAIRMAN.

The Hon'ble Maulana Abul Kalam Azad, Education Minister.

EX-OFFICIO.

Sir Shanti Swarup Bhatnagar, O.B.E., F.R.S.,
Education Adviser to the Government of India.

Nominated by the Government of India

The Right Rev. G.D. Barne, C.I.E., D.D., V.D.,
Bishop of Lahore.
The Hon'ble Rajkumari Amrit Kaur, Minister for Health,
Government of India.
Dr. A.H. Pandya, D.Sc., A.M.I., C.E., M.I.,
Strut, E.M.I.E.,
Dr. Zakir Husain, M.A., Ph.D.,
Mrs. Ranuka Ray, B.Sc., Econ.(London)
Mrs. Hannah Sen,
Sardar Ujjal Singh, M.A.,
Principal Mata Prasad.

Elected by the Constituent Assembly (Legislative)

Shri M. Ananthasayanam Ayyangar.
Shri Mohan Lal Saksena.
Pandit Lakshmi Kanta Maitra.

Nominated by the Inter-University Board, India

Prof. N.K.Sidhanta, M.A.,(Cantab),
Lucknow University, Lucknow.
M. Ruthnaswamy, Esqr., C.I.E., M.A. Bar-at-Law
Vice Chancellor, Annamalai University,
Annamalainagar.

Representatives of the Provincial Government

Assam

P.C. Sanyal Esqr., M.A., M.B.E., Director of Public Instruction.

West Bengal

Dr. Snehamoy Dutta, M.Sc.(Cal)D.Sc.(London)D.I.C.,
F.N.I., Director of Public Instruction.

Bihar

The Hon'ble Acharya Badri Nath Verma,
Minister for Education.
Kamta Prasad, Esqr., M.A.,(Cantab) O.B.E.,
Director of Public Instruction.
Rai Bahadur Ram Saran Upadhyaya, Secretary,
Basic Education Board.

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BOMBAY

D.C. Pavate, Esqr., M.A., (Cantab), Director of Public Instruction.
K.G. Saiyidain, Esqr., M.Ed.(Leeds), Educational Adviser.

CENTRAL PROVINCES AND BERAR.

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

MADRAS.

The Hon'ble Sri T.S. Avinasilingam Chettiar, Minister for Education.
Sri D.S. Reddi, M.A., (Oxon)M.B.E., Director of Public Instruction.

ORISSA

The Hon'ble Pandit Lingaraj Misra, M.A., Minister for Education.
S.C. Tripathi, Esqr., O.B.E., M.A., I.E.S. Director of Public Instruction.

EAST PUNJAB

G.C. Chatterji, Esqr., M.A., I.E.S., Director of Public Instruction.

UNITED PROVINCES.

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

REPRESENTATIVES OF THE INDIAN STATES.

Sardar K.M. Panikkar, Prime Minister of Bikaner.
Rao Bahadur Sir T.T. Krishnamachari, K.C.I.E. Prime Minister, Jaipur State.

G.P.Pillai, Esqr., Travancore State.
A.P. Pattani, Esqr., Bhavanagar State.
Saiyd B.H.Zaidi, Esqr., C.I.E., Chief Minister, Rampur State.

SECRETARY.

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

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

1. The Hon'ble Dr. B.R.Ambedkar, Ph.D., D.Sc., Bar-at-Law, Minister for Law, Government of India.
2. The Hon'ble Dr. Gopichand Bhargava.
3. The Hon'ble Srijut Gopinath Bordoloi.
4. Shri Rohini Kumar Chaudhowry.
5. Mrs. Zarina Currimbhoy.
6. The Hon'ble Dr. P.C. Ghosh.
7. Sir Mirza Mohd Ismail, K.C.I.E., O.B.E.,
8. The Hon'ble Mr. B.G. Kher.
9. Pandit Govind Malaviyar.
10. Dewan Bahadur Sir, A.L. Mudaliar, B.A., M.D.,FRCOG,F.CS.,
11. The Hon'ble Sri Sampurnand.

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2. The Hon'ble Pandit Jawaharlal Nehru, the Prime Minister of India inaugurated the opening session of the Board. The following is an English summary of his speech made in Hindustani:-

The Hon'ble Prime Minister said that whenever conferences were called to form a plan for education in India the tendency, as a rule, was to maintain the existing system with slight modifications. This he said, must not happen now. Great changes had taken place in the country and the education system must also be in keeping with them.

The entire basis of education must be revolutionized. The present system might have been suited to the past situation, but maintaining the status quo in the field of education under present circumstances would do nothing but harm to the country. The state of mind created by the system of education was absolutely out-of-date and ineffective.

India, the Prime Minister continued, had lost five precious months in unconstructive activities. Big plans were prepared for the cultural, social and economic reconstruction of the country, but unforeseen and unfortunate circumstances had diverted their attention from them.

In the plans for rebuilding the nation, education had an important place, because that was the basis for all other activities. India's misfortunes, the Prime Minister added, were not completely over but still they could not be allowed to put the question of education in the background. Practical steps must be taken immediately to implement their plans for improving the country's education.

Rehabilitation of refugees was at present engaging the attention of the Government, he said. But there, also, the question of education was not absent. The Advisory Board hadto suggest arrangements for the education of a large number of young boys and girls whose education had been rudely terminated by the disturbances. The Government must resettle them in educational life.

OUR FUTURE HOPE

Contd.....

"The younger generation is our future hope. The way their faculties were developed and minds moulded would make or mar India's destiny and their proper education must be given top priority", said the Prime Minister.

These young displaced neb were a matter of concern, because they affected the future plans materially. Again, the younger generation in general was showing signs of having been educated on lines not suited to the changed times. It was lacking in discipline and the Board must advise the Government how to create a sense of restraint and discipline among young men. Pandit Nehru said: "In moulding their minds I do not advocate the use of any kind of force or compulsion, but I feel that a certain amount of guidance and direction is essential."

Another task before the Board, said the Prime Minister, was to advise the Government on the implementation of reports like the one from the Scientific Manpower Committee. For all proper planning it was necessary for the Government to know what talent it had at its disposal and how it must train its men to take up essential jobs. India was not lacking in talent, scientific or otherwise, but it was not properly employed. "There are so many tasks lying undone because we feel we do not have the men for them, and yet there are men in the country who have the necessary qualifications and are not employed."

So many reports had been submitted by various committees on different subjects and work was being done on them but it was a pity that it was being done so slowly. The Prime Minister urged acceleration of work of this nature.

"Our system of education must not be formed in isolation from our social and economic life of tomorrow. Different sides of our life and activities must be correlated. The Primary aim of any system is to creat balanced minds, which cannot be misled. We have just seen the phenomenon of millions of our people being misled. We must be strong mentally before we can think of building a nation," he concluded.

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3. The Chairman of the Board, the Hon'ble Maulana Abul Kalam Azad, Ministry for Education then addressed the meeting as follows:-

Friends,

On the occasion of this fourteenth session of the Central Advisory Board of Education I accord my sincere welcome to you. Historically speaking it is the fourteenth session as thirteen have already been held. But to the more accurate, I think we should call it the Inaugural session of the Board, since the first thirteen took place in the Indian Empire which on 15th August 1947 came to an end and with it a long chapter of Indian History. To-day we are assembled in a New India which has yet to make its history.

I believe it will not be out of place to mention that the change in the political situation has greatly affected the temper and nature of the work which we have undertaken. The scales in which the educational problem were weighed by this Board uptil now have grown out of date. New scales with new weights will have to be substituted. The dimensions of the national problems of the day cannot be judged by the measurements which have been employed so far. The new aspirations of New India will require fresh outlook and new measures to tackle its problems.

With whatever depth of vision and sympathetic imagination the Board might have tackled the educational problems in the past, it could not escape the fact that there was no free National Government to support it. In spite of its desire to have the fullest scope it had to keep itself somewhat in restraint. Now things have changed. The nation, about the educational problems of which you are going to deliberate, has its own government at yourentire disposal. The Government in its turn expect that you, too, offer your deliberations with the same tenacity of prupose and breadth of vision as are guiding the administration today.

But if we want to adopt new measures with fresh determination and redoubled efforts, it should not mean that we do not acknowledge the past services of the Board. Its lengthy reports covering thousands of pages are a record of the zeal and ability with which the task was handled in the past thirteen years and the present

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day educational activities of the country bear testimony to it. Probably the most valuable service rendered by the Board was the preparation ofthe scheme of Basic Education in 1944. It was the first occasion in the history of British India when the problem of elementary education was presented in its true aspect. A scheme was then promulgated which contained the lements of broad outlook and bold action, the two things which were least expected in the then prevailing circumstances. The name of Sir John Sargent who was our Educational Adviser is intimately connected with the scheme because of the prominent part he took in framing it. I am glad that he will continue to remain in our country though at the moment he is away and unable to be present at this session.

Now we have to think how far this schem can be adapted to suit the changed circumstances and how soon obstacles in our way can be removed. But I will not discuss this question at this time as an educational conference which is to tackle such problems has been called to meet here as soon as this session is over. We shall have ample opportunity of taking up these questionsthere.

But there is a particular aspect of the question to which I shall invite yourattention. In connection with the scheme of the Basic Lducation the question of religious instruction had cropped up at the time. Two committees of the Board pondered over it but they could come to no agreed decision. I should like that this question may be reconsidered in the light of the changed circumstances. For our country this question has a special importance.

It isalready known to you that the nineteenth century liberal point of view concerning the imparting of religious education has already lost weight. Even after the first Great War a new approach had begun to assert itself and the Intellectual Revolution brought about in the wake of the second great war has given it a decisive shape. At first it wasconsidered that religious would stand in the way ofthe free intellectual development ofa child

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but now it has been admitted that religious education cannot be altogether dispensed with. If national education was devoid of this element, ther would be no appreciation of moral values or moulding of character on human lines. It must be known to you that Russia hadto give up its ideology during the last world war. The British Government in England had also to amend its educational system in 1944.

So far as India is concerned, the problem presents itself in an entirely different shape. Europe and American felt the need of religious education as it was observed that without religious influences people became over-rationalistic. But in so far as they are working in Indian life we have to face the other side of the medal. We have no fear that people will become ultrarationalists. On the other hand we are surrounded by over-religiosity. Our present difficulties, unlike those of Europe, are not creations of materialistic zealots but of religious fanatics. If we want to overcome them, the solution lies not in rejecting religious instruction in elementary stages but in imparting sound and healthy religious education under our direct supervision so that misguided credulism may not affect the children in their plastic stage.

It is obvious that millions of Indians are not prepared to see that their children are brought up in an irreligious atmosphere and, I am sure, you, too, will agree with them. What will be the consequence ifthe Government undertake to impart purely secular education? Naturally people will try to provide religious education to their children through private sources. How these private sources are working today orare likely to work in future is already known to you. I know something about it and can say that not only in villages but even in cities the imparting of religious education is entrusted to teachers who though literate are not educated. To them religion means nothing but bigotry. The method of education, too, is such in which there is no scope for broad and liberal outlook. It is quite plain,then, that the children will not be able to drive out the ideas infused into them, in their early stage, whatever modern education may be given to them at a later stage.

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If we want to safeguard the intellectual life of our country against this danger, it becomes all the more necessary for us not to leave the imparting of early religious education to private sources. We should take it rather under our direct care and supervision. No doubt, a foreign Government had to keep itself away from religious education. But a Natio-nal Government cannot divest itself of undertaking this responsibility. To mould the growing mind of the nation on right lines is its primary duty. In India, we cannot have an intellectual mould without religion.

But if religious instruction is to be a part of Basic Education, what will be its proportion? How is it to be managed? These are questions which are to be thoroughly considered. Indeed, there will be difficulties in the way. A solution will have to be found. But I need not go into details. If the main issue is settled, details can be tackled later on. In any case I request you to appoint a committee to go into the question abnovo. It may be authorised to send its recommendations directly to the Government.

There is another problem on which you have to take a final decision now. What is to be the medium of instruction in our educational institution? I am sure there are two things with which you will agree. First, that in future English cannot remain the medium of instruction. Secondly whatever th change may be in this direction, it should not be sudden but gradual. In my opinion so far as Higher Education is concerned we should come to the decision that the status quo may be preserved for five years. But along with it provision may be made by the universities for the coming change. I should like you to make your suggestions to the Government after due deliberation.

But in this connection a fundamental question arises with regard to Indian language. How is the change to be brought about? Is University education to be imparted through a common Indian language or Provinces may be given an opportunity to have their own regional languages for University teaching? English was a foreign language. We were greatly handicapped by having itas our medium of instruction. But we were also greatly benefited in one way that all the educated people in the country thought and expressed themselves in the same

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language. It cemented the national unity. It was such a great boon [illegible] that I should have advocated its retention as the medium of instruction had it not been fundamentally wrong to impart education through a foreign language. But obviously I should desist from offering this advice. I put it to you if only till recently a Madrasi or a Punjabi or a Bengali felt no difficulty in receiving education through a foreign language, why should he be handicapped if he were to be educated through one of the Indian language, we shall certainly be able to retain the same intellectual unity which was created for us by the English language. But if we fail to susbstitute an Indian language for English, our intellectual unity will certainly be affected.

The alternative course before us is to have regional languages for university teaching and one common compulsory language for Central Govenmment and for inter-Provincial communication. Anyhow it is but necessary that you should come to a final decision on this point after discussion and deliberation.

The aganda before you is fairly heavy: it is to be attended to. I shall not keep your attention to myself any more. Welcoming you again I finish my speech here.

4. The Agenda before the Board was as follows:-

I. (a) To report that the proceedings of the Thirteenth Meeting of the Central Advisory Board of Education held at Bombay in January, 1947, were confirmed by circulation to members and that copies were sent to Provincial Governments, Local Administrations, States Governments, and Universities and were also put on sale.

(b) To welcome the new members of the Board and to record appreciation of the services rendered by those who have since retired.

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 (Particularly with reference to the progress of women's 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 recommendations of the Board on Post-War Educational Development in India.

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

(Appx. B)





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

(a) Report of Committee on an Indian Cultural Trust,

(b) Report ofthe Committee on a Seconday Schools Examination Council for India.

(c) Report of the Expert Braille Committee on Uniform Indian Braille;

(d) Report of the Committee in regard to the requirement of Air Training in relation to the educational system ofthe country;

and to consider recommendations, if any, from the appropriate Standing Committees in connection with (b) and (d) above. (Appx.C)

V. To receivedand consider the views of the Inter-University Board in regard to the various matters referred to them.

(Appx.D)

VI.(a) To receive a report on the working of the Government of India Ove seas Scholarships Scheme.

(b) To receive and consider a report on problems of students going abroad for further studies with a view to both devising measures for ensuring that such students receive the necessary advice and guidance before going abroad and to ensure their welfare in the country of study.

(Appx. E)

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

(Appx.F)

VIII. To receive and consider a report on the progress made in regard to the rehabilitation of students and teachers displaced in Pakistan areas, by the Central and Provincial Governments, and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.

(Appx. G)

IX. (a) To receive the recommendations of the Scientific Man-Power Committee appointed by the Government of India

(b) To receive the findings of the Geological Education Committee set up by the Government of India; and to consider recommendations, if any, from the appropriate Standing Committees in connection therewith.

(Appx. H)

X. To receive and consider the interim report of the Committee appointed by the Board on Curiculum of Basic (Primary and Middle) Schools and the Organisation of Training College.

(Appx.J)

XI. To receive and consider the report of the Committee appointed by the Board to examine the report on Educational Development prepared by the Inter-Provincial Board for Anglo-Indian and European Education

(Appx.K)

XII. To consider th appointment of a Committee to examine the existing financial resources for education, the programme for educational development in all provinces and states and to make suggestions to ensure that educational development is not held up for want of funds.

(Government of C.P. & Berar:Appx. L)

XIII.....



XIII. To receive the report of the Reference Board on Scientific Terminology in India and to consider the further steps to be taken in this connection.

(Appx. M)

XIV. (a) To receive a report in regard to the Second General Conference of the United Nations Educational, Scientific and Cultural Organisation held at Mexico City in November-December, 1947

(b) To receive and consider the report of the Committee appointed by the Board on the formation of a National Education Commission to Co-operate with the United Nations, Educational, Scientific and Cultural Organisation.

(Appx. N)

XV. To consider the question of:-

(a) organisation of immediate and vigorous plans for adult education on a country-wide basis, adult education being visualised as "social education" in the wider sense of the term.

(b) establishment of a few "Peoples Colleges" in selected areas.

(c) co-ordination of efforts in the matter of visual and auditory education; and

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

(Government of Bombay: Appx.P)

XVI. To consider certain suggestions in regard to the organisation of Technical Educat-ion.

(West Bengal Government Appx.Q)

XVII. To consider the question of introduction of reforms in Marathi, Gujarati, and Kannada Scripts.

(Government of Bombay; Appx.R)

XVIII. To consider the question of encouraging University students and students seeking entry to Universities to undertake various forms of Social Service, and

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

(Appx.S)

XIX. To consider certain suggestions in regard to the organisation of School Medical Services and School Clinics and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.

(West Bengal Government: Appx.T)

XX. To consider:

(a) whether English should be retained in High Schools from class III to Class VI.

(Assam Government)

(b) the appointment of a Committee to investigate the State of Secondary Education in India and to report on its aims and scope in the light of the present conditions and future requirements; and

(Government of C.P. & Berar)

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

(Appx. U)

XXI. To consider the question of modification in the courses of training of teachers for Secondary Schools and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.

(West Bengal Government: Appx.V)

XXII. (a) To report the appointments made by the Chairman in the vacancies on the Standing Committees of the Board.

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

(Appx. W)

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XXIII. To receive a communication from the Government of Travancore in regard to the next annual session of the Central Advisory Board of Education.

(Appx. X)

XXIV. To consider the appointment of a Committee by the Board to visit the Provinces once in five years or oftoner, if necessary, to discuss the progress of development schemes and other matters of common interest.

(Appx. Y)

XXV. To consider the place of craft work in the scheme of Basic (Primary and Middle) Education and Post-Basic Education, and in the light of this decision to consider the modifications, if any, deemed necessary in the Report of the Board on Post-War Educational Development in India, and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.

(Govt. of Bihar: Appx.Z)

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5. The explanatory memoranda on Items II & XXVII which had been circulated to the members of the Board previous to the meeting are appended to the proceedings.

6. Item I: It was reported that the Proceedings of the Thirteenth Meeting of the Central Advisory Board of Education held at Bombay in January 1947 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.

The Board adopted a resolution of condolence, all members standing, in memory of Sir Ziaud-Din Ahmad, Sir Shafaat Ahmad Khan and Dr. T.C.M. Royan who were members of the Board and had passed away during the year.

The Board decided to place on record their sense of appreciation of the services rendered to the Board and to the cause of education in the country by Sir John Sargent who had retired after about ten years of service as Educational Adviser to the Government of India.

The Board also placed on record the services of the other out-going members of the Board and welcomed those who had been newly appointed (Annexure A).

7. Item II (a) (i): In regard to developments in Basic (Primary and Middle) Education the Board noted that the information furnished by the Provincial Governments was on the whole inadequate. It was, however, explained that it had not been possible for the Provincial Governments to furnish necessary material in time on account of preoccupations related to constitutional changes. The Board decided that, in future, Provincial Governments, etc., should be requested to furnish requisite information by the middle of July. In this connection the Board agreed that the forms )(Annexure B) worked out by the Standing Committee would be suitable though provision should be made for the inclusion of information on specific problems which required guidance from the Centre or other Provinces and States and experiences which

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would prove useful to other Provinces and States. The Board decided that the Standing Committee should meet immediately after this information became available and make considered recommendations to the Board and also meet oftener, as may be necessary.

The Board hoped that the Central Government, through the Central Institute of Education or some other agency, would provide more helpful direction and guidance to the Provinces and the States in the problems of Basic Education, including its technique and methods, and the production of suitable literature for Basic Schools.

8. Items II (a) (ii) and XV. The Board noted that the organisation of a comprehensive scheme of Adult Education had become imperative in view of the attainment of freedon by the country. They accordingly adopted the interim recommendations (Annexure C) made by a special Sub-Committee for the removal of illiteracy and the further education of the literates. In doing so they wished to add "open-air theatres" to the means suggested for attaining the end. The Board also decided that the scheme of general education proposed for adults should include technical education in the work in which the adult concerned is employed so that it may be interesting and profitable to him to join the classes.

The Board also decided that Adult Education workers should be especially trained as the whole success of the scheme depended on them.

In regard to finances, the Board agreed that a 50 : 50 basis for Provincial and Central contributions would be suitable though in the case of financially less prosperous areas a different proportion may be justified. The Board agreed that the report of the Sub-Committee and the views expressed above should be circulated to the Central and Provincial Governments and their views obtained in time to enable the Committee to make their final recommendations by March 1948.

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The information supplied by Provincial Governments, etc., was recorded. (Appx. A(a)(ii))

9. Item II (a)(iii) and XVIII. The Board, in agreement with the recommendations of the Standing Committee, decided to reiterate their resolutions passed at the Thirteenth Meeting to the effect that "The Government of India should establish an All-India Council for Social Services and that that Council should prepare a comprehensive scheme for the development of social services" and that Government should "also consider the desirability of sending abroad selected persons for special training in social service work".

The Board further decided to recommend that in making appointments to the Public Services, Government should give some consideration to candidates who have social service to their credit.

The information supplied in Appendix A(a) (iii) was recorded.

10. Item III. The Board after a discussion on the difficulties, financial and otherwise, which Provincial Governments were facing in the full implementation of the Board's Plans decided to record the information supplied (Appendix B). In doing so, the Board wished to emphasise the importance of education in the national regeneration of the country and expressed the hope that Post-War Educational Development Plans would be continued and that out of the total Central grant a portion would be earmarked for Education.

11. Item VI. The Hon'ble the Chairman reported that the proposal for an Indian Cultural Trust had been generally accepted though a few further steps remained to be taken, e.g. consultation with the Provincial Governments and with the other bodies interested in the subject. He added that the whole matter was under active consideration and that it was hoped to proceed with the scheme at an early date.

The Board decided that the Provincial Government should be requested to submit their comments on the report relating to a Secondary Schools Examination Council for India, at an early date, and the action taken by the Central Government in this connection

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should be submitted to the Board at their next meeting. In scrutinising the causes of delay in cases like this, the Board felt th t the Provincial Directorates do not possess the staff who could give the Director (of Public Instruction), the expert help that he requires in carrying out a proper examination of important proposals of this character and submit his views. The Board recommended that the Provincial Directorates should have the requisite additional staff forthis purpose.

The Board in recording the report of the Expert Committee on a Uniform Indian Braille expressed satisfaction at the steps taken and proposed for the amelioration of the lot of the Blind. They at the same time hope that due attention would also be paid to the needs of the other handicapped, namely the deaf-mutes and the mentally handicapped.

The Board were of the opinion that the question of the formation of an Air Training Committee may be postponed pending action by Government on the recommendations of the National Cadet Corps Committee.

12. Item V: In regard to the medium of instruction, the Board, agreed with the views of the Chairman contained in his opening address, as to the importance ofthe problem in the present context and recommended that a representative committee should be appointed by the Government of India:

(i) To consider what should be the medium of instruction and examination at the University stage.

(ii) To consider the place of the national language in secondary and higher education.

(iii) To consider the place of English as a language in University Education.

(iv) To consider th stages by which English should be replaced by the national language or regional languages as medium of instruction.

(v) To consider the steps to be taken for the preparation of text books and other requisites for impelmenting the recommendations made.

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In regard to Scientific Terminologies the Board were of the opinion that where terms with a specific and unambiguous connotation do not exist in a particular language, the terms generally used in international scientific literature should be incorporated in the Indian languages.

The Board endorsed the recommendation of the Inter-University Board regarding the teaching and status of Physiology in educational institutions.

13. Item VI: The Board recorded the information supplied (Appendix E(a)) in regard to the Government of India Overseas Scholarships Scheme and noted that the final report of the Special Committee set up by the Government of India to examine the purpose and scope of the Scheme was awaited and would be made available to them, in due course.

The Board agreed that the establishment of Provincial and University Students Advisory Bureaux was important. They accordingly accepted the 1st and 3rd suggestions made under category (a) in the memorandum submitted to the Board (Appendix E(b)). In regard to suggestion No. 2 therein, the Board felt that no compulsory restriction should be imposed on students seeking admission abroad on their own though they agreed that a Central Provincial organisation should be responsible for forwarding applications for admissions abroad, with its recommendations. Regarding suggestion No. 4, the Board felt that it would be difficult for the Provincial Directorates to undertake the supply of regular reports, but hoped that the Central/Overseas Bureau would continue the useful work of disseminating information and guidance.

14. ItemVII. The Board received and recorded the report on the scheme for facilitating Higher Scientific and Technical Education among the Scheduled Castes (Appendix F).

15. Item VIII. The Director of Public Instruction, East Punjab, gave an account of the problems relating to the refugee students

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and teachers displaced in Pakistan areas and the measures already adopted to meet the situation . There was a general desire on the part of all the Provincial representatives to assist in solving the problems and the Board recommended that in order to give facilities to the students whose studies have been interrupted by unforeseen happening in the Punjab, Sind and elsewhere , the Central and Provincial Governments be requested to consider all cases of refuged students and teachers sympathetically, especially in the matter of (i) relaxing conditions of domicile and migratory certificates (ii) granting fee concessions in necessitous cases and (iii) introducing the double shift system in schools and colleges wherever required . The Board further hoped that when more concrete demands were put forward by the affected areas they would evoke adequate response from the other areas and that speedy measures would be adopted by mutual consultation among the Directors of Public Instruction. In particular, the Board were of the opinion that the rules of recruitment through Public Sevice Commission may be relaxed to facilitate the employment of refugee teachers and that the conditions of service offered should approximate to those previously enjoyed by them . The Board also felt that some of the money being spent on refugee camp could more profitably be utilised for Educational Development work (e.g. opening of new Institutions) which , while contributing to nation building , would at the same time provide useful work for the displaced persons.

16. Item IX The Board endorsed the recommendations of the Scientific Manpower Committee (Appendix H(a) ) and decided to recommend to the Government that funds be provided immediately for implementing these recommendations in order of priority in which they have been set out . In doing so the Board hoped that an accurate and reliable estimate of requirements in respect of Scientific Man-power, say, for the next ten years , would be prepared in consultation



with the various Ministries of the Government of India concerned, (e.g., Transport, Railways, Industry and Supply) and Provincial and State Governments, so as to ensure that all the technical personnel trained would be properly employed .

The Board also recommended that scientific personnel should not, as far as possible , be drawn away from their research or other appropriate fields , to do work of an administrative kind.

The information supplied regarding findings of the Geological Education Committee and the action taken thereon was recorded (Appendix H(b)).

17. Items X and XXV. The Board approved the interim report of the Committee on Curriculum of Basic (Primary and Middle ) Schools and the organisation of Training Colleges and hoped that the detailed curricula and the Handbook so badly needed by the Provincial and other authorities concerned would be made available very soon . The Board noted that the questions raised by the Government of Bihar (Appendix Z) regarding the place of craft work in Basic Schools and allied problems had already been dealt with in the interim report of the Committee and would be fully covered when the detailed curricula and the Handbook were published .

18. Item XI. The Board then considered the report of the Committee appointed to examine the proposals for Educational Development prepared by the Inter-Provincial Board for European and Anglo-Indian Education and adopted the same . It was decided that the report should be forwarded to the Central, Provincial and State Governments for necessary action .

19. Item XII. The Board then considered the appointment of a Committee to examine the existing financial resources for education and the programmes for educational development in all Provinces and States and to make suggestions to ensure that Educational Development is not held up for want of funds. The Board noted that all the Provincial and State Governments were anxious that their programmes of Educational Development should not be cut short for want of funds. There was also a unanimous demand that out of any funds that should be made available by the Central Government for

development work , a definite portion should be earmarked for Education . The Board decided that the Chairman should appoint a Committee of Educational and other experts to go into the whole question .

20. Item XIII The Board received the report of the Reference ~~Xxxx~~ Board on Scientific Terminology in India and adopted the same (Appendix M) . In particular , the Board expressed themselves in full agreement with the recommendation of the Reference Board that the technical terms generally used in international scientific literature should be incorporated in the Indian languages with the necessary prefixes and suffixes , where words with a specific and unambiguous meaning do not exist in the Indian languages concerned (vide Item IV above).

21. A. Item XIV:- At the request of the Chairman , Mr. Ashfaque Husain, one of the Adviser to the Indian Delegation to the Second General Conference of the United Nations Educational, Scientific and Cultural Organisation , held in Mexico City in November/December, 1947, gave a brief account of the part played by the Indian Delegation ~~xxxxxxx~~ thereat. It was stated that a full report of the Conference was expected from the Leader of the Delegation , Dr. S. Radhakrishnan, and would be made available to the Members of the Board. The information was recorded .

The Hon'ble Rajkumari Amrit Kaur , the Chairman of the Committee appointed to consider the formation of a National Educational Commission to cooperate with the United Nations Educational ,Scientific and Cultural Organisation , then presented the report of the Committee (Appendix N (b)). The Board adopted the report and expressed the opinion that the establishment of the National Commission was important if India were to derive the full benefit of her Membership of this International ~~Orxgxxx~~ Organisation. It was noted that the list of Cultural and Scientific Organisation which should be represented on the National Commission was still tentative. The Board decided that the list should be brought upto date in consultation with the Provincial Governments etc., and



appointed a Committee consisting of the following members to frame the final list when the views of Provinces, etc., had become available:-

1. The Hon'ble Rajkumari Amrit Kaur
2. The Hon'ble Sri T.S. Avinasilingam Chettiar
3. Dr. Zakir Husain, M.A., Ph.D.,
4. The Hon'ble Mr. B.G. Kher
5. The Hon'ble Dr. Syma Prasad Mukerjee.

21.B. Item XV. This has been dealt with along with item II(a)(ii) above.

22. Item XVI. The Board considered certain suggestions put forward by the Government of West Bengal in regard to the organisation of Technical Education (Appendix Q) and decided to refer the matter to the All-India Council for Technical Education in the first instance.

23. Item XVII. The Board were of the opinion that the introduction of reforms in the Marathi, Gujrati and Kannada scripts was a matter of local significance and therefore for the consideration of the Government of Bombay themselves.

24. Item XVIII: This has been dealt with above vide item II(a)(iii) above.

25. Item XIX. The Board then considered certain suggestions made by the Government of West Bengal in regard to the organisation of the school medical service and school clinics (Appendix T). The Board were not in favour of the scheme. They, however, felt, in agreement with the Standing Committee, the desirability and necessity of every teacher of a Basic School going through a course of Physical Education as an integral part of his training. The Board also decided to recommend the establishment of centres for the training of teachers in Physical Education in the Centrally Administered Areas.

26. Item XX. The Board, in agreement with the Stadning Committee, noted that they had already agreed that no provision for English should be made in the Junior Basic School, i.e. up to Class V, and that the problem raised by the Government of Assam (Appendix U(a)) was of a local character to be decided in accordance with the principles accepted by the Board and adapted to the local situation.

The Board then proceeded to consider the state of Secondary Education in the country and in view of its importance in the whole structure of the educational system, decided to recommend that a Commission may be appointed by the Government of India to review the present position of Secondary Education in India and to make recommendations in regard to:

(a) aims and objects and scope;
(b) content and methods.
(c) organisation
(d) Examination or other methods of assessment of results.
(e) Arrangements for the training of Secondary School Teachers.
(f) Any other problems related to Secondary Education which the Commission may consider relevant.

27. Item XXI. The Board then considered the question of modification in the course of training for teachers in Secondary Schools, as suggested by the Government of West Bengal (Appendix V) and decided that the question should be referred to the proposed Secondary Education Commission, (vide item XX above).

28. Item XXII. The Board noted the appointments made by the Chairman in the vacancies on the Standing Committees and decided to record the information (Appendix W(a)).

The Standing Committees except the Women's Education Committee, were then re-constituted with the following membership.



I. BASIC EDUCATION COMMITTEE.

1. Sri Ananthasayanam Ayyangar,
2. Mrs. Zarina Currimbhoy,
3. Dr. Zakir Husain, M.A., Ph.D.,
4. The Representative of the Government of Assam
5. " " " " Bihar
6. " " " " Bombay.
7. " " " " C.P. & Berar
8. " " " " East Punjab
9. " " " " Orissa.
10. " " " " U.P.
11. " " " " West Bengal.

II. SECONDARY EDUCATION COMMITTEE.

1. Dr. Z kir Husain, M.A., Ph.D.
2. Sir A. Lakshmanaswami Mudaliar, M.D.L.F.R.C.O.G, F.A.C.S
3. Mrs. Renuka Ray, B.Sc. (Econ) (London).
4. Prof. N.K. Sidhanta, M.A. (Cantab)
5. Syed B.H. Zaidi, CIE
6. The representative of the Government of Assam.
7. " " Bihar
8. " " Bombay.
9. " " East Punjab.
10. " " Madras.
11. " " Orissa
12. " " West Bengal.

III. FURTHER EDUCATION COMMITTEE.

1. Sri Ananthasayanam Ayyangar.
2. Sir V.T. Krishnamachari, KCIE.
3. Pandit Govind Malaviya.
4. Dr. A.H. Pandya, D.Sc.A.M.I, CE., M.I.Struct., E.M.I.E.
5. Sardar K.M. Panikkar
6. Mr. G.P. Pillai
7. Mrs. Renuka Ray, B.Sc.Econ (London)
8. Mr. M.Ruthnaswamy, CIE., M.A., Bar-at-Law.
9. Mrs. Hannah Sen.
10. Prof. N.K. Sidhanta, M.A.(Cantab)
11. Sardar Ujjal Singh, M.A., MLA (Pb.)

IV. GENERAL PURPOSES COMMITTEE.

1. The Rt. Rev. G.D.Barne, CIE., DD., VD.,
2. Sri Rohini Kumar Choudhury.
3. Sir Mirza Mohammed Ismail, KCIE., OBE.,
4. Mr. A.P. Pattani.
5. Mr. M. Ruthnaswamy, C.I.E., M.A., Bar-at-Law
6. Sri Mohan Lal Sak sena
7. The Representative of the Government of Assam
8. " " Bombay
9. " " C.P. & Berar
10. " " East Punjab.
11. " " Orissa.

29. Item XXIII. The Board received a communication from the Government of Travancore (Appendix X) in regard to their next Annual Session and decided that the Chairman should fix the time and place of that Session in consultation with such of the Provincial and State Governments as may be necessary. The Board noted that the Travancore Government wished to hold over their invitation to the year 1950.

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30 Item XXIV. The Board then considered the appointment of a Committee to visit the Provinces once in five years or oftener, if necessary, to discuss the progress of development schemes and other matters of common interest. The general opinion was that the appointment of such a committee might be postponed at least for one year.

31 Item XXV This has been dealt with along with item X above.

32. ItemXXVI. It was decided to refer the question of Apprenticeship Training raised by the Government of Madras (appendix ZA) to the All India Council for Technical Education in the first instance.

33. Item XXVII. The Board noted that the scope and the functions of the Central University Grants Committee had been modified to cover the activities of all Universities and they hoped that adequate funds would be made available to the Committee to discharge its functions effectively.

34. In conclusion the Board expressed their sincere thanks for the generous hospitality extended to them by the Government of India and especially to the Hon'ble Maulana Abul Kalam Azad, Minister for Education, Sir Shanti Swarup Bhatnagar, Secretary to the Government of India and Dr. D.M.Sen, Deputy Secretary to the Government of India and other officers of the Government of India who had given so much of their personal time to make the session a success.

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Annexure A.

I List of outgoing Members.

The Hon'ble Shri C. Rajagopalacharya (Chairman)

Sir John Sargent, C.I.E., M.A., D.Litt., (Educational Adviser).

1. Sir Ziauddin Ahmad (Deceased).
2. Frank R. Anthony, Esq.,
3. The Hon'ble Mian M. Ibrahim Barq.
4. Satya Priya Banerjee, Esq.,
5. Jagannath Das, Esq.,
6. The Hon'ble Khan Bahadur Saiyed Muazzamuddin Husain.
7. Rai Bahadur R.C. Kak.
8. Tamizuddin Khan, Esq.,
9. The Hon'ble Mr. Mohd Yahya Khan.
10. Gaganvihari Lal Mehta, Esq.,
11. Dr. Mohan Sinha Mehta.
12. The Hon'ble Diwan Bahadur Sir K. Ramunni Menon, M.A.(Cantab)
13. The Hon'ble Pir Illahi Baksh Nawazali.
14. Diwan Bahadur T.C.M. Royan (Deceased)
15. The Hon'ble Dr. Ram Ugrah Singh.
16. Dr. (Mrs.) Malini B. Sukhthankar.
17. Lady Premlila V. Thackersey.
18. Mr. P.F.S. Warren.

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II List of New Members.

The Hon'ble Maulana Abul Kalam Azad,

Minister for Education (Chairman).

Sir S.S. Bhatnagar, O.B.E., D.R.S., (Educational Adviser)

1. Shri M. Ananthasayanam Ayyangar.
2. The Hon'ble Dr. Gopinath Bhargava.
3. Shri Rohini Kumar Chaudhury.
4. Mrs. Zarina Currimbhoy.
5. The Hon'ble Dr. P.C. Ghosh.
6. Dr. Zakir Husain, M.A., Ph.D.,
7. Pandit Lakshmi Kanta Maitra.
8. Pandit Govind Malaviya.
9. Dr. A.H. Pandya, D.Sc., A.M.I., Strut, E.M.I.E.,
10. Sardar K.M. Panikkar.
11. G.P. Pillai, esq.,
12. A.P. Pattani, Esq.,
13. Principal Mata Prasad.
14. M. Ruthnaswamy, Esq., C.I.E., M.A., Bar-at-Law.
15. Shri Mohan Lal Saksena.
16. Mrs. Hannah Sen.
17. Saiyd B.H. Zaidi, Esq., C.I.E.,

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Annexure B

BASIC EDUCATION.

1. Arrangements for training of teachers.

(a) Institutions for training Basic School Teachers.

| Number of Institutions | | No. of trainees at each institutions. | | Duration of training | Subject of study and crafts taught | Minimum qualification for admission. | Refresher courses. |
|---|---|---|---|---|---|---|---|
| Old ones converted. | New ones established | Men | Women. | | | | |

(b) Institutions for Training the staff of Training Schools.

| Number of Institutions | Names of Institution. | Number of Trainees Men | Number of Trainees Women | Duration of training. | Programme of studies Crafts taught | Minimum qualifications for admission. | Refresher courses | Provision of facilities for research in problems of Basic Education. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

(c) General Remarks*

*Under this head the deviations from the Schemes of the C.A.B. of Education may be indicated with reasons and also any concrete plans for future development. Particulars may also be given of specific problems which have arisen in the solution ofwhich advice from the other Provinces or the Centre may be needed and also experiences which may usefully be circulated to other provinces and states.

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II BASIC SCHOOLS?

| Number of Basic Schools | | | | Number of Pupils | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Existing Schools Jr. Basic | converted Sr. Basic | New Schools Jr. Basic. | established Sr. Basic | At the Beginning of the year under report Boys | Girls | At the end of the year under report Boys | Girls | Duration of the course. | Crafts provided for |
| | | | | | | | | | |

GENERAL REMARKS *

* Under this head the deviations from the scheme of the C.A.B./Education may also be indicated with reasons and also any concrete plans for future development. Particulars may also be given of specific problems which have arisen in the solution of which advice from the other Provinces or the Centrelmay be needed and also experiences which may usefully be circulated to other provinces and states.

needs and resources of the province.

In imparting Adult Education, fullest use should be made of the modern media of mass communication, e.g., Radio, Films, and film- script, Grammophone, Records, Magic Lanterns etc. Material for these media, pertaining to subjects mentioned above, should be prepared by the Central Government in consultation and co-operation with the Provincial Governments. A special department should be set up for the preparation of this material expeditiously with due regard to the time limit suggested above.

Agencies.

At the Centre as well as in the Provinces there should be special agencies under the Departments of Education responsible for the organisation of Adult Education and the general policy and programme should be decided in consultation with Provincial and Local Advisory Bodies, consisting mainly of non-officials.

In the programme of Adult Education, due emphasis should be given to further education of literates through the organisation of Club, Discussion Groups, Peoples' Colleges, University Extension Movements, Summer Schools, Community Centres and other similar agencies.

Liberal Provision should be made for research in Adult education in all training colleges maintained and aided by Government.

A tentative scheme of Adult education incorporating these recommendations should be drafted and this scheme forwarded to the Provincial Governments and states to obtain their views within six weeks.

The Committee should meet some time in March to prepare their final scheme. In the meantime the Committee hope that the Central and Provincial Governments will make adequate provision in their budget for the scheme.

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ANNEXURE C.

INTERIM REPORT OF THE ADULT EDUCATION COMMITTEE OF THE C.A.B.E. APPOINTED ON 13TH JANUARY 1948

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As desired by the Central Advisory Board of Education, the Committee met thrice and deliberated upon the problem of:-

(i) Adult Education, and

(ii) Litracy.

In addition to the members of the Committee, Prof. N.K. Sidhant and Shri M. Ananthasayanam Ayyangar were also present.

We regret we did not get sufficient time to work out the details of the Scheme but as required by the Board, we are submitting an Interim Report which lays down the broad principles of Adult Education. The Committee has arrive unanimously at the following conclusions:-

The Committee is of the opinion that Adult Education should not be limited to making people merely literate. It should include also general education so as to prepare every citizen to play his part in a democratic social order.

It is suggested that there should be a 3-years programme in the first instance for this purpose. While the literacy programme is to be confined to the people between the age of 10 to 40 no age limit should apply in the case of general education.

General education should include.

(a) Principles of health and hygiene.

(b) General knowledge of the world with particular reference to India and the Province in which the adult resides.

(c) Stories from Indian History illustrating Indian life in various periods (including the struggle for attainment of independence).

(d) Civic - Individual and Society - Duties and rights of citizenship, administration (Local Provincial and Central)

(e) Principles and practice of co-operation.

(f) Provision for recreative facilities.

(g) Education in moral values and social service.

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Both literacy and general education should proceed simultaneously but during the next three years, greater emphasis should be laid on the latter aspect of adult education with a view to enabling every Indian to participate effectively in the new social order. All out efforts should also be made to raise the percentage of literacy to at least 50% during the period.

All the resources and personnel of the country should be mobilised for the attainment of the aforesaid objectives;

Workers:-
Three categories of workers are suggested -
(i) Whole time workers.
(ii) Part time workers.
(iii) Volunteers.

Whole time workers shall include:-

(a) those who will be responsible for organising the adult education centres and,

(b) those who will be responsible for training and guiding the part time and the voluntary workers.

Part time workers: will be the village school teachers post masters and other similar Civil servants and who might be paid a small honorarium for their services.

Voluntary workers: shall be recruited mainly from amongst.

(i) students and staff of the schools and colleges,

(ii) Clerical staff of the Government Departments,

(iii) District Officials e.g. Medical Officers Educational Officers, Health Officers etc.,

All owners of mills and factories and other large scale employers of labour should be required by law to provide for the education of their workers and their families.

The Government should make it compulsory for all its employees to attend adult education centres and to attain literacy within a period of three years and it should provide the necessary facilities for the purpose. Adult Education should be compulsorily provided for all prisoners in jails.

During the next three years Provincial Governments should provide funds in their annual budgets for the Scheme at the rate of at least one anna per head of the population to be educated. The Central Government should provide an equal amount for this purpose. In addition to this, Special grants should be made by the Centre to the provinces with due regard to the special

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needs and resources of the province.

In imparting Adult Education, fullest use should be made of the modern media of mass communication, e.g., Radio, Films, and film- script, Grammophone, Records, Magic Lanterns etc. Material for these media, pertaining to subjects mentioned above, should be prepared by the Central Government in consultation and co-operation with the Provincial Governments. A special department should be set up for the preparation of this material expeditiously with due regard to the time limit suggested above.

Agencies.

At the Centre as well as in the Provinces there should be special agencies under the Departments of Education responsible for the organisation of Adult Education and the general policy and programme should be decided in consultation with Provincial and Local Advisory Bodies, consisting mainly of non-officials.

In the programme of Adult Education, due emphasis should be given to further education of literates through the organisation of Club, Discussion Groups, Peoples' Colleges, University Extension Movements, Summer Schools, Community Centres and other similar agencies.

Liberal Provision should be made for research in Adult education in all training colleges maintained and aided by Government.

A tentative scheme of Adult education incorporating these recommendations should be drafted and this scheme forwarded to the Provincial Governments and states to obtain their views within six weeks.

The Committee should meet some time in March to prepare their final scheme. In the meantime the Committee hope that the Central and Provincial Governments will make adequate provision in their budget for the scheme.

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# A G E N D A

## CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

## FOURTEENTH MEETING, 1948

Time: 10-30 A.M. Place: Council of State Chamber, Assembly Buildings, New Delhi.

Dates: January 13th, 14th and 15th, 1948.

(The Standing Committees of the Board will meet at New Delhi at 11 A.M. on the 12th January, 1948)

I. (a) To report that the proceedings of the Thirteenth Meeting of the Central Advisory Board of Education held at Bombay in January, 1947, 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.

(b) To welcome the new members of the Board and to record appreciation of the services rendered by those who have since retired.

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 (particularly with reference to the progress of women's 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 recommendations of the Board on Post-War Educational Development in India.

(b)... ...

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

(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 on an Indian Cultural Trust,

(b) Report of the Committee on a Secondary Schools Examination Council for India;

(c) Report of the Expert Braille Committee on Uniform Indian Braille;

(d) Report of the Committee in regard to the requirements of Air Training in relation to the educational system of the country;

and to consider recommendations, if any, from the appropriate Standing Committees in connection with (b) and (d) above.

(Appx. C )

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

(Appx. D )

VI.(a) To receive a report on the working of the Government of India Overseas Scholarships Scheme.

(b) To receive and consider a report on problems of students going abroad for further studies with a view to both devising measures for ensuring that such students receive the necessary advice and guidance before going abroad and to ensure their welfare in the country of study.

(Appx. E)

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

(Appx. F)

VIII....



VIII. To receive and consider a report on the progress made in regard to the rehabilitation of students and teachers displaced in Pakistan areas, by the Central and Provincial Governments, and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.

(Appx. G )

IX. (a) To receive the recommendations of the Scientific Man-Power Committee appointed by the Government of India.

(b) To receive the findings of the Geological Education Committee set up by the Government of India;

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

(Appx. H )

X. To receive and consider the interim report of the Committee appointed by the Board on Curiculum of Basic (Primary and Middle) Schools and the Organisation of Training Colleges.

(Appx. J )

XI. To receive and consider the report of the Committee appointed by the Board to examine the report on Educational Development prepared by the Inter-Provincial Board for Anglo-Indian and European Education.

(Appx. K )

XII. To consider the appointment of a Committee to examine the existing financial resources for education, the programme for educational development in all provinces and states and to make suggestions to ensure that educational development is not held up for want of funds.

(Government of C.P & Berar: Appx L)

XIII.....

XIII. To receive the report of the Reference Board on Scientific Terminology in India and to consider the further steps to be taken in this connection.

(Appx. M )

XIV. (a) To receive a report in regard to the Second General Conference of the United Nations Educational, Scientific and Cultural Organisation held at Mexico City in November-December, 1947.

(b) To receive and consider the report of the Committee appointed by the Board on the formation of a National Education Commission to Co-operate with the United Nations, Educational, Scientific and Cultural Organisation.

(Appx. N )

XV. To consider the question of:-

(a) organisation of immediate and vigorous plans for adult education on a country-wide basis, adult education being visualized as "social education" in the wider sense of the term.

(b) establishment of a few "Peoples Colleges" in selected areas.

(c) co-ordination of efforts in the matter of visual and auditory education; and

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

(Government of Bombay : Appx. P )

XVI. To consider certain suggestions in regard to the organisation of Technical Education.

(West Bengal Government : Appx. Q )

XVII. To consider the question of introduction of reforms in Marathi, Gujarati and Kannada Scripts.

(Government of Bombay : Appx. R )

XVIII.....



XVIII. To consider the question of encouraging University students and students seeking entry to Universities to undertake various forms of Social Service, and recommendations, if any, from the appropriate Standing Committee in connection therewith.

(Appx. S )

XIX. To consider certain suggestions in regard to the organisation of School Medical Services and School Clinics and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.

(West Bengal Government:Appx.T)

XX. To consider :

(a) whether English should be retained in High Schools from Class III to Class VI.

(Assam Government)

(b) the appointment of a Committee to investigate the state of Secondary Education in India and to report on its aims and scope in the light of the present conditions and future requirements; and

(Government of C.P. & Berar)

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

(Appx. U )

XXI. To consider the question of modification in the courses of training of teachers for Secondary Schools and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.

(West Bengal Government : Appx. V)

XXII. (a) To report the appointments made by the Chairman in the vacancies on the Standing Committees of the Board.

(b)....

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

(Appx. W )

XXIII. To receive a communication from the Government of Travancore in regard to the next annual session of the Central Advisory Board of Education.

(Appx. X )

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A G E N D A

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Basic and Secondary Education Committees.
(It is suggested that these two committees should sit together).

Time: 11 A.M. Place: New Delhi.

Dated: 12th January, 1948.

1. Item II(a)(i) of C.A.B. Agenda: To receive reports from Provincial Governments, etc., on the main developments in Basic (Primary and Middle) Education.

(Appx: A(a)(i)).

2. Item IV(b) of C.A.B. Agenda: To receive reports from Provincial Governments, etc., as to the action taken on the report of the Committee on a Secondary Schools Examination Council for India, as adopted by the Board at their last meeting.

(Appx. C(b)).

3. Item XX of C.A.B. Agenda: To consider

(a) Whether English should be retained in High Schools from Class III to Class VI.

(Assam Govt.)

(b) The appointment of a Committee to investigate the state of secondary Education in India and to report on its aims and scope in the light of present conditions and future requirements.

(Govt. of C.P. & Berar / Appx: U).

4. Item XXI of C.A.B. Agenda: To consider the question of modification in the courses of training of teachers for Secondary Schools.

(West Bengal Govt. Appx: V).

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# A G E N D A

## CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Further Education and General Purposes Committees.
(It is suggested that these two committees should sit together.)

Time : 11 A.M. Place: New Delhi.

Dated: 12th January, 1948.

1. Item II(a)(ii and iii) of C.A.B. Agenda: To receive reports from Provincial Governments, etc., on the main developments in the following branches of Education:-

   (i) Adult Education (particularly with reference to the progress of women's education),

   (ii) Social-Services, including social and re-creative activities.

   (Appx: A(a)(ii) and A(a)(iii)).

2. Item IV(d) of C.A.B. Agenda: To receive reports from Provincial Governments, etc., as to the action taken on the report of the Committee in regard to the requirements of Air Training in relation to the educational system of the Country, as adopted by the Board at their last meeting.

   (Appx: C(d)).

3. Item VIII of C.A.B. Agenda: To receive and consider a report on the progress made by the Central and Provincial Governments in regard to the rehabilitation of students and teachers displaced in Pakistan Areas.

   (Appx: G).

4. Item IX of C.A.B. Agenda:

   (a) To receive the recommendations of the Scientific Man Power Committee appointed by the Government of India.

   (b) To receive the findings of the Geological Education Committee set up by the Government of India.

   (Appx: H).

5. Item XV of C.A.B. Agenda: To consider the question of

   (a) Organisation of immediate and vigorous plans for adult education on a country wide basis, adult education being visualised as "Social Education" in the wider sense of the term.

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(b) Establishment of a few "Peoples Colleges" in selected areas.

(c) Co-ordination of visual and auditory education.

(Govt. of Bombay, Appx: P).

6. Item XVIII of C.A.B. Agenda: To consider the question of encouraging university students and students seeking entry to universities to undertake various forms of social service.

(Appx: S)

7. Item XIX of C.A.B. Agenda: To consider certain suggestions in regard to the organisation of School Medical Services and School Clinics.

(Appx: T)

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19.12.47.

# A G E N D A

## CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

## WOMEN'S EDUCATION COMMITTEE

Fourteenth Meeting: New Delhi (January 12, 1948)

No subject has been suggested specifically for consideration by the Committee.

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# SUPPLEMENTARY AGENDA

## CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

## FOURTEENTH MEETING, 1948

Time : 10-30 A.M. Place: Council of State Chamber, Assembly Buildings, New Delhi.

Dates: January 13th, 14th and 15th, 1948.

XXIV. To consider the appointment of a Committee by the Board to visit the Provinces once in five years or oftener, if necessary, to discuss the progress of development schemes and other matters of common interest.

(Appx. Y )

XXV. To consider the place of craft work in the scheme of Basic (Primary and Middle) Education and Post-Basic Education, and in the light of this decision to consider the modifications, if any, from necessary in.....

in the Report of the Board on Post-War Educational Development in India, and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.

(Govt. of Bihar:Appx.Z)

XXVI. To consider

(a) the organisation of Apprenticeship Training, and

(b) the provision of facilities for the training of students in Tele-Communications Engineering in the All-India Radio.

(Govt. of Madras:Appx.ZA)

XXVII. To consider the scope of the functions of the Central University Grants Committee.

(Bombay University:Appx.ZB)

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SUPPLEMENTARY AGENDA

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Basic and Secondary Education Committees
(January 12, 1948: 11 A.M.)

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5. Item XXV of C.A.B.(Supplementary) Agenda. To consider the place of craft work in the scheme of Basic(Primary and Middle) Education and Post-Basic Education, and, in the light of this decision to consider the modifications, if any, necessary in the Report of the Board on Post-War Educational Development in India.

(Govt. of Bihar:Appx.Z)

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Appendix A(a)(i)

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item II(a)(i) of Agenda . Fourteenth Meeting, New Delhi. January 13, 14 and 15, 1948.

New Developments in Basic (Primary and Middle) Education, 1946-47.

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

A. Provincial Governments.

Assam

Ten men teachers were sent to the Jamia Millia Islamia, Delhi for training. Five women were sent to Sevagram. Construction of training schools which had been delayed for want of building material, is now progressing satisfactorily. Proposals for the 4th Assam Valley training school have been formulated. The location of senior and junior Basic Schools mainly in the neighbourhood of training schools is under construction.

B.Centrally Administered Areas.

Coorg.

The Basic system of education has not been introduced in Coorg.

C. Indian States.

Cochin.

Basic Education: There are no Basic schools at present in the State. One such school was opened at Ambalapuram in 1121, but its working was found not effective and the school was, therefore, not recognised. The fact is that there are no properly trained men to impart instructions on the model of Basic schools. Proposals to get a few men trained in the Basic school at Sevagram are under consideration.

Primary Education: The revised scheme of Primary Education running a course of 5 years was extended to class 2 during the year and it will be introduced in the remaining classes year after

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year thus completing the scheme.

The compulsory Education Bill was passed by the Legislative Council and its introduction is under consideration.

The number of Primary Schools at the close of the year under report stood at 507 against 510 in the previous year. Of the 507 schools 376 were under private management and 131 under Government management. The total enrolment of the Primary Classes of all schools together was 1,85,656.

Mysore.

The principles of Basic Education of the Wardha type have been accepted for adoption and a training centre for teachers has been started. It is located at Huttanahalli where adequate land, buildings, etc. are available. The vacant land adjoining can easily be used for vegetable and fruit gardening and agriculture farming. The course extends over a period of 8 months for the first batch of experienced teachers who have already had three years' training in the general principles and methods of education. Intensive training is given in spinning, weaving and gardening as well as in the ideology of Basic Education and Child Psychology. There is also a practising school. The curriculum for Basic training follows closely the Wardha Scheme.

It is proposed to have three years' training course and to take 80 pupils each year.

Travancore.

Compulsory Primary Education which was inaugurated in 1946-47, has been introduced now in seven out of the thirty Taluqs of the State and it is proposed to extend the scheme to three more taluqs next year i.e. 1948-49. The strength of the Primary classes has rised by 50% due to the introduction of the Primary Education Act. A sum of Rs.10,50,000/- was budgetted under Post-war re-construction last year (1946-47) for implementing the scheme in the five Taluqs and nearly ten lakhs was actually spent. Midday meals to poor children and medical inspection as

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contemplated in the Primary Education Act have also been introduced in two Taluqs and the Capital City.

The shift system has been introduced in all Departmental Primary schools in the State. There are in all 3209 Primary schools in the State.

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N.B. Information received up to 20th December, 1947 has been included in this memorandum.

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Appendix A(a)(ii).

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item II(a)(ii) of Agenda — Fourteenth Meeting: New Delhi. January 13, 14 & 15, 1947.

Main Developments in Adult Education

A. Provincial Governments.

Assam.

Mahila Samities (Women's Organisations) have been established practically in all the districts. The members have taken up in right earnest the question of adult education among women and have started post literacy centres and are trying to establish Hostels for girl students of schools and colleges. Their work is however very much handicapped for want of funds. Hostels for girls at Gauhati, Nowgong, Jorhat and Silchar are at present the crying needs for which a sum of about Rs. 2 lacs on a modest estimate are required. For women's adult education centres, a sum of approximately Rs.75,000/- per annum is needed.

The scheme of Mass Literacy Movement was taken up by each of the successive Governments during the period. From the middle of 1942, the number of centres was brought down to 903 due to cut in the grant necessitated by war emergency. The average annual number of persons who passed during the period 1940 to 1946 was about 33,000.

Supervision and activities in connection with organisation and propaganda have been carried on in co-operation with the Sub-divisional Inspectorates.

Bihar.

As in previous years one Thana or part of a Thana in every district was selected for mass literacy work on an intensive scale.

It was decided to develop the present scheme of mass literacy work into an adult education scheme for a period of 3 months upto 1st April, 1947. Under the new scheme it was proposed (a) to continue literacy work on an intensive scale in selected areas

P.T.O.

(b) to enlist the active co-operation and support of Public Associations like the All India Spinners Association, All India Village Industries Association, Harijan Sewak Sangh, Adim Jati Sevak Mandali, Jamait-ul-Mominee, etc. in the organisation and supervision of mass literacy and adult education work (c) to start Adult Education Centres in High and Middle Schools in the rural areas, the activities of which would include literacy work, starting of Libraries, Reading Rooms, etc. It was decided to arrange with the Publicity Department for visual and oral instructions in all subjects relating to human life through lectures, magic lanterns shows etc. It was also decided to start a Publication Branch for the preparation and publication of books suitable for the general public.

The total number of voluntary workers in the literacy centres was 7981 of whom 1423 were teachers and 6558 non-teachers. The total number of persons who passed the literacy and post-literacy tests during the year under review was 194185.

The scheme of improvement of village libraries was continued. During the year under review the total number of books lent out was 6,03,896.

B. Centrally Administered Areas.

Coorg.

There are no regular schools for adults but at Hebbale a Night School is run by the District Board for the Harijan labourers. A Harijan teacher is conducting the class on a monthly remuneration of Rs.12/-p.m. There are 25 students on the rolls. Besides this, under the auspieces of the Mahila Samaj at Virajpet, Mercara, and Somwarpet, classes are run to train girls for the several grades of examination of the Hindi Sahitya Pracharak Samity. There is a keen desire among the women folk to pick up Hindi. Arrangement has also been made to teach knitting to girls.

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C. Indian States.

Cochin.

A few Adult Education centres that were in existence last year had to be closed down on account of poor strength and at present there exists one centre at Mangayil. A new scheme is however under consideration.

Mysore.

The Mysore Adult Literacy Council runs a course of 5 months' duration for Adult Education - two months for literacy and 3 months for post-literacy work. The teaching is done mainly by primary school teachers who have undergone training in the teaching of adults. Remuneration is on the basis of the number of adult attending the schools. Library facilities exist and a weekly paper by name 'Belaku' is published and distributed to all those schools.

In furtherance of the scheme of adult education, a new system of education tobe imparted through Vidyapeeta or - People's College has been proposed and one Vidyapeeta has been started. The course extends over a period of five months giving training in Agriculture, Weaving and Home Crafts, besides education and also facilities are afforded to take pupils on excursions to Historical places, Factories and Museums.

The Council is also endeavouring to eliminate illiteracy among women and special facilities are made available where such classes are conducted. To suit the convenience of the village folk, a class is conducted wherever at least 10 women are available and during the year 1946-47, 240 classes were conducted solely for women.

The Council conducted 4,457 literacy classes and made 78,010 persons literate. Of these 240 were started for women and 289 for Adikarnatakas. 376 new rural libraries were opened in the several parts of the State and the number of such libraries was 1,623 with a total membership of 1,52,562. From 1941-42 when the Council started its activities, 2,35,910 persons have been

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made literate. The Government grant to the Council was increased during the year 1946-47 from Rs.3,44,000 to Rs.4,00,000 and Rs.5,00,000 for 1947-48.

To have more efficient and proper guidance in the administration of the Council, a Gazetted Officer of the Department of the status of a District Educational Officer has been placed at the disposal of the Council.

Travancore.

There is a net work of Departmental Rural Libraries situated in villages. These institutions are attached to Primary Schools. There are at present 124 such Departmental Rural Libraries. The expenditure on this account per annum is Rs.20,000/-.

There are 72 Aided Libraries and the All Travancore Library Association is doing good work to start more private Libraries. The annual budget provision of Rs.4,000/- towards grant-in-aid to private Libraries, is enhanced to Rs.15,000/- to give better encouragement to aided Libraries.

There are many Night Schools and Pial Schools for backward communities run by the Protector of Backward Communities.

N.B. Information received upto 20th December, 1947 has been included in this memorandum.

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Appendix A (a) (iii)

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item II(a) (iii) of agenda — Fourteenth Meeting: New Delhi. January 13,14 and 15, 1947

Progress in Social Service.

PART I. - Central Government.

The Central Advisory Board of Education at their last meeting recommended 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 Service. It is regretted that due to the recent constitutional changes connected with Partition etc., it has not been possible to give a start to the proposed Social Council during the current financial year; but it is proposed to commence the planning in connection with the establishment of the Council, as early as practicable.

Part II - All India Agencies (Information collected direct from the Agencies.).

All-India Village Industries Association:-

The object of the association is the relief and service of the poor in the villages by all means including village reorganisation and reconstruction, and improvement of village industry and the moral and physical advancement of the villagers of India.

The Magam Sangrahalaya (Museum for Khadi and Village Industries Wardha ) is maintained jointly by the All India Spinners' Association and All India Village Industries Association. Its maintenance expenditure amounted to Rs.3,472.

The question of organizing provincial units of the Association was considered early in 1942 but could not be pursued owing to developments in the political situation during that year. During the year 1945 ten individuals ("Sanchalaks") were appointed to guide and direct activities in the areas under their charge.

The Gram Udyog Patrika, the publication of which was suspended in March 1943 was resumed in April 1945.

The books brougnt out during the year were

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1. Why the Village Movement? (4th edition) in English
2. Palm Gur (in English)
3. Views of Maganvadi (in English and Hindustani).
4. Soap making reprint). (In English).
5. Dhotiiamar (Hindustani).

Experiments have been carried out on the following industries:

1. Paddy husking and Flour grinding.
2. Oil Perssing.
3. Beekeeping
4. Gur making.
5. Paper making.
6. Soap , Chalk and Slate Pencil manufacture.
7. Magan Dipa.

Total income in 1945: Rs.54,451, (mainly donetions)

Total expenditure in 1945- Rs.22,000

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British Empire Leprosy Relief Association (Indian Council)

The research work of the Association has as usual been carried out in collaboration with the endowment fund of the School of Tropical Medicine and the Indian Research Fund Association.

The Leprossy survey was carried out throughout in almost all the provincial branches of the Association. The reports pouring in from the branches indicate that steady progress is being made in the various Provinces despite manifest financial difficulties. The various activities such as treatment of cases of leprosy, Propaganda teaching of medical institutions, surveys etc. have been continued. It is gratifying to report that various provincial Governments have been taking increasing interest in the anti-leprosy work.

The income of the Indian Council at Headquarters consist chiefly of interest on Government securities and the sale of propaganda material. The total income in the year 1946 amounted to Rs.120905 and the expenditure to Rs.115,588/-/-

Gurukula University Kangri Hardwar. The Gurukul Kangri maintained its institutions and continued educational activities as usual.

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Total expenditure in 1946-47 was Rs.1,33,000.

The main sources of income are interest from endowments and subscriptions.

Hindustani Talimi Sangh: No information has been received.

INDIAN RED CROSS SOCIETY.

In August 1946 the Government of India approved a scheme for the distribution of the assests and liabilities of the society as on the 30th August 1946. The joint War Organisation of the Indian Red Cross and St. John was closed down after it had served for seven years the needs of the sick and wounded members of the Armed Forces of India and the presoners of war in the various theatres of war and also of civilians in various difficulties. Side by side of the activities of the Society in the country it continued to play its traditional role in the sphere of international relief and gave assistance to many sister societies abroad.

Among the other activities the Cinema Section was concerned mainly the production of Red Cross films and coloured megic lantern slides on prevention of Blindness, Plague and School Hygiene, etc. About 5302 slides were produced during the year 1946.

The Bureau of the Society functions as a central Office for advice and information on the maintenance, expansion and organization of maternity and child welfare services in the provinces and states.

The income of the society at the headquarters which amounted to Rs.78,55,084/1/7 is derived mainly from interest on investments representing the original Capital, the Silver Jublee Fund etc. All the Society's investments are held in Government Securities. The expenditure consists chiefly of grants to Provincial and state Branches as determined in accordance with the Society's statutory libility and management expenses. Special Grants are also made . The expenditure for the year 1946 was Rs.78,64,870.

Jamia Millia Islamia Delhi. No information has been received.

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Tuberculosis Association of India.

The Tuberculosis Association of India was in augurated in 1939 and its main objects are prevention, control , treatment and relief of Tuberculosis in India. Despite war time difficulties. the Association has built up a net work of non-official organisations in different parts of India during its life of eight years and has 34 Provincial and State Associations affiliated to it today. The Association has built up two model institutions- The Lady Linlithgow Sanatorium and the New Delhi Tuberculosis Clinic- both of which have been serving , inter alia , as training institutions.

The Association trains Doctors , Health Visitors and Nurses in Tuberculosis to achieve its objective. It also holds refresher courses for undergraduates in different parts of the Country. Occasional talks relating to Tuberculosis are braodcast by experts.

During the year ending March 1946 the Association trained 8 doctors and held a refresher course in Calcutta which was attended by 31 doctors and 12 candidates were trained as Tuberculosis Health Visitors . Three talks were also broadcasted during the year.

The total expenditure for the year amounted to Rs.54,984 thereby causing a deficit of Rs.7,771. It's source of income consists mainly of interest on investments.

The Young Men's Christian Associations of India, Burma and Ceylon.

The Y.M.C.A. in India is a civilian organization under the direction of its own National Council and its policy in its present war work was to serve the men of the forces in every possible way through the provision of social, recreational educational and spiritual activities and such amenities as will contribute towards the welfare of the men. In its service to Indian and Western African troups the Y.M.C.A. was pledged to neutrality in religious matters.

This Association has done a very valuable service during the War to the men on the different fronts, especially in Burma ,Imphal etc.

This Association maintains on sound footing a college of physical Education at Saidpet, Madras and also maintains other schools in which besides imparting education, industrial training is also given.

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The expenditure of this Association in 1945 was Rs.1,23,325 and the income Rs.1,23,786. The main sources of income are Government grants, Subscriptions and Contributions.

Part III: Information on Social Service Supplied by the Provincial, Governments, Local Administrations , Universities and major Indian States.

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A-Provincial Governments.

Assam

The Tribal and Labour Welfare League Borome Continued to organise education and to maintain a number of Primary Schools and a Middle School amongst the tribal people and ex-tea garden labourers. It also maintains a dispensary called Sumati Seva Sadan with a qualified Doctor in-charge. The Society gets an annual grant of about Rs.6,000/- only for its educational activities and the question of a larger grant is under consideration.

Boy Scout and Girl Guide Associations:- These Associations have continued their useful activities as in the past. The Boy Scout Associations organised Scout Masters training Camps and the Girl Guide Associations organised a guiders Camp with success. The Boy Scout Association gets a Government grant of Rs.5,000/- and the Girl Guide Association Rs.1,500/- per annum. Government is considering the question of re-organising these organisations.

Red Cross Society. Junior Red Cross Societies are in existence in most of the Schools. The Director of Public Instruction, Assam, is trying to organise Junior Red Cross Groups in every school in the Province. Under the auspices of the Red Cross Organisation, excellent work is being done in several towns in Maternity and Child-Welfare.

Missionary Bodies including the Sri Rama Krishan Mission.- These bodies have continued their educational and other Social Service activities in the Province as in the past. The foreign Missions were continuing the educational activities mainly in the Hill Districts of the Province where they maintained a number of Primary, .....

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Middle and High Schools and a few Colleges for general and technical education in Shillong. The Sri Rama Krishna Mission has also maintained a High School at Cherrapunjee.

B - Centrally Administered Areas.

Coorg.

Youngsters who have discontinued their studies and who are living in urban centres especially at Mercara and Virajpet have evinced a keen desire for sportsmanship. Several teams have been formed and clubs started for the promotion of team games. Several tournaments as hockey, football and cricket are played almost throughout the year. Besides the scout movement, a youth movement in an All-India basis known as the Students' Congress has now come into being with the sole object of promoting good citizenship qualities among the student community and the public as well. Public reading rooms have been started at Mercara and Virajpet. The installation of a radio receiving set in the Mercara Municipal Reading Unit contributes much towards re-creation.

C - Indian States.

COCHIN.

Social Service is being organised by the following agencies :-

1) The Cochin State Boys' Scounts Association.
2) The Cochin State Leper Assylum, Koratty.
3) Girl Guides Association.
4) Sree Ramakrishna Gurukula Vidya Mandir, Velangans.
5) St. Teresa's Orphanage, Ernakulam.
6) St. Mary's Orphanage, Ernakulam.
7) St. Jos Convent Orphanage, Trichur.
8) St. Jos Convent, Orphanage, East Fort, Trichur.
9) St. Anne's Orphanage, West Fort, Trichur.
10) S.N. Orphanage, Trichur.
11) S.N.V. Sadanam, Ernakulam.
12) Y.W.C.A. Ernakulam.
13) Y.W.C.A. Trichur.
14) Parvathy Padmanabha Seva Sadanam, Kanattukaru.

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N.B. - Information received upto the 20th December, 1947.

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APPENDIX A(b)

MEMORANDUM.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item II(b) of Agenda. Fourteenth Meeting: New Delhi
January 13,14 and 15, 1948.

Supplementary reports on specific educational developments.

A - Provinces No report on specific developments has been received.

B - Centrally Administered Areas.

Coorg.

The increase in the total number of school going population from 16,578 during 1945-46 to 17,916 during 1946-47 is a striking feature. The number of High Schools having recently increased, the total number of students in High Schools has increased to 2913 compared with 2488 during the previous year. The total number of girl scholars receiving general education was 6495. The percentage of scholars to population during 1946-47 was 10.8 as against 9.9 in the previous year. Under the post-war scheme it has been proposed to introduce compulsory education in some of the backward villages in North Coorg. Receiving sets have been installed in the Central High School, Mercara. But as no regular and proper arrangements have been made for educational broadcasts in Kannada languages the students have not derived any special benefit apart from recreation.

C- Indian States

Mysore

Increased attention was paid to Nursery Education as part of the post-war Development plan. Six new Nursery Schools were established during the year. The policy of Government is

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to encourage the growth of privately managed Nursery Schools and with this end in view, Govt. have liberalized the rules of grant-in-aid . A sum of Rs. 20,000 per annum has been made as additional grant -in-aid. A curriculum for Nursery Schools with lists of necessary equipment has been prepared and steps are being taken to publish a handbook of instructions for the guidance of Nursery School teachers. A training section for training teachers in the technique of teaching of the Handicapped has been sanctioned as an adjunct to the existing school at Mysore.

N.B:- Information received upto 20th December, 1947, has been included in this memorandum.

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APPENDIX.. B (a)

MEMORANDUM.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item. III(a) of Agenda. Fourteenth Meeting, New Delhi.
January 13, 14 and 15, 1948.

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THE
ACTION TAKEN BY GOVERNMENT OF INDIA ON
RECOMMENDATIONS CONTAINED IN POST-WAR
EDUCATIONAL DEVELOPMENT REPORT.

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Financial Aid to the Provinces.

As reported last year, the Government of India have undertaken to make block grants to the Provincial Governments for Post-War Development. As far as Education is concerned, the Provincial schemes, which conform to the recommendations of the Central Advisory Board of Education, are approved and become eligible for financial aid from the Centre. The entire expenditure incurred by the Provincial Governments on all development schemes approved during 1946-47 is to be borne by the Central Government ; and for 1947-48, grants to the extent of over Rs. 40 crores have been sanctioned for the entire post-war development programme in the Provinces. In the next year, however, the Development Board of the Government of India have requested the Provinces to initiate as far as possible, only those development schemes, which were likely to increase production of the material wealth of the country. This suggestion has been made with a view to avoid too heavy a drain on the resources of the Central Government, which are already over burdened with the measures for the relief and rehabilitation of the refugees.

Central Institute of Education.
Central Library of Educational and Cultural Films.
Uniform Indian Braille.

In regard to the progress made in the execution of the Central Schemes, it may be pointed out that the Central Institute of Education came into being in a nucleus form during the third week of December, 1947. The Institute will not only train post-graduate teachers, but will also provide facilities for high-class research in education.

The stock of the Central Library of Educational and Cultural Films is being increased by a further addition of films. A projector has also been purchased.

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A Uniform Braille Code covering all the major Indian languages including the Perso-Arabic group, devised by a Committee of experts was finally approved by the Expert Braille Committee of the Central Advisory Board of Education at its meeting held in Simla on June 17, 1947. This code known as the Uniform Indian Braille has been finally accepted by the Government of India.

The accepted Code will replace eight Braille Codes in current use and two to be introduced, and this will facilitate the publishing of embossed literature for the Blind on a large scale. The Central Bureau of Education have brought out a new handbook (Pamphlet No. 16 Amended Reprint 1947) containing ink-print Codes, with a short history, and instructions for their use.

The setting up of a Central Braille Press and a Central Library is also receiving active consideration of the Ministry of Education.

Technical Education

The progress made in the field of Technical Education may be summed up under two main headings:-

(1) All India Council for Technical Education.

2) Central Technical Institutions - Development Schemes.

(1.) All India Council for Technical Education.

(a) On the recommendations of the Co-ordinating Committee of the All India Council for Technical Education which met in February, 1947, five Visiting Committees were appointed to inspect some of the high grade technical institutions in the country and to make recommendations in regard to their further improvement. The Reports of these committees were considered by the Council in May, 1947. As the recommendations did not appear to have been based on uniform principles, a small committee was appointed by the Council to scrutinise the reports. The Council also appointed three more Visiting Committees to inspect some other important technical institutions. The reports of the



Visiting Committees on the several technological institutions were considered by the Co-ordinating Committee of the All India Council for Technical Education in November, 1947 together with the recommendations of the Scrutinising Committee referred to above. The Co-ordinating Committee have recommended that grants from the Central Revenues to the extent of Rs. 1,5 crores on special expenditure and Rs. 30 lakhs on recurring expenditure be made to some of the important high grade technical institutions in the country for improvement and expansion. The Committee have further recommended that these grants should be spread over a period varying from three to five years beginning with the financial year 1947-48. These recommendations are now under the consideration of the Government of India.

(b) The question of setting up the Regional Committees of the All India Council for Technical Education had to be kept in abeyance owing to the necessity for redemarcation of the regions in the light of the new political set up and changed georgraphical and economical situations. This is being taken in hand now. The functions of the Regional Committees will in no way overlap those of the Provincial Governments.

(c) At its second meeting held in May, 1947 the Council decided that

(i) The All India Diploma Courses should be equivalent in standard to the Degree Courses in Universities, but greater emphasis should be laid on the practical side.

(ii) The All India Certificate Courses should be equivalent in standard to the Foremanship courses and should be so designed that these can be taken mainly on a part-time basis.

(iii) Admission qualification should be so prescribed and rules and regulations so framed that persons engaged in full or part-time occupation in appropriate branches of technology may acquire these "All India" qualifications by taking the courses on part-time basis.

A comprehensive memorandum on the above decisions was considered by the All India Boards of Technical Studies at their

meetings held during July-August, 1947. The Boards are now engaged in working out details of the schemes in the light of the above decisions of the Council.

(d) To ensure co-ordinated development in the field of technical education the Council decided that the Inter-University Board should be asked to consider the advisability of appointing a committee with which a small committee of the All India Council for Technical Education may co-operate in drawing up the general principal to be observed in regard to technical education in University and non-University institutions of technology. The Inter-University Board has been addressed.

(e) The Council passed a resolution expressing the opinion that higher technical education should be under the directive of the Council and that for the promotion of higher technical education the Central Government should provide funds for the next five years at least.

(2) Central Technical Institutions - Development Schemes :-

A) Delhi Polytechnic:-

(i) Development Plan.
(ii) Training College of Teachers in Technology.

B) Indian Institute of Science, Bangalore:-

(i) Establishment of a High Voltage Engineering Laboratory.

(ii) Four year development plan.

(iii) Establishment of Power Engineering Department.

Progress made in respect of each scheme is detailed below :-

A) Delhi Polytechnic:

(i) Development Plan

With a view to making the Delhi Polytechnic a really first class technological institution, a four year development scheme of Delhi Polytechnic, costing about Rs. 80 lakhs was accepted in principle by the Government of India in 1945. This



scheme included provision for fully equipped workshops and laboratories and new buildings. The scheme could not be implemented fully on account of war time limitations but a fair amount of progress has been made in achieving the object with which the institution was started. The Polytechnic comprises a Technical High School and six Senior Departments, namely, Engineering, Architecture, Commerce, Chemical Engineering and Technology, Art and Chemical Technology. It also provides facilities for All India Diploma courses in some subjects besides the Polytechnic Courses. The proposals to introduce degree courses in certain departments, and to shift Senior Departments to a new site near the Delhi University etc., etc., have necessitated a revision of the original plan. The revised plan is estimated to cost Rs. 91.2 lakhs non-recurring and an ultimate recurring expenditure of Rs. 9.6 lakhs in 1949-50. It envisages expansion of the existing facilities, introduction of new courses and affiliation of certain Departments to the Delhi University. The plan now awaits the approval of the Standing Finance Committee.

(ii) Training College for Teachers in Technology:

The scheme could not be taken up on account of lack of accommodation at the Polytechnic. This scheme has now been merged in the revised development plan of the Delhi Polytechnic.

(b) Indian Institute of Science, Bangalore.

An all-round development of the Indian Institute of Science, Bangalore, is being carried out with financial assistance from the Government of India. The important development schemes in hand are briefly described below:-

(i) Establishment of High Voltage Engineering Laboratory.

Capital Cost = Rs. 23,13,000/-

Ultimate annual recurring cost = Rs. 45,000/-

The scheme has been taken in hand and a special Officer from England, Mr. K. Aston, has been appointed by the Council of the Institute for setting up the Laboratory. He has proceeded to the U.S.A. to arrange for the purchase of necessary equip-

ment required for the Laboratory. Steps are being taken to recruit a German expert as Head of the Laboratory.

(ii) Four-year development plan :-

Capital cost = Rs. 40,00,000/-

Ultimate annual recurring cost = Rs. 3,59,000/-

The plan is in the second year of its execution and steps have been taken so far:

1st year programme 1946-47
(a) to open a division of General Chemistry in the Department of Pure and Applied Chemistry;

2nd year programme 1947-48
(b) to expand the activities of the Departments of Metallurgy and Internal Combustion Engineering;

(c) to enlarge the scope of the Departments of Pure & Applied Chemistry, Bio-Chemistry, Electrical Technology and Metallurgy;

(d) to maintain efficiently the water, gas and sanitary systems, roads and buildings.

(iii) Establishment of a Power Engineering Department:-

Capital cost = Rs. 40,00,000

Ultimate annual recurring cost = Rs. 3,90,000

The Head of this Department has been appointed and steps are being taken to recruit four other Professors.

OVERSEAS SCHOLARSHIPS

(i) Central Government Overseas Scholarships@

136 Scholarships were awarded in the year 1947-48 by the Central Government in various subjects. Of the selected scholars, 31 opted for Pakistan and scholarships of 14 were cancelled for various reasons, leaving a balance of 91 on the list. 42 of the scholars have already gone abroad. The question of continuing the scheme next year is still under consideration.

Out of the 569 scholarships awarded during the years 1945-46 and 1946-47, 63 were cancelled and 108 scholars opted for Pakistan, leaving 398 scholars on the list for these years. Of the 1945-46 scholars so far eleven have returned to India after completing their studies; two of them have been employed by the Central Government, five have joined their previous posts, and the question of securing employment for the remaining

@This is also dealt with as a separate item of the Central Advisory Board of Education agenda.

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four is under the consideration of the Government of India. Three of the 1946-47 scholars had to return to India before completing their studies owing to unforeseen circumstances.

(ii) Provincial Governments' Overseas Scholarships

The Government of India allotted 245 scholarships in 1947-48 to the various Provinces, the expenditure on which was shared by the Central and Provincial Governments concerned on a 50:50 basis. Some of these scholarships were awarded for medical subjects which have since become the concern of the Ministry of Health. The Central Selection Board, Overseas Scholarships, approved the selection of another 152 candidates. 30 of these have already gone abroad.

Out of the 757 Provincial Sponsored Scholars and Deputationists selected during the last three years, 560 have been placed in suitable institutions abroad (up to the 1st November, 1947). Seven scholars and thirteen deputationists have returned so far after completing their studies.

(iii) Indian States Overseas Scholarships.

Various Indian States selected their own scholars for further education abroad and as usual the machinery of the Government of India was employed to admit them into the Universities and other educational institutions abroad and to give them the necessary facilities.

(iv) Welfare of Students -

To look after the welfare of the students abroad the post of a third Deputy Educational Liaison Officer at the Indian Embassy, Washington, has been sanctioned but so far no appointment has been made. A temporary post of Officer on Special Duty was also created for a period of six months from 14.5.47 to 13.11.47 in the Education Department of the High Commissioner's Office, London, to cope with the work pending re-organisation of that Department.

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Scheduled Castes Scholarships

In order to make adequate financial provision to meet the educational needs of the Scheduled Castes, the Government of India have sanctioned an annual grant of rupees three lakhs for a period of five years from the year 1944-45. During the years 1944-47, 888 scholarships were awarded for Post-Matriculate studies in India. 375 scholarships were renewed during these years. 22 more awards were made for higher studies abroad during the year 1945-46 and ten of these scholars have since returned to India after completing their studies. The Selection Committee of the Scheduled Castes Scholarships Board have made their recommendations for the awards of the year 1947-48 and necessary steps are being taken to issue sanctions for these scholarships.

@ Also dealt with in a separate item of Central Advisory Board of Education agenda.

APPENDIX B (b)

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item III (b) of Agenda. Fourteenth Meeting, New Delhi. January 13, 14 and 15, 1948.

Memorandum on the further action taken by the Provincial Governments on the Post-war Educational Development Report.

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In this memorandum it is proposed to state briefly what educational schemes from their Five-Year Plans have been implemented by seven Provinces, viz., West Bengal, Bihar, Bombay, Central Provinces, Madras, Orissa and United Provinces, during 1946-47, the Progress Reports from which have now been received by this Ministry. An indication will also be given regarding the Development Programme for 1947-48 of the Provinces and of the Centrally Administered Areas.

ASSAM.

As the Progress Report from Assam has not yet been received, it is not possible to say what schemes were implemented by the Province during 1946-47.

The important item of 1947-48 programme is to expand education in the excluded areas by opening 50 Primary Schools. This will be continued even in the years following. The Government intend to take over Primary Education from the Missionary Bodies. Impetus will be given to mass literacy by starting new Adult Education Centres, Village Libraries and Study Circles. It is also intended to improve and expand the two existing Technical Schools.

WEST BENGAL.

The Progress Report of Bengal for 1946-47 shows that additional staff was appointed in the Bengal Engineering College, Sibpur and College of Engineering and Technology, Jadavpur. It is noted that the salaries of the trained and untrained matriculate and trained non-matriculate teachers have been increased and an extra sum of Rs. 11 lakhs has been spent on this item. Regarding the untrained non-matriculates it was first decided that the salaries of those teachers only, who could pass a selected intelligence test, would be increased. But this intention could not be put to practice for various reasons. The Government, however, propose to hold the Intelligence Test sometime this year and dispense with the services of those teachers who are not successful. In the meantime they have

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decided to pay increased salaries to all untrained non-matriculate teachers and this proposal has been approved by the Development Board.

Preliminary steps were taken to train teachers for training institutions and primary schools. Some of the candidates were sent abroad for the purpose.

The Government of West Bengal are being requested to prepare a new Five Year Development Plan for the Province.

In the 1947-48 Programme approved by the Development Board in May, 1947, there is only one scheme which pertains to West Bengal, namely, Development of the Bengal Engineering College. Other schemes which concern both parts of Bengal relate to Training of Teachers, Strengthening of Inspectorate Staff, expansion of Adult Education, and opening of Nursery Schools and Classes, Colleges for Women and Technical High Schools.

BIHAR.

Two Basic Training Schools in the Brindaban and Bikram areas were started in 1946-47. A practising Basic School was also opened in the Bikram area. The Patna Training School was expanded. As regards High School Education, ninth class was opened in the Kumarbagh post-basic High School.

Substantial progress was made in University Education. In the Patna College, B.A. (Pass) and M.A. classes in Political Science and B.A. (Pass and Hons.) classes in Experimental Psychology were opend. Experimental psychology was introduced in B.A. and I.A. Classes in the Greer Bhumihar Brahman College, Muzaffarpur. Arrangements were made to convert the existing Government College for Women into a first grade College.

Under Bihar Government's scheme of Technical Education 19 candidates were sent abroad last year to receive technical training. Construction work was started for extension of Sachchidanand Sinha Library.

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During the year 1947-48, the Bihar Government propose to open experimental pre-basic schools, improve the salaries of teachers in Middle Schools, High Schools and College and to improve the buildings for non-Government Middle Schools. They are also subsidising a Scheme for Nutrition and Mid-day Lunch under which over two lakhs children in schools will be fed. It will cost the Government Rs. 600,000 annually. A Degree College will be opened at Ranchi and several libraries will be started throughout the Province. Provision is also made for Adult Education. Regarding technical education, the Bihar Government intend to establish a Mechanical and Electrical College of Engineering in Sindri. There are a number of schemes for granting scholarships to aboriginal, scheduled caste and backward Muslim students and for building hostels for them.

BOMBAY.

The Government of Bombay, in consultation with members of the public have revised their Five-Year Plan.

During the year 1946-47 six sample talukas were selected for concentrated development and in 108 villages, chosen from these talukas, each with a population of 1500 and over, free and compulsory primary education was introduced among children of 6-7. The Government were to bear the additional cost incurred.

The scheme was submitted for approval to the Development Board of the Government of India, but approval was with-held till more detailed information regarding the scheme was forthcoming. According to the Primary Education Act passed by the Government in 1947 about 96% of the total expenditure incurred on Compulsory Primary Education will be borne by them

New Schools were opened in 50 villages with a population of 400 and over. A private school was converted into an Agricultural High School and a District Local Board School was converted into an Agricultural Primary School.

Four Lokashalas were opened. The final examination in a Lokashala corresponds to the Matric Examination minus English and a student who passes this examination can also be admitted to a Training College for Primary School teachers.

Three Training Colleges for male teachers for primary Schools were opened during the year.

The College of Engineering, Poona was expanded and the total number of admissions both to the degree as weel as to the diploma classes was increased from 100 to 150

Scheme regarding training of Electricians and Technical Personnel for Bombay Electric Grid at the Victoria Jubilee Technical Institute, Bombay, made further progress during the year. Construction of buildings were extended and the total number of students admitted between 1944-46 was 106. 33 students went abroad for training in higher technical and scitific stbjects.

The Government have now revised their scheme of Compulsory Primary Education as shown in their Programme of 1947-48

Instead of introducing compulsion only in selected areas it is now proposed to introduce it throughout the Province first among children of 6-11. This may be completed within a period of 12 years. Only then the question of extending compulsion to children of 11 to 14 will be taken up. Thus the Bombay Government wish to introduce compulsory education from one age-group to another- a principle which according to the C.A.B. of E. is both inefficient and wasteful. The board have definitely laid down that if a universal compulsory system of basic education had to be introduced only by stages, the progression should clearly be from area to area and not from age to age.

The argument advanced by the Government of Bombay for deviating in this important aspect from the C.A.B. of E's Report is that if only a few areas are selected for compulsion unto Standards VIII year by year, there will be strong criticism from the other areas which have not been chosen for the purpose.

Another important deviation of the Bombay Government's Scheme of Compulsory Primary Education from the redommendation of the C.A.B. of E is that the Junior Basic Course will consist...

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of only four instead of five years.

The Government of Bombay have introduced Agriculture, Spinning and Weaving in Basic Schools as well as in Training Institutions.

It is proposed to start four more Lokashalas during 1947-48.

Other schemes in the programme include the opening of an Engineering College, starting of Regional Universities and establishment and reorganization of certain Technical Institues, introduction of visual Aids in Education, expansion of Adult Education, grants to institutions conducting Social Services, advancement of Fine Arts and Culture and amelioration of backward classes.

C.P. & BERAR.

There was an all-round development in these Provinces during 1946-47. Ten Normal schools - eight for men and two for women - were opened during the year and teachers for crafts were appointed in most of the Normal Schools and Training Colleges. Special courses were introduced in the Spence Training College, Jubbulpore for selected B.T. students to specialise in the ideology and practice of Basic Education so that they may be on the staff of training schools after completing their studies. Eight teachers were sent to Sevagram, Wardha, for an intensive training in Basic Education. As for training of teachers for Secondary Schools, three Institutes, two for men and one for women, were opened. These were to train Matriculates with some teaching experience for Diploma in Education of the Provincial Universities.

In order to encourage girls to take up teaching as a profession especially in Primary and Indian Middle Schools, 300 stipends of Rs. 10/- p.m. were awarded to girls studying in Middle Schools and 50 stipends of Rs. 15/- p.m. each, to those in High Schools. The girls were also exempted from the payment of fees. It is understood that they would join the teaching profession after completion of their education. This scheme is to be continued during the following years.

The Government also took over 56 Indian Middle Schools in the Province and converted them into Senior Basic Schools. These schools were to be centres for Compulsory Basic and Adult Education and would serve as Demonstration Centres for Basic syllabus in order to give a lead to other village schools in the tahsil.

Ten High Schools, five for girls and five for boys, were opened and one Government Indian English Middle School for girls was raised to the status of a High School.

Six Agriculture laboratories one in an Indian Middle School and five in High Schools were also under construction and four of these have now started functioning.

Salaries of Primary school teachers usually from Rs. 10/- p.m. to Rs. 25/- p.m., were increased and now no teacher employed by the local bodies gets less than Rs. 30/- p.m. as basic salary and Rs. 11/- p.m. as dearness allowance.

It may be noted that like the Bombay Government the C.P. Government have also reduced the Junior Basic Course from five to four years.

The Government of the C.P. have revised their Five-Year Plan which is at present under the scrutiny of the Development Board of the Government of India. An innovation in the Plan is the introduction of compulsory Military Education in High Schools. Medical Inspection, Nutrition and general Welfare of students are also included in this scheme which will be linked up with the compulsory Military Training at the University. The Provincial Headquarters will direct and control the Military Training in the whole Province through the Divisional and District Units. The training consists of (1) Physical Training, (2) Games and Athletics and (3) Elementary Military Training to be imparted by Physical Training Instructors, Games Masters and Army Training Instructors, respectively. Annual Camps of exercise will be held for training Instructors and student leaders who will do specialised Cadre Courses. A provision of



nearly Rs. 43 lakhs has been made for the purpose for the quinquennium. In addition, a grant of Rs. 3,50,000 will be made to the Nagpur University during the quinquennium towards the cost of Military Training which will be compulsory for all boys studying for a degree. A part of this money will be spent on constructing armouries and other buildings at Nagpur and Amraoti.

An officer incharge of Military Education was appointed last year and the scheme as described above will be implemeted from this year onwards.

MADRAS.

During the year 1946-47, building schemes in connection with Queen Mary's College, Kombakonam Government College and Government Secondary and Training School for Women at Erode were nearly completed; construction work in Loyala College was in progress and detailed plans and estimates were prepared for construction of a building for Government College, Anantpur. By 31st December 1946, 168,828 out of 40,00,000 illiterate children were brought under compulsion. Madras, like Bombay, has decided to introduce compulsion from one age group to another and not from area to area.

Provision was also made for training 400 Primary School teachers. The minimum qualifications of candidates for admission to Training Institutions were, however, lowered to increase the number of trained teachers. Not only Matriculates and holders of School Final Certificates but also candidates, ineligible for University courses but eligible for admission to the examination for clerical posts held by the Madras Public Service Commission were admitted to the secondary grade course of training. It was also decided that women and candidates from backward districts and scheduled classes, who had failed in the Secondary School Leaving Certificate Examination in only

one subject other than the regional language or English by not more than five marks, were to be admitted to the same course during the year 1947-48. During 1946-47 the two years' course for secondary grade training was reduced to one year as an emergency measure.

The scheme of mid-day meals for poor children in Primary Schools was discontinued from 1st April, 1947 owing to financial deficiency.

The Government of Madras, in their 1947-48 programme, have included a number of schemes relating to the establishment or improvement of Engineering Colleges and other technical institutions. It is also proposed to introduce the B.Sc. course in the Muslim College, Madras. The programme also includes the opening of a new college for Muslim women at Madras and a building for a Training School for Muslim women at Shevapet.

ORISSA.

There was an all-round expansion of education in Orissa during 1946-47. Grants to the extent of over Rs. 3,25,000 were made to Primary and Middle English Schools, High Schools and Colleges for the improvements of their buildings and equipment. Several buildings for Training Schools were started.

Admissions to the first year classes in the Secondary Training Schools at Cuttack and Berhapur were extended. It was, however, found that the required number of candidates having requisite qualifications were not forthcoming to join the institutions. It was intended to depute twelve candidates for training in the Institutes of Physical Education, Madras and Lucknow but as the scales of pay for Physical Instructors were not attractive, only eight candidates joined. Twelve students were sent abroad for training in various subjects including educational methods. The Government improved the salaries of Primary School teachers.

An expenditure of Rs. 38,311 was incurred by way of subsidies to schools for mid-day refreshments to the pupils. 100 Primary Schools were started in partially excluded areas. Rs. 41,000 were spent to provide more scholarships and supply books free to Schedules Caste, Backward and Hill Tribe students.

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As for University Education, third year B.Sc. class in Zoology and post-graduate Classes in Oriya and Economics were opened in the Ravensha College (Cuttack) and third year B.A. classes were opened in Degree College for Women, Cuttack. The first batch of candidates, who had passed out from the Orissa School of Engineering, were deputed to the P.W.D. for practical training. 31 stipends were also awarded during 1946-47 for higher training in technical subjects in India.

Among other schemes, the 1947-48 Programme of Orissa consists of introducing free and compulsory education during the first quinquennium, in all Municipalities and in selected areas in each thana, chiefly round the Village Welfare Centres. The scheme will bring 24,000 children to school in a year, beginning with the third year. A secondary Training School for Women is to be opened in the Province. Elementary Training Schools for Women are to be opened at Berhampur and Sambalpur. Other schemes for the year include opening of Ashram Schools for Hill Tribes, award of Research and Post-graduate scholarships and expansion of visual aids in Education.

EAST PUNJAB.

The Progress Report for 1946-47 from this Province has not yet been received.

As regards the 1947-48 Programme, the East Punjab Government have opened a Girls' Vernacular Middle School with optional English classes at Narangwal, District Ludhiana. It is also proposed to pay additional grants to District Local Boards to open additional girls' Primary Schools in rural areas. Stipends of Rs. 15/- per month are also to be paid to every trainee in the existing Government training Institutions in the J.V. Classes. Other schemes pertain to the payment of special grant to Local Bodies for schools in areas with strong military services, further education of ex-service personnel and building of a new block for the Government College, Ludhiana.

During 1946-47 the Government of the United Provinces spent about Rs.1,25,000 on buildings for educational institutions. Improvements were made in the buildings of Government Training College and Training College for Women, Allahabad. Additional accommodation was provided in the men's hostel and a hostel for women students was started at the Government Training College, Allahabad. Some progress was also made with the construction of buildings for Girls' Normal School at Unao.

The Government High School at Landsdowne was provided with a Science Block and a start was made to provide a hall and office to the school building.

Carpentary and Weaving classes were introduced in the Garhwal Polytechnic, Institute, Srinagar.

In their 1947-48 programme the United Provinces Government wish to convert the existing Local Board and Municipal Primary Schools for boys and girls into Basic Schools and to extend Primary Education in urban areas.

More Normal Schools are to be opened and model schools are to be attached to the newly started Normal Schools.

Another noteworthy item is that the United Provinces Government have agreed to introduce a three year graduate course, by abolishing the existing inter Classes and by adding XIth Class in High Schools as soon as finances permit. This is the recommendation of the C.A.B. of E.

AJMER-MERWARA.

For various reasons no Post War Development Scheme could be started last year in the Province of Ajmer-Merwara. A provision, however of Rs. 4~~7~~5 lakhs has been made in the current year's budget for implementing a number of schemes.

One item is to construct fifteen school buildings to introduce compulsory Junior Basic Education for the age group 6-11 in selected areas next year.

It is also decided to give maintenance allowance to the teachers attending the Training School proposed to be started in

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Delhi during the course of this year. The scales of pay of teachers are also being revised in the light of pay commission's report.

Other important schemes included in the 1947-48 programme pertain to school Medical Service, strengthening of the staff of the Government College, Ajmer, etc.

COORG.

The Progress Report for 1946-47 of this Province has not yet been received.

In the 1947-48 programme, it is proposed to grant scholarships to students going for technical training to Institutions outside Coorg. As regards compulsory Primary Education, a beginning is to be made in the Habbale area. Stipends to the defective children will also be given.

DELHI.

The Five-Year Development Plan for Delhi was approved by the Development Board last year and so far preliminary steps have been taken to strengthen the administrative staff at the headquarters of the Education Department.

As regards 1947-48, provision has been made to the extent of Rs.8,00,000 in the current year budget for implementing schemes relating to the establishment of two Training Schools, a scheme for the Deaf and Dumb and an Adult Education Institute, grant of scholarships to needy children in elementary classes, strengthening of the administrative staff, enforcement of compulsory Primary Education and the Provincialisation of schools maintained by Local Bodies.

2. A review of this Memorandum shows that certain Provinces are deviating in some important respects from the scheme of Basic Education recommended by the Board. Several Provinces are reluctant to introduce compulsion for children of 6-14 from area to area and to prescribe a Junior Basic Education Course of five years. These are points worth being discussed by the Board.

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APPENDIX C(a)

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MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item IV(a) of Agenda — Fourteenth Meeting, New Delhi
January 13, 14, and 15, 1948.

Report of the Committee on Indian Cultural Trust - Action taken.

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The report of the Committee of the Central Advisory Board of Education on National Cultural Trust for India, as adopted by the Board at their meeting held in January 1947, has been considered by the Government of India in the Education Ministry. It has been decided to establish the Indian Cultural Trust as early as possible. Steps are being considered in the Ministry to implement this decision.

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APPENDIX.C (b).

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item.IV(b)... of Agenda. Fourteenth Meeting: New Delhi
January 13,14 and 15, 1948

Report of Committee on a Secondary Schools Examination Council for India - Action taken.

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The Provincial Governments and Universities in India have been requested to communicate their views with regard to the setting up of the proposed council. As soon as all the replies are in, and if there is general agreement, the financial and administrative arrangements necessary will be worked out.

APPENDIX. C.(c).....

MEMORANDUM.

CENTRAL ADIVISORY BOARD OF EDUCATION IN INDIA.

Item. IV(c). of Agenda. Fourteenth Meeting; New Delhi. January 13,14 & 15,1948.

Proceedings of the meeting of the Expert Braille Committee which met at Simla on the 16th and 17th June, 1947.

1. A meeting of the Expert Braille Committee of the Central Advisory Board of Education was held in the Committee Room, Gorton Castle, Simla on Monday and Tuesday, the 16th and 17th June, 1947. The following members were present :-

1. Dr. Abdul Haque. (in chair).
2. Mr. P.M. Advani.
3. Mr. Kalidas Bhattacharjee.
4. Dr. Suniti Kumar Chatterjee.
5. Rev. M.C. Langton.
6. Mr. S.C. Roy.
7. Sir John Sargent.
8. Dr. D.M. Sen.

2. As Sir John Sargent, C.I.E., M.A., D.Litt., the Chairman of the Committee, was unavoidably detained elsewhere, Dr.Abdul Haque was unanimously voted to the Chair. Sir John Sargent arrived at the meeting after some time.

Dr. D.M. Sen, O.B.E., M.A., Ph.D., acted as the Secretary of the Committee.

3. Dr. R.M. Halder, Assistant Educational Adviser (Blindness) to the Govt. of India was also present at the meeting.

4. A special invitation had been sent to Lt.-Col. Sir Clutha Mackenzie of the St. Dunstan's Hostel for the War-Blinded, Dehra Dun to attend the meeting, but due to ill health, he could not be present.

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

1. To consider what steps should be taken to bring the Uniform Braille Code into use in all the Schools for the Blind in India.

2. To consider a tentative plan for Braille contractions and abbreviations.

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3. To consider a tentative plan for a Braille Printing Press.

The explanatory Memoranda on the different items of the Agenda which were circulated to members of the Committee are appended to the proceedings (Annexures A-C)

6. Item 1 of Agenda :- The Committee agreed :

i) That the Report of the Expert Committee of the Central Advisory Board of Education on Uniform Braille Code in India with the Foreword attached to it, which gives a summary of the progress made so far in the matter of devising a suitable and Uniform Braille Code for use throughout India, be printed in large numbers and distributed free to Institutions engaged in teaching the Blind and sold at a reasonable price to all interested in the Welfare of the Blind.

ii) That sufficient number of black-printed charts of the Code with specific rules and illustrations be also printed and distributed freely or sold at a nominal price.

iii) That embossed copies of the charts with specific rules and illustrations be also printed in large numbers and distributed free among the Institutions for use of Blind Pupils.

iv) That some Model Primers may also be embossed in Braille.

v) That investigations should be made to find out whether there is any suitable Press in India which could undertake the work of embossing the Uniform Indian Braille Charts and that in case there was no suitable Press in India, the National Institute for the Blind, London, should be appraoched to accord the necessary facilities for printing.

vi) That about six months after the book of instructions mentioned above was supplied, a Conference of the Workers and Teachers of the Blind, representing the Provinces should be convened to discuss the problems arising out of the adoption of the Uniform Indian Braille.

7. Item 2 of Agenda :- It was decided that the basic principles for devising suitable contractions should first be worked out by the members of the Committee individually and collectively and that these should then be finalized by circulation to the Provincial Govts. and the Institutions concerned. Accordingly

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the Committee worked out some contractions for some languages; but they decided that these should be carefully reviewd again, by the individual members in a more leisurely fashion.

8. Item 3 of Agenda :- The Committee unanimously agreed that Dehra Dun would be an ideal place for locating the Braille Printing Press and that it would be helpful if the site now occupied by St. Dunstan's could be acquired for the purpose. They also resolved that the necessary personnel for running the Press should be selected and sent abroad for training so that they could take over the work when the Press arrived in India.

The Committee recommended along with the institution of the Press, the formation of a Publication Committee to select suitable books for embossing in different languages in India.

9. Item 4 of Agenda :-

As regards the Bulletin on Blindness which is henceforth to be issued by the Central Bureau of Education, the

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the Blind and sold at a reasonable price to all, interested in the welfare of the blind.

2) Sufficient number of black-print Charts of the Code may also be printed and distributed freely or sold at a nominal price.

3) Embossed copies of the Charts with specific rules and illustrations be also printed in large numbers and distributed free among the Institutions for use of blind pupils.

4) Some Model Primers may also be embossed in Braille. For this purpose the National Institute for the Blind, London, may be requested to help, pending the setting-up of a Braille Printing Press in India.

These books may be distributed to the Institutions for their study and observation. The text books to be selected as models may be decided upon in consultation with the Institutions concerned. Meanwhile, the existing Codes in the different Institutions may be continued.

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ANNEXURE B.

Item 2 of Agenda :-

Although the Braille Code has been settled on broad lines, the contractions and abbreviations have yet to be devised for the various languages, and for this purpose it is suggested that Provincial Govts. and Local Administrations may be requested to let us have, after consulting heads of Institutions in their areas, suitable contractions and abbreviations which may be considered necessary. It may be suggested to the Provincial Govts. that where there is more than one Institution for the Blind in a Province, the Provincial Govt. concerned could, with advantage, arrange for an informal meeting consisting of representatives of the Provincial Government and of the Institutions concerned so that an acceptable system of contractions could be worked out.

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ANNEXURE C.

Item 3 of Agenda :-

The Uniform Braille Code Committee of the Central Advisory Board of Education which met in January, 1941, recommended@, amongst other things, the setting-up of Braille Press with an up-to-date embossing plant and workshop for manufacturing necessary educational tangible apparatus and appliances to ensure adequate production of suitable materials for the blind. It was also their intention that a Central Library to serve all the Institutions of India, should be attached to the Press. Investigations were accordingly made by this Department to find out a suitable site for the Press.

At Dehra Dun, on Rajpur Road, about four miles from the Railway Station, is a big site of approximately 230 acres. The site and a few buildings thereon were originally used as the Viceroy's Body-Guard Lines and is the property of the Defence Ministry.

During the past few years, St. Dunstan's have taken over the site on lease and are conducting the Welfare Work for Blinded Soldiers. As far as it could be gathered at present, the training of the War-Blinded is likely to continue till the end of 1948 and perhaps longer in limited fields. The future of this activity is yet uncertain and after 1948, when the training Centre for the War-Blinded is wound up, there will only be the after-care department with a few officers occupying the main residential building and a few other small buildings.

Although the existing buildings themselves are not suitable for the location of the Press, the site itself would offer excellent scope for planned development of the Welfare Work for the Blind. In case the Govt. of India would go in for the site and founded their welfare activities there, St. Dunstan's hope to be able to persuade their authorities to extend their full co-operation to Govt. and to hand over to Govt. the apparatus and appliances now used by them.

@vide Proceedings of VII Meeting of the Central Advisory Board of Education.

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In 1944, on the joint motion of the Central Advisory Board of Education and the Central Advisory Board of Health, a joint committee presided over by the late Sir Jogendra Singh investigated and have submitted a Report on Blindness in India. The Report,* has not yet, however, been published, although it is hoped that it would soon be. It will be seen therefrom that the Joint Committee have recommended the establishment of an All India Council on Blindness. Sir Clutha Mackenzie of St. Dunstan's recommends the setting-up of this Council, when it materializes, at Dehra Dun. No decision has yet been reached by Govt. regarding the setting up of this Council and a final decision is bound to take some time in view of the present political negotiations.@

*Will be available for reference.
@ June, 1947.

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APPENDIX...Q(d)..

MEMORANDUM.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item...IV(d)... of Agenda. Fourteenth Meeting: New Delhi. January 13,14 & 15 ,1948.

ACTION TAKEN ON THE RECOMMENDATION OF CENTRAL ADVISORY BOARD OF EDUCATION ON THE SETTING UP OF A COMMITTEE ON AIR TRAINING.

The advisory committee has not yet been formed. The proposed Committee is to consist of two representatives of each of the three Ministries of Defence, Communications and Education. In response to the invitation to the Ministry of Defence to nominate two representatives on the Committee, they have replied that they have under consideration the formation of a National Cadet Corps Organization, in order to stimulate interest in the defence of the country and to impart training in schools and colleges for all the three Defence services. The Ministry of Defence have, therefore, suggested that for the present the formation of the Committee be postponed, until

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a final decision has been taken regarding the National Cadet Corps Organization. No. reply has yet been received from the Ministry of Communications regarding their views on the question.

2. The following resolution on the subject has been adopted by the Inter-University Board at their meeting held at Cuttack in December, 1947 :

> "Resolved that the subject matter be referred to the Govt. of India for a statement of their present policy on the matter of introducing Cadet Training in all its aspects from the High Schools to the Colleges.
>
> The Board recommends to the Govt. of India that it is desirable that a speedy action be taken towards promoting cadet training in Schools and Colleges".

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Appendix--D.

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item V of Agenda. — Fourteenth Meeting: New Delhi, January 13, 14 and 15, 1948.

Views of the Inter-University Board in regard to the various matters referred to them.

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(1). Item IV of Twelfth Meeting of the Central Advisory Board of Education:

Ways and means of adoption of the modern Indian languages as media of instruction in Indian Universities. (cf. para. 11 on page 18 and page 37 of the printed proceedings of the 12th meeting).

Resolution of the Inter-University Board: "As it was understood that a new committee was set up for the purpose by the Central Advisory Board, the Standing Committee (of the Inter-University Board) did not wish to express a definite opinion until it had an opportunity to review that report.

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Resolved that the consideration of the matter be deferred till the receipt of the *report from the Government of India".

2. Item XVI of proceedings of Thirteenth Meeting of the Central Advisory Board of Education: Teaching and status of Physiology in educational institutions in India (vide para. 23 on page 18 and pages 115-118 of printed proceedings of 13th meeting).

Resolution of the Inter-University Board:

"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".

*Presumably the Report of the Reference Board on Scientific Terminology vide item XIII of C.A.B. Agenda is referred to.

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APPENDIX..E(a)...

MEMORANDUM.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item..VI(a)... of Agenda. Fourteenth Meeting: New Delhi. January 13,14 & 15, 1948.

REPORT ON THE WORKING OF THE GOVERNMENT OF INDIA OVERSEAS SCHOLARSHIPS SCHEME.

1. Scope of the Scheme :

The object of the scheme is to produce, as quickly as possible, a sufficient number of highly trained persons, likely to be required for various development plans of the Central and Provincial Govts. As it is contemplated that these persons will, in due course, rise to key posts, greater importance is attached, in selecting them, to their intellectual attainments and potential ability than to actual practical experience, though practical and research experience is given considerable weight. For the same reason the training arranged is essentially educational, though for most of the courses practical training forms an integral part of the instruction which is arranged. Courses of instruction abroad are arranged, as nearly as possible, in accordance with the advice of the technical Departments concerned.

This scheme is essentially a short-term measure and is intended to last only so long as adequate facilities for advances training are not available in India.

2. Working of the Scheme :

The Central Government pays the entire cost of training in respect of scholars selected for the Centre; and meets half the total cost in respect of scholars selected on behalf of Provincial Govts. Financial sanction for the scheme is given from year to year.

After the concurrence of the Finance Ministry has been obtained, Provincial Govts. and Ministries of the Government of India, are asked how many scholarships they require and for what subjects. If the requirements exceed the number of scholarships available, a Quota Committee appointed by the

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Hon'ble Minister for Education, scrutinizes them and allocates the scholarships (a) between the Provinces and the Centre and (b) among the various Departments of the Central Government. The Provincial Govts. and Ministries of the Central Government are free to distribute the scholarships allocated to them among the subjects to which they attach the greatest importance.

3. Selections :

Provincial scholars are selected by the Provincial Governments and their names are then submitted to the Govt. of India for approval. Provincial Governments are requested to select, if possible, two or three candidates for each scholarship and to arrange their names in order of preference. The Govt. of India is free, if necessary, to approve the second or even the third candidate in preference to the first; but as a rule, the choice of the Provincial Govt.. is not interfered with, if interference can possibly be avoided. The only consideration which weighs with the Selection Board, Overseas Scholarships, which scrutinizes Provincial selections on behalf of the Govt. of India, is that candidates selected by Provincial Governments are of a sufficiently high calibre to be acceptable to Universities abroad for advanced studies and to justify the heavy expenditure on their training.

The Central Scholars are selected by the Selection Board, Overseas Scholarships, which is appointed by the Hon'ble Minister for Education and the Board's recommendations are always accepted by the Government of India. The procedure for selection is as follows. Applications are invited through advertisements published practically in all the leading English newspapers throughout the country. They are received, registered and indexed in the Education Ministry, in the Office of the Deputy Educational Adviser (Overseas), who also acts as Secretary to the Board. The applications are classified (a) according to qualifications and (b) according

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to communities. Community-wise classification is necessary because the Govt. of India decided in the very beginning that, provided suitable candidates were forthcoming from minority communities, they should be given a proper share of these scholarships. The share of the minority communities has been fixed according to the communal ratio prescribed by the Ministry of Home Affairs for purposes of recruitment to services.

Candidates who possess a First Class Bachelor's or higher degree are placed in Category I; those who possess at least a Second Class Master's degree are placed in Category II; and so on. This classification is firm but not absolutely rigid; due weight is given to practical and research experience and on that basis some candidates are upgraded. There is also a separate category for those who possess special technical qualifications which cannot be equated with University degrees but which are comparable to them. The purpose of this classification by the Secretary is merely to spare the Board the unnecessary labour of examining all the applications and sorting them. All applications are, however, placed before the Board and the Board and the Technical experts who assist them can, and some times do, call for applications of a particular category or a particular type or sometimes even of a particular candidate.

After the Board have examined the applications, they select for each subject suitable candidates who merit further careful attention. Technical experts, nominated by the Departments concerned and sometimes also specialists co-opted by the Board, are then invited to assist the Board in selecting candidates for interview. In view of the large number of selections and the time factor, the number of candidates to be interviewed is on the whole not more than twice the number of scholarships to be awarded. The final selections are made after interview and at this stage also technical experts

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and specialists are invited to assist the Board.

As far as can be judged, the method of selection has not worked badly. After the selections in 1945 there were many cases in which persons interested in certain unsuccessful candidate appealed to various authorities challenging the correctness of the Board's selections. Each case was looked into and a report submitted to the authority to whom the complaint had been addressed. It so happened that in no case was the Board's decision found to be unjustified; and the Hon'ble Minister for Education, who considered in consultation with the Hon'ble Minister for Planning and Development, the Board's recommendation that the work of selections should be entrusted to the Federal Public Service Commission, decided that the work should continue to be done by a special Selection Board as in 1945. It is also perhaps a tribute to the integrity of the Board and to the confidence which they have inspired in the mind of the public that while there were numerous attempts to canvass members of the Board in 1945, there were practically no such attempts in 1946, and none this year. The total number of applications was nearly 10,000 in 1945, about 4,500 in 1946 and about 2,500 this year, though the number of Category I candidates has not fallen to the same extent, being about 1,900 in 1945, 1600 in 1946 and 1,200 in 1947; in other words, experience has very considerably discouraged candidates of poor qualifications from applying.

4. The Universities abroad became extremely crowded with the influx of ex-servicemen at the end of hostilities. In spite of these limitations the number of places secured for Indian students was satisfactory as the following statistics show :-

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Admissions secured during 1945.

| | U.K. | U.S.A. | Australia. | N.Z. | Egypt. | Total. |
|---|---|---|---|---|---|---|
| 1. Central. | 150 | 160 | - | - | - | 310 |
| 2. Provincial | | | | | | |
| a)Sponsored | 66 | 125 | - | - | - | 191 |
| b)Deputationists. | 38 | 55 | - | - | - | 93 |
| 3. States. | 33 | 40 | - | - | - | 73 |
| TOTAL. | 287 | 380 | - | - | - | 667 |

Admissions secured during 1946.

| | U.K. | U.S.A. | Australia. | N.Z. | Egypt. | Total. |
|---|---|---|---|---|---|---|
| 1. Central. | 54 | 76 | 5 | 2 | - | 137 |
| 2. Provincial. | | | | | | |
| a)Sponsored. | 93 | 62 | 2 | 4 | - | 161 |
| b)Deputationists. | 36 | 6 | 1 | 3 | - | 46 |
| 3. States. | 94 | 43 | - | 1 | - | 138 |
| TOTAL. | 277 | 186 | 8 | 10 | - | 482 |

Position regarding students selected for the year 1947-48.

(a) CENTRAL.

In all 136 scholars were selected for the provisional award of the Central Overseas Scholarships 1947-48. The passage and admission position of these is given below :-

| Total No. selected for the award. | No. transferred to the Pakistan Govt. | No. of scholarships withdrawn or cancelled. | No. on the list at present. | Admission secured. | Number sailed. |
|---|---|---|---|---|---|
| 136 | 31 | 14 | 91 | U.K.29<br>U.S.A.22<br>Total. 51 | U.K. 23<br>U.S.A.19<br>Total.42 |

(b) PROVINCIAL SCHOLARS AND DEPUTATIONISTS.

| | Total No. selected for the award. | No. transferred to the Pakistan Government. | No. of scholarships withdrawn or cancelled. | No. on the list at present. | Admission secured. | No. sailed. |
|---|---|---|---|---|---|---|
| Sponsored. | 152 | 23 | 9 | 120 | U.K. 22<br>U.S.A. 9<br>Total. 31 | U.K. 9<br>U.S.A.16<br>Total.25. |
| Deputationists. | 69 | 24 | - | 45 | U.K. 3<br>U.S.A. 3<br>Total. 6 | U.K. 3<br>U.S.A.2<br>Total.5 |

P.T.O.

(c) Position of scholarships after partition for the years 1945-46 and 1946-47.

| | 1945-46. | 1946-47. |
|---|---|---|
| Total number originally selected. | 355 | 214 |
| Total No. of cancellations and withdrawals. | 23 | 40 |
| Total number who have opted for Pakistan. | 74 | 36 |
| Total number of the list to-day. | 258 | 138 |
| Total number of admissions during 1947. | | |
| U.K. | 3 | 14 |
| U.S.A. | 8 | 25 |
| France. | - | 1 |
| Total number who sailed during 1947, to : | | |
| U.K. | 3 | 12 |
| U.S.A. | 7 | 25 |
| Australia. | - | 2 |
| New Zealand. | - | 1 |

(d) Return of trained scholars:

Of the 1945-46 batch of Central Scholars, 13 have returned to India, so far, after completion of their courses of study and two of them have been employed by the Central Government, while five have joined their previous posts. The question of employment of the remaining four is under the consideration of the Govt. of India.

Of the Provincial Government Scholars, seven sponsored scholars and thirteen deputationists have returned, so far, after completing their studies.

5. Overseas Scholarships Selection Board for 1947-48.

The Selection Board was reconstituted this year consisting of the following gentlemen :-

1. Sir B.N. Rau, C.I.E., Constitutional Adviser(Chairman)
2. Sir K.S. Krishnan, D.Sc., F.R.S., Allahabad University, Allahabad.
3. Khan Bahadur Mian Abdul Aziz, C.I.E., Chairman, United Provinces Public Service Commission, Allahabad.
4. Sir John Sargent, C.I.E.,M.A.,D.Litt., Educational Adviser to the Govt. of India.
5. Mr. Ashfaque Husain, B.A.(Oxon),Bar-at-law, Deputy Educational Adviser to the Govt. of India, (Secretary).

P.T.O.



7. Overseas Scholarships Committee.

To examine the purpose and the scope of the Overseas Scholarships Scheme, a committee consisting of the following gentlemen has been set up :-

1. Dr. B.C.Roy (Chairman).
2. Dr. Nazir Ahmad.
3. Dr. H.J. Bhabha.
4. Dr. B.B. Dey.
5. Prof. N.K. Sidhanta.

At the Committee's request, the services of Mr. P. Gangulee, an Education Officer in the Ministry , have been made available to the Committee to act as its Secretary.

The Educational Adviser and/or Deputy Educational Adviser (Overseas) have attended the meetings of the Committee as assessors.

The Committee had been asked to submit its report by the 30th June, 1947. The terms of reference of the Committee are as follows :-

(a) To consider whether in the light of the experience gained since the scheme was initiated in 1945 the award of Government scholarships is serving the purpose for which it was established, and whether, having regard to the prospects of their being absorbed in suitable employment, and of facilities for training becoming available in India, the number of scholars to be sent abroad in 1948 and subsequent years should be increased or reduced and whether the range of subjects should be enlarged. If so, to what extent;

To consider further what avenues of study in the different branches are available, or may be available in India if the existing institutions in the country are developed with suitable help from Govt.

P.T.O.

(b) To consider what modifications, if any, may be desirable in the existing arrangements for inviting applications, selecting candidates, placing them in training institutions abroad and generally supervising their welfare while overseas.

(c) To consider what arrangements should be made in this country to ensure that scholars who have successfully completed their courses abroad are absorbed without delay into suitable employment on their return.

(d) To consider what steps should be taken to co-ordinate the Overseas Scholarships Scheme with any existing arrangements by other Government Departments or by any University for sending persons abroad for advanced training.

The final report of the committee will be submitted to the Hon'ble Minister for Education in a short time.

7. Printed copies of the report of the Selection Board, Overseas Scholarships, for the years 1945-46 and 1946 are enclosed.

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'THAKUR'
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APPENDIX...E(b).

MEMORANDUM.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item.VI(b). of Agenda. Fourteenth Meeting, New Delhi. January 13,14 and 15, 1948.

P.T.O.

13/3/40



Report on problems of students going abroad for further studies with a view to both devising measures for ensuring that such students receive the necessary advice and guidance before going abroad and to ensure their welfare in the country of study.

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The following are the two aspects of this item on which a report is presented here :-

(a) Advice and guidance to students desirous of going abroad.

(b) Admissions, accommodation and welfare of students in foreign countries.

(a) For sometime past it has been felt that many Indian students have not been able to take full advantage of educational facilities in foreign countries for a variety of reasons. A considerable number of them went overseas without adequate and necessary educational background and quite a few had to return because they had not made adequate financial provision and in some cases they had not the physique which could stand the climate. This has been the subject of considerable anxiety, and at the instance of the Government of India, the Central Advisory Board of Education considered the whole question and approved the suggestions of the Education Adviser to the Government of India in 1944 and 1945. The decisions taken and progress achieved in that direction were reviewed at the January 1946 meeting of the Central Advisory Board of Education.

With a view to providing necessary information and advice for students proceeding overseas the Government of India has set up an Overseas Information Bureau. The main function of this Bureau is to provide an up-to-date information service regarding various aspects of advanced studies abroad. It maintains a library consisting of literature about the universities and educational institutions in the United Kingdom, the United States of America, and other countries, and it is available for consultation and reference. It also gives every possible assistance to provincial and university bureaux. With that end in view the Bureau has been publishing a Monthly Bulletin which provides latest information regarding educational facilities available abroad, as well as all matters which would

help Indian students in their studies overseas. This Bulletin is being issued to all provincial and other organisations. The Bureau has also undertaken to publish some pamphlets on facilities for advanced studies abroad and the first of this series on 'Architecture' was published some time ago. The subjects of other pamphlets under preparation are: 'General Information about the United States of America';'Veterinary Science';'Pharmacy'; and 'Public Health'. In addition, press notes and announcements are also issued by the Bureau. The Bureau answers all enquiries from organizations as well as from students who are unable to get this information from Bureaux of local Universities and Provincial Governments.

It will be easily realised that in spite of the facilities which the Overseas Information Bureau does offer, the main burden of advice and guidance to students desirous of proceeding overseas for advanced studies must necessarily fall on provincial and university bureaux. These are in intimate touch with the student population and are in a better position to scrutinise the academic qualifications, financial resources and other requirements of students wishing to go abroad. With this end in view the Government of India have urged the provincial governments and university authorities and states to take steps for revitalising existing Advisory Bureaux and setting up new ones wherever they should, but do not exist. From the replies received (vide Annexure) it seems that greater effort is necessary to put the whole machinery of advice and guidance on a sound basis. Except the United Provinces, other provinces do not possess adequate organizations of this type. The Indian states have also to establish their own organizations or wherever their resources are limited, to co-ordinate their work with the provincial organization neighbouring their areas. The existing bureaux, as will be seen from the detailed report appended herewith, continue to be considerably handicapped by lack of adequate finances, up-to-date information, and suitable persons with first-hand knowledge of foreign countries to help in the



running of such bureaux. Little effort has been made to create a really enlightened public opinion regarding overseas studies through publicity and propaganda. It is, therefore, suggested that the provincial governments and university authorities should take steps to implement the following:

1. Each province should set up a provincial organization which will provide necessary advice and guidance regarding overseas studies, and co-ordinate the work of university organizations that may be in existence. There should be a separate financial provision which will be earmarked for such an organisation. It should have a full-time staff consisting at least of a secretary and a clerk, and with its own office and a library. The provincial organization should have a panel of experts who have had recent experience of foreign universities and educational institutions. It will also be necessary for such an organisation to set up smaller advisory committees or bureaux at university towns, and such other places where there are a large number of college students. The central provincial organisation should make available to all its branches, guidance and information which the students need. It should also undertake publicity and in this respect the press, the radio and other media of communication could be fully utilized.
2. A central provincial organization should be responsible for forwarding applications for admissions abroad, with its recommendations. The work of securing suitable educational opportunities for Indian students in foreign countries would be facilitated, if all these applications are sent to the Government of India who would forward them to the authorities concerned.
3. In view of the limited educational opportunities now available abroad, and our limited resources, it will

be desirable to take the fullest advantage of facilities for advanced studies and research that are obtainable in our own country, and send our students overseas only for such studies as will be beneficial to the country and as are not available here. It will, therefore, be very useful if a central provincial organization directs Indian students to such institutions in India where facilities similar to those available abroad can be had. This will considerably facilitate the work of advice and guidance so far as a large majority of the students are concerned.

4. In view of the resources and facilities available to the Government of India both for information and advice regarding overseas studies, it is desirable that the provincial organizations and the Overseas Information Bureaux should work in the closest possible co-operation. For this purpose, it is suggested that the provincial and other organizations should send to the Ministry of Education, regular reports of their work, so that this could be given full publicity in the Monthly Bulletin of the Bureau . It will also be desirable if the staff and experts of provincial organisations and those from the Ministry of Education have frequent opportunities of personal contact. This Ministry will be prepared to send its representatives to the provinces and states to give all possible assistance if they desire.

(b) Admissions, accommodation and welfare of students in foreign countries:

Conditions with regard both to admission and accommodation in the United Kingdom have been extremely difficult since the end of the war. Due to the unprecedented rush of ex-service-men to British Universities and the reservation for them of ninety per cent of all available places, it has been extremely difficult to secure admission for the very large number of



Government sponsored and private students who wish to go to the United Kingdom. The position in regard to accommodation has been even more difficult. It should be remembered that living conditions in the United Kingdom continue to be difficult and that there is an acute shortage for everybody. In spite of the effort of the Office of the High Commissioner for India, in London, it has not been possible to remove all the difficulties facing the Indian students. Indian students going abroad, particularly to the United Kingdom, have been repeatedly warned of the present difficult position and advised not to go there without first having made suitable arrangements for their admission and accommodation. With regard to the position in the United Kingdom it may be mentioned that the High Commissioner has been giving such help as he could, whenever he received sufficient notice from the student. In fact, the High Commissioner has issued a press notice that Indian students proceeding to the United Kingdom and desiring accommodation should first register themselves in advance with the High Commissioner's Office, London, by sending advance intimation with a registration fee and all other details of sailing etc. Apart from the Hostels which have been established for Indian students in London and Edinburgh during the last year, the High Commissioner's Office maintains an up-to-date list of suitable lodging houses including 125 private houses in London where Indian students could be lodged whenever possible. A proposal to establish another Hostel in London to serve as a reception and Transit camp for Indian students has been sanctioned at considerable cost. A similar hostel for Indian women students has already been taken over by the High Commissioner on lease.

The new High Commissioner himself is taking keen interest in the welfare of the Indian students in the United Kingdom since his assumption of Office. The High Commissioner's Office has been re-organised, particularly the Education Department, by posting a new and experienced Officer, well

acquainted with the conditions of Indian students abroad, in the Education Department of the High Commissioner. This officer comes with a background of two years' administrative experience as the Education Liaison Officer for India in the United States of America. An officer on Special Duty was also posted to the High Commissioner's Office and is still working in that Department.

Indian students in the United States of America have had to face comparatively lesser difficulties as compared to the students in the United Kingdom, though there, too, the position has not been free from difficulties. It is proposed to depute a third Deputy Educational Liaison Officer to the office of the Education Liaison Officer for India at Washington.

Private students who went abroad to the United Kingdom and the United States of America towards the close of the War at their own expense found, on arrival in those countries, that their financial resources were insufficient to meet the high and unforeseen rise in the cost of living in those countries. Applications from such students for partial financial assistance to complete their studies, duly recommended by the Education Liaison Officers abroad, were received by the Ministry of Education and a scheme for the grant of such financial assistance to those students has been sanctioned.

Private students studying in the United Kingdom and the United States of America, from the Punjab, whose parents were unable to send them remittances from India owing to disturbances in the Punjab appealed for temporary advances of money to the Indian High Commissioner in London and the Indian Embassy at Washington. The Government of India have sanctioned certain advances being made in these cases subject to proper arrangements for recovery. Representations from Indian students whose parents came from West Punjab, North West Frontier Province, Sind or other Pakistan areas are dealt with by the Ministry of Relief and Rehabilitation.



ANNEXURE

STATEMENT ON THE ORGANIZATION AND WORK OF THE PROVINCIAL, UNIVERSITY AND STATE BUREAU

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BENGAL (WEST)

The present staff of the Bureau consists of one part-time Secretary, one whole-time assistant and one bearer, and the budgetted expenditure for 1945-46 was Rs. 2,816. During this period the Bengal Government gave a grant of Rs. 2,156 for the maintenance of the Bureau and it is included in the lump grant made to the University. The Government of Bengal had decided to make an annual grant of Rs. 6,500 to the University for running the Bureau. The Bureau received 273 applications and secured 70 admissions. It received in three months about 1,000 enquiries and disposed of more than 800. The Bureau has prepared a scheme for its re-organization and it has been submitted to the Vice-Chancellor of the Calcutta University.

BIHAR

The University of Patna has been maintaining a Students' Information Bureau for the last thirty years. The Bureau consists of eleven members and has a part-time Secretary as well as a part-time assistant and two part-time peons. The annual budgetted expenditure is Rs. 1,400.

The Secretary of the Bureau put forward certain proposals to the Government of Bihar for a full-time staff and a library for the Bureau along with an estimate of current and non-recurring expenditure of about Rs. 8,000. The Bureau dealt with about 100 enquiries in 1946 and handle about 50 applicatons for admissions.

BOMBAY.

The Bombay University has been maintaining a Foreign University Information Bureau for a long time. The Deputy Registrar of the University acts as the Secretary of the Bureau. There is also a clerk attached to the Bureau. In 1944-45 the Bureau handled personal enquiries of about 30 per day on an average and 197 applications for admissions abroad. About 90 admissions were secured through its agency during this period.

P.T.O.

CENTRAL PROVINCES

The Nagpur University maintains a Students' Information Bureau and it consists of a committee of seven members appointed by the University. The work of the Bureau is mainly done by the Assistant Registrar of the University who acts as its ex-officio Secretary, along with a part-time clerk. The expenditure of the Bureau is amalgamated with that of the University office. This Bureau has no full-time staff for its work.

MADRAS.

In the Madras Presidency there are Students' Information Bureau attached to the University of Madras and similar advisory boards at the Andhra and Annamalai Universities. The Students' Information Bureau of Madras was reorganized in 1946. It has a full time staff, a secretary, a clerk and a peon. The budget estimate for 1946-47 provided for an expenditure of Rs. 4,455. The expenses of the Bureau are met by a transfer of Rs. 3,000 from the statutory grant made annually and also from the revenues of the University. The Bureau handles 120 enquiries per month on an average and the number of admissions secured through its agency per year are 22. The Bureau has a library and gives publicity to its work in the press

The Bureau is attempting to include information on Indian and Provincial academic institutions and also handles enquiries regarding the United Nations Personnel recruitment, etc.

The Andhra University set up a Students' Advisory Bureau in April 1945 with an Adviser who is a senior member of the staff of the University. The Bureau has no full-time staff nor any regular provision for its work in the budget of the University.

The Annamalai University has set up a small Students' Advisory Board with one honourary Secretary and a clerk. The Board was constituted in 1944. There is no separate budget allotment for the Board. The Board advises students and also gives publicity regarding appointments in the United Nations Organization. There is a small library.

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ORISSA

The Utkal University has an Information Bureau consisting of the Vice-Chancellor, Utkal University, the D.P.I. and Principals of the several colleges. In 1945 this Bureau received a grant of Rs. 1,500 (non-recurring) and an annual grant of Rs. 28,000 was also sanctioned, to meet the expenditure on the establishment and the staff of the Bureau. The staff consists of a secretary, a graduate assistant, a typist and a peon.

UNITED PROVINCES

In the United Provinces the Students' Advisory Committee which was in existence for a long time and was abolished in 1931 was revived in 1945 with seventeen members with the D.P.I., as chairman and the D.D.P.I. as the Secretary.

The United Provinces Government felt that the Committee need not meet except occasionally to discuss matters of an important nature.

The Provincial Advisory Committee has been instrumental in setting up Advisory Committees at Allahabad, Lucknow, Benares, Agra and Aligarh Universities. Detailed information with regard to the activities of these Committees is not available. All the expenditure of the Provincial Committee is met from the D.P.I's budget. There is no separate annual budget expenditure.

In addition to the Provincial Students' Advisory Committee, there are, a Students' Advisory Bureau attached to the University of Allahabad, an Advisory Committee at the University of Lucknow and a Foreign Advisory Bureau at the Agra University. The Agra University Bureau consists of three members but it has no staff nor any regular grant for its expenditure.

CENTRALLY ADMINISTERED AREAS

The question of a Students' Advisory organisation for Delhi and other Centrally Administered areas is still under consideration.

## STATES

BARODA

The Baroda Government set up a State Students' Advisory Bureau in 1945. It has no independent staff, "but the work is assigned to one clerk of the Education Department who works under the supervision of the Head of the Staff". There is no budgetted provision for its expenses. The Bureau claims to have dealt with 352 applications and 300 enquiries.

COCHIN

A Students' Advisory Bureau has been instituted. Its Committee consists of seven members including the president and the honorary secretary, and its staff are a clerk and a peon. The Cochin Government gave a grant of Rs. 2250/- to the Bureau, which is included in the annual budget of the Government. The Bureau maintains a library and a reading room. It does not forward any application for admission abroad.

CUTCH

At the instance of the Central Government the Cutch State have set up a State Advisory Bureau. It consists of 5 members including among them the Naib Dewan.

HYDERABAD

The Osmania University set up a Students' Advisory Bureau in 1945. The Curator, Compilation and Translation Bureau of the University, is the Secretary and the staff consists of one clerk. The Bureau has not yet received any regular grant from the Hyderabad Government or the University nor any permanent staff. The Secretary suggests that he should be in a position to co-ordinate the activities of the various departments of the Hyderabad State concerning the overseas studies.

JAIPUR

There is a Students' Advisory Bureau consisting of a chairman, three members and a secretary. There is no separate provision for its expenditure in the Government budget. The Bureau dealt with about 25 applications and has been able to secure about 5 admissions.



JAMMU & KASHMIR

The Kashmir government maintains a separate office known as Civil Service Recruitment and Scholarship Board which deals with both Indian and foreign training, for Kashmir State subjects.

JODHPUR

There is a Bureau with the Director of Education as president and the Principal of Jaswant College and the Personal Assistant to the Director of Education as members.

MYSORE

Mysore Government set up a Students' Advisory Board in 1946 consisting of 18 members with the Vice-Chancellor as Chairman and the Registrar of the Mysore University as Secretary. The Bureau has no separate staff and the University office looks after the work of the Bureau. No separate provision for its expenditure is made in the State budget. It is proposed to have a separate office with a whole-time Secretary and also a library. The Bureau deals with 20 applications and 5 to 10 enquiries every month.

REWA

The Rewa State established a Students' Advisory Bureau to serve Rewa and other neighbouring states. The Director of Education is its Director and necessary staff and funds are said to have been provided.

TRAVANCORE

The Travancore Government sanctioned the formation of the Students' Advisory Bureau consisting of 11 members under the University of Travancore in August 1945, and 9 members were nominated. By January 1946 the University instituted a Students Advisory Bureau with a membership of 11. It is the secretary who runs the office and he is assisted by a clerk. The budgetted expenditure for 1947 is Rs. 2,622. The expenditure of the Bureau is met from the funds of University. The Bureau handled 703 enquiries during the 18 months preceding June 1947 and 17 applications for admission to foreign Universities.

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The following states have no Advisory Bureau and do not consider it necessary to have such an organisation:
Alwar, Kota, Dungarpur, Banswara, Bharatpur, Kolhapur, Aundh, Rampur, Bikaner, Bhor, Miraj, Benares State , Kurundwad, Sangli.



APPENDIX..F....

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item.VII.. of Agenda — Fourteenth Meeting: New Delhi January 13, 14 and 15, 1948

REPORT ON GOVERNMENT OF INDIA SCHOLARSHIPS TO SCHEDULED CASTE STUDENTS.

The Government of India sanctioned in 1944 a grant of Rs. 8 lakhs per annum for a period of 5 years with effect from 1944-45 for scholarships to students belonging to the Scheduled Castes in British India, pursuing courses of studies primarily in Scientific & Technological subjects. A copy of the printed Report for the year 1944-45 & 1945-46 is enclosed. The Board set up in 1944 for the award of the scholarships has been reconstituted for the remaining period i.e. for the years 1947-48 and 1948-49. The composition of this Board is as follows:-

1. Sir Maurice Gwyer, KCB, KCSI, DCL, LL.D.(Chairman)
2. The Educational Adviser to the Govt. of India.
3. A representative of the Government of India in Ministry of Finance.
4. The Hon'ble Mr. Rameshwar Agnibhoj, (Minister C.P.)
5. Mr. Ramanand Das, Secretary, Depressed Classes League, Calcutta.

During the last three years i.e. 1944-45, 1945-46 and 1946-47, 888 awards have been made for studies tenable in India including 37 women candidates and 375 scholarships were renewed in order to enable the old scholarship holders to complete their approved course of study.

Scholarships tenable outside India. Out of the 22 awards made for higher studies abroad, ten scholars have since returned to India after completing their course of study.

Award for 1947-48. Wide publicity was given to the scheme this year through advertisement in 34 leading newspapers of the country including 16 papers in major Indian languages, the Vice-Chancellors of Indian Universities

and Provincial D.P.Is were also asked to give adequate publicity to the scheme. In addition, two Press Notes were issued and an announcement made by the All India Radio.

Over 2000 applications have been received including those belonging to Pakistan nationals which have been duly forwarded to the Govt. of the Dominion of Pakistan.

350 fresh awards have been made in addition to about 200 scholarships renewed. The number of fresh scholars included 19 women students. The selection has been made strictly on the basis of merit after giving due consideration to the professional courses and women candidates.

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APPENDIX. G

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item VIII of Agenda — Fourteenth Meeting: New Delhi
January 13, 14 and 15, 1948

Note on the rehabilitation of refugee teachers and students.

An enquiry office has been established in the Ministry of Education to supply information to refugee students from Pakistan. In order to enable the refugee students to resume their studies at the stages at which they were interrupted, Provincial Governments of the Indian Union were addressed to afford facilities to such students especially by relaxing the rules and regulations of the Boards of High Schools Examining Bodies. The Provincial Governments were also advised to permit such students to join educational institutions without insisting on the production of migration or other certificates which students are normally expected to produce or on the payment of capitation fees.

Apart from the financial help which the Govt. of India have promised to give to the East Punjab Government for the establishment of an East Punjab University, the Ministry of Education have undertaken to provide all facilities to the East Punjab Government to enable them to open a camp college in New Delhi which would cater to the needs of a Section of the refugee students. This College was to be opened for boys and girls and arrangements were to be made for the teaching of the major arts subjects upto the B.A. standard. But owing to the recent decision of the East Punjab Govt. not to reopen all educational institutions (other than Medical and Engineering) till the end of February, 1948, further action in respect of this College has been suspended.

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The Delhi University have offered their utmost cooperation by admitting as many displaced students as possible in their colleges and by making arrangements to start, on behalf of the East Punjab University, the Honours School and M.Sc. classes will be under the administrative control of the authorities of the Delhi University.

Educational facilities to refugee school children have also been provided by opening two High Schools in Delhi which will impart instruction according to the Punjab curriculum. These Schools (one for boys and the other for girls) have started functioning from 1st November 1947.

The Provl. Govts., Central Universities and certain technical institutions were addressed by this Ministry for providing facilities for admission to the refugee students in Engineering from the Punjab and Sind. The response on the whole has been quite encouraging.

69 Hindu and Sikh students of the Maclagan Engineering College who had completed a part of that course had to be provided for and facilities for new admissions to the Engineering course had to be ~~xxxxxxx~~ arranged for the East Punjab students. It was therefore considered desirable to make an effort so that all the above facilities could be made available at one place. The United Provinces Govt. were very sympathetic and in fact suggested that the possibility of starting a separate East Punjab wing at Roorkee Engineering College may be explored. As a result of a series of conferences held between the East Punjab Government representatives on the one hand and the Ministry of Education, Principal, Roorkee College, and the United Provinces Govt. representatives on the other, arrangements for starting a separate wing at Roorkee have been made. This will provide for about

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150 students in all the classes put together. The East Punjab Govt. propose to make use of the Hindu and Sikh staff of the Maclagan Engineering College for purposes of teaching.

For the benefit of the students of the Rasool Technical Institute, Lahore, the East Punjab Govt. proposed and in fact had announced through the Press that arrangements had been completed for starting a similar institute at Gurdaspur. Due to certain unforeseen circumstances, however, the Institute could not start functioning on the 2nd November as originally arranged. The East Punjab Govt. are now considering an alternative site at Rohtak or near about in this connection.

120 degree students and 15 diploma students of the N.E.D. Engineering College, Karachi, have been able to secure admission in the College of Engineering, Poona, so far. The representatives of the East Punjab Govt. have also tentatively agreed to consider the Punjabee students of the N.E.D. College for admission to their new wing.

From the replies received so far it is estimated that it will be possible to resettle 69 Degree students and 93 Diploma students in the ~~XX~~ different Engineering Colleges in India, in addition to the facilities enumerated above. Certain conditions have, however, been imposed by some of the Institutions which will require to be fulfilled before the facilities are availed of. The Ministry of Health and the Ministry of Agriculture undertook to make arrangements for the rehabilitation of refugee Medical and Agriculture students respectively.

The Ministry of Education have under consideration the question of rendering financial assistance to students reading in various institutions whose parents or guardians have either died or been rendered destitute as a result of the disturbances. As soon as a final decision is arrived at in the matter,

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steps will be taken to implement the decision at an early date.

The Principal, Delhi Polytechnic, has been authorised to advance a loan of the monthly messing charges and a sum of Rs. 20/- per head per month to the hostel students who originally belonged to Western Pakistan, for a period of three months. In case the students concerned fail to repay the loan, the amount will be debited to the Ministry of Refugees as expenditure incurred on their behalf.

Owing to disturbances in the Punjab, some Indian students in England and U.S.A. have been unable to get their funds from India. With the concurrence of the Ministry of Finance, it has been decided to advance to such students an amount not exceeding £100 in U.K. and $ 500 in U.S.A., this provision being for two months only, ending October 15, 1947, and in special cases, the High Commissioner and the Ambassador in U.S.A. may advance a larger amount in their discretion if they are satisfied that it is essential, such cases being reported to this Ministry immediately. The High Commissioner and the Ambassador have also been requested to make necessary arrangements for the recovery of the money advanced at the earliest possible time. The question of giving further advances with a view to enabling students who have gone XXX overseas on their own and are now in similar difficulties and refugee students in India, to complete their courses of studies is also under the consideration of the Govt. of India.

The question of providing employment to refugee teachers and professors, who were employed in various educational institutions in Pakistan areas and who have suddenly lost their means of livelihood has received full attention of the Ministry of Education. A register of displaced teachers, who desire to be resettled, is being maintained and full particulars regarding

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their academic qualifications and experience, scale of pay etc. have been kept. Till the end of November over 800 teachers and professors had registered their names. In Delhi, most of the schools are maintained either by Local Bodies or by private managements; such managements have offered to cooperate in the question of resettling displaced teachers and it has been possible to give employment to 270 refugee teachers. It is hoped to provide some more teachers with employment in Delhi shortly. Particulars of teachers who cannot be provided for in Delhi Province have been sent to Provincial Governments and Indian Universities with a view to their employment by them in suitable vacancies. The Ministry of States have been requested to address the major States in similar terms.

On the technical side, about 30 refugee teachers had registered their names till the end of November, 1947. Their full particulars are circulated to the Directors of Public Instruction of Provinces, Universities and technical institutions that are likely to require their services. So far offers have been made to nine of the above teachers. It is now known, however, if these offers have been accepted.

The question of securing for refugee teachers advances out of their Provident Funds to enable them to tide over their immediate financial difficulties is also receiving the xxx consideration of the Government of India.

APPENDIX A(b)

MEMORANDUM.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item II(b) of Agenda. Fourteenth Meeting: New Delhi
January 13,14 and 15, 1948.

Supplementary reports on specific educational developments.

A - Provinces No report on specific developments has been received.

B - Centrally Administered Areas.

Coorg.

The increase in the total number of school going population from 16,578 during 1945-46 to 17,916 during 1946-47 is a striking feature. The number of High Schools having recently increased, the total number of students in High Schools has increased to 2913 compared with 2488 during the previous year. The total number of girl scholars receiving general education was 6495. The percentage of scholars to population during 1946-47 was 10.8 as against 9.9 in the previous year. Under the post-war scheme it has been proposed to introduce compulsory education in some of the backward villages in North Coorg. Receiving sets have been installed in the Central High School, Mercara. But as no regular and proper arrangements have been made for educational broadcasts in Kannada languages the students have not derived any special benefit apart from recreation.

C- Indian States

Mysore

Increased attention was paid to Nursery Education as part of the post-war Development plan. Six new Nursery Schools were established during the year. The policy of Government is

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APPENDIX..H(a)....

MEMORANDUM.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item.IX(a)... of Agenda. Fourteenth Meeting: New Delhi.
January 13, 14 and 15, 1948.

MEMORANDUM ON THE RECOMMENDATIONS OF THE SCIENTIFIC MAN-POWER COMMITTEE IN REGARD TO SCIENTIFIC AND TECHNICAL EDUCATION.

In April, 1947 the Govt. of India appointed a Scientific Manpower Committee with the following terms of reference :-

(a) To assess the requirements for different grades of scientific and technical manpower, taking comprehensive view over a period of the next ten years, of the needs of Govt. (civil and defence), of teaching and research, and of industry agriculture, transport, medicine and other fields dependent on the use of scientific and technical manpower;

(b) To make recommendations regarding action to be taken during the next five years to meet these requirements, in particular with reference to (i) the immediate improvement and expansion of facilities for scientific and technical training in Indian Universities and special institutions, (ii) training overseas in scientific and technical subjects, (iii) the promotion and development of scientific and technical research (iv) the utilisation of scientific and technical manpower and (v) the maintenance of a register of scientific and technical personnel to facilitate their utilisation to the best.

2. The present membership of the Committee is as follows :-

1. Sir Shanti Swarup Bhatnagar, F.R.S., Chairman.
2. Dr. Birbal Sahni, F.R.S.
3. Sir K.S. Krishnan, F.R.S.
4. Dr. Homi Bhabha, F.R.S.
5. Prof. J.N. Mukherjee.
6. Dr. M. Qureshi.
7. Rai Bahadur A.N. Khosla.
8. Mr. D.N. Wadia.
9. Dr. K.A. Hamied.
10. Mrs. Hansa Mehta.
11. Prof. Humayun Kabir.

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APPENDIX A(b)

MEMORANDUM.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item II(b) of Agenda. Fourteenth Meeting: New Delhi
January 13,14 and 15, 1948.

Supplementary reports on specific educational developments.

A - Provinces No report on specific developments has been
B - Centrally Administered Areas. received.

Coorg.

The increase in the total number of school going population from 16,578 during 1945-46 to 17,916 during 1946-47 is a striking feature. The number of High Schools having recently increased, the total number of students in High Schools has increased to 2913 compared with 2488 during the previous year. The total number of girl scholars receiving general education was 6495. The percentage of scholars to population during 1946-47 was 10.8 as against 9.9 in the previous year. Under the post-war scheme it has been proposed to introduce compulsory education in some of the backward villages in North Coorg. Receiving sets have been installed in the Central High School, Mercara. But as no regular and proper arrargements have been made for educational broadcasts in Kannada languages the students have not derived any special benefit apart from recreation.

C- Indian States

Mysore

Increased attention was paid to Nursery Education as part of the post-war Development plan. Six new Nursery Schools were established during the year. The policy of Government is

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APPENDIX..H(a)....

MEMORANDUM.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item.IX(a).. of Agenda. Fourteenth Meeting: New Delhi.
January 13, 14 and 15, 1948.

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8. Mr. D.N. Wadia.
9. Dr. K.A. Hamied.
10. Mrs. Hansa Mehta.
11. Prof. Humayun Kabir.

12....

12. Mr. G.L. Mehta.

13. Lt. Col. R.N. Mitra.

14. Wing Commander H. Singh.

15. Rao Bahadur Dr. K.C.K.E. Raja.

16. Dr. S.R. Sen Gupta, Secretary.

3. The Scientific Manpower Committee has submitted an interim report recommending certain urgent measures for the immediate improvement and expansion of facilities for scientific and technical training in Indian Universities and in special Institutions.

The recommendations are in six sections dealing respectively with scientific education, training of personnel for scientific and industrial research, industrial training, technical training for Defence Services, shortage of equipment, housing etc., and steps to expedite Government projects.

4. As a matter of general policy for immediate implementation, the Committee recommends at the outset that the Govt. should utilise the existing sources, viz., the universities, special institutions and the industrial concerns by helping to create in them adequate facilities for higher education, research and practical training. Such help as is to be given should largely be in the form of grants for the creation of scholarships on a generous scale, the purchase of equipment, the opening of post-graduate departments in the Universities which do not have any at the moment and the working of double shifts in places where scientific education is imparted. In addition, the several educational development plans prepared by the Ministry of Education and other must be pushed through immediately.

As regards scientific education the Committee have inter-alia recommended that steps should be taken without delay to increase the facilities for general science up to the Inter and B.Sc. standard and have suggested, as an interim measure, the introduction of double shift system subject to availability of spare equipment, employment of additional staff and the Government sharing a proportion of the extra expenditure involved. The

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Committee have also recommended that the Provincial Govts. be urged to establish without delay the proposed new technical high schools and to convert some of the existing high schools to technical high schools.

The Committee have expressed the view that, in order to meet the country's needs for the next 4-5 years, it is necessary to plan for a fourfold increase in the output of all categories of personnel. In order to achieve this the Committee have recommended both short-term and long-term programmes to be initiated within the next six months. The former includes the proposal for a co-operative undertaking by the industries concerned and the technological institutions in the Dominion of India, fourteen in number, to give intensive training to M.Sc.'s and graduates in technology for a period of twelve months. This scheme would cost Rs. 34 lacs in capital and Rs. 9.88 lacs recurring. Proposals for a three year course in Engineering and of a double shift system in Engineering Colleges are among other short-term measures.

The Committee have recommended that the draft curriculum prepared by the All-India Council of Technical Education for three academic sessions of 1400 hours each be adopted for the Engineering Colleges, as this will shorten the training period and largely help in the increase of the number of Engineers. Further in view of the shortage of experienced teachers in the engineering side the committee have recommended, as an interim measure, that engineers in Govt. service should be encouraged to give instruction in engineering colleges.

The long-term programme envisages the creation of Regional Committees of the All-India Council for Technical Education to ensure co-ordinated development of technical education and to raise its standard. The Committee recommend, further, that the Govt. of India should immediately make grants amounting to about Rs. 2 crores in capital spread over 5 years and Rs. 31 lacs recurring to the institutions already recommended by the All India Council for Technical Education.

The Committee has further urged that work on the Eastern and the Western Higher Technical Institutions must be

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commenced within 6 months and the recommendations made by the Reorganization Committee for the Indian School of Mining, Dhanbad, should be given effect to immediately to enable the institute to double the present output of Mining Engineers.

The Committee have also urged on the Govt. the desirability of removing immediately all restrictions on the import of scientific and technical equipment and also of allowing rebate of import duty on such imports for technical institutes.

The interim recommendations made by the Scientific Manpower Committee are now under the consideration of the Government of India.

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APPENDIX H (b)

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item IX (b) of Agenda. Fourteenth Meeting, New Delhi January 13, 14 and 15, 1948.

Memorandum on the Report of the Geological Education Committee

As the result of a decision taken at an inter-departmental meeting of the Government of India held on the 9th April, 1945, a Committee was set up by the Labour Department (now Ministry of Workes Mines and Power) with the following terms of reference viz,:-

(i) to suggest steps for the improvement of Geological training in India,

(ii) to suggest what financial assistance should be given by the Government of India to Universities to effect the improvements; and

(iii) to make specific recommendations as to the more important Centres of Geological education.

A copy of the Report of this Committee will be circulated to Members before the meeting.

2. The Report was considered by the Coordinating Committee of the All India Council for Technical Education held on the 5th February 1947 and the Committee endorsed the recommendations made therein for the improvement of facilities for Geological Education in India. They also decided that the Central Government may be requested to take necessary steps forthwith for the expeditious implementation of these receommendations.

3. Copies of the Report have been sent to the Provincial Govts. and institutions concerned, viz, the Governments of West Bengal, Madras and Bombay, the Fergusson College, Poona, the Calcutta, Madras, Mysore, Aligarh Muslim and the Benares Hindu Universitites and the Indian School of Mines, for eliciting their views in the first instance. The further steps to be taken will be considered on receipt of their replies.

APPENDIX J

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item X of Agonda — Fourteenth Meeting, New Delhi
January 13, 14 and 15, 1948

Interim Report of the Committee on Curriculum of Basic (Primary and Middle) Schools and the Organisation of Training Colleges.

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At their Thirteenth Meeting held in Bombay in 1947 the Chairman of the Central Advisory Board of Education reported the appointment of a Committee with the personnel shown below:-

(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; and

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

Committee:-

1. Sir John Sargent, C.I.E., M.A., D.Litt.,
   Educational Adviser to the Government of India,
   (Chairman)

2. Shrimati Asha Devi,
   Hindustani Talimi Sangh, Wardha.

3. Dr. Zakir Husain, M.A., Ph.D.,
   Principal, Jamia Millia Islamia, Delhi.

4. Mr. A.S. Khan, C.I.E., I.E.S.,
   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.

Shrimati Asha Devi declined membership of the Committee. Dr. V.S. Jha, Director of Public Instruction, C.P. and Berar, was appointed a member of the Committee in place of an expert

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* On leave.

in crafts and Dr. (Mrs.) Ellen Sharma, Principal, Gardo School, Mylapore, Madras, was appointed as an expert in Nursery and Kindergarten Education.

The Committee met at Simla on the 25th and 26th June 1947. The following were present:-

1. Sir John Sargent, C.I.E., M.A., D.Litt. (Chairman)
2. Mr. S. Bhanja, B.Sc., (Director, Silpabhavan, Santiniketan)
3. Dr. Zakir Husain, M.A., Ph.D.
4. Dr. V.S. Jha, Ph.D.
5. Mr. A.S. Khan, C.I.E.
6. Mr. K.G. Saiyidain, M.Ed.(Leeds).

Rai Bahadur Ram Saran Upadhyaya, Secretary to the Basic Education Board, Bihar, also attended the meeting as an adviser to Mr. A.S. Khan. Dr.(Mrs.) Sharma was unable to be present. Dr. Akhtar Husain and Dr.(Miss) Bina Ghosh, Assistant Educational Advisers to the Government of India, also attended the meetings.

2. The Agenda and other papers circulated to the members of the Committee are included as appendices to this Report. In addition, the Committee received one memorandum from Mr. Bhanja and another from Mr. Saiyidain. These are also appended to this Report. (The Report of the Zakir Husain Committee on Basic National Education Wardha, 1939, and the Reports of the Central Advisory Board of Education on the Wardha Scheme and on Post-War Educational Development in India were also circulated to members, but these are not printed with this Report.)

3. To begin with the Committee noted that the principle of the Wardha Scheme of Education, that is, learning through crafts, had already been accepted by the Central Advisory Board of Education and the Government of India. The Committee also noted that an impression had been created in certain quarters that the system of education contemplated by the Board was

something.....



something different from the Wardha Scheme, though the only reservation made by the Board in accepting the Wardha Scheme was that craft work in Basic Schools might not and need not be expected to, cover fully the cost of Basic Education.

At the same time, the Committee considered it desirable to define clearly the objectives of Basic Education at the senior and junior stages, in the light of further experience gained since the publication of Zakir Husain Committee's Report in 1939 and the Report of the Central Advisory Board of Education on Post-War Educational Development in India in 1944. The Committee accordingly proceeded to consider what should be the minimum curriculum and reviewed the "Main outlines of the 7 years' course of Basic Education" laid down by the Zakir Husain Committee-page 16. The Committee agreed that the following subjects should be included in the curriculum of Basic Education:-

(1) Craft Work.
(2) Mother-tongue.
(3) Mathematics.
(4) Social Studies.
(5) General Science.
(6) Art, including drawing, music and aesthetics generally.
(7) Games and Physical activities.
(8) Hindustani.

They also found themselves in substantial agreement with the conclusions of the Zakir Husain Committee in regard to the objectives under each subject, though it appeared in the light of recent experience that the following additions and alterations would be desirable:-

I. Craft Work: [cf. Page 16 Zakir Husain Committee Report, Wardha, 1939 (Fourth Edition)]. The Committee agreed that the following would be suitable as main crafts for the Senior School:-

(i) Spinning and Weaving.
(ii) Agriculture including Gardening.
(iii)

(iii) Carpentry.

(iv) Clay Work and Pottery.

(v) Metal Work.

(vi) Fruit and Vegetable Gardening.

(vii) Book-craft including Paper and Card-board work.

(viii) Leather Work.

(ix) Home Craft - Domestic Science including Cooking, Sewing, Home management, Laundry work, etc.

All these crafts can be taken both by boys and girls though Home Craft would be particularly suitable for girls. It may, however, be desirable, whether public opinion and parents want it, to permit boys to take this craft.

It was considered essential that all Junior Schools, as far as possible, should have Gardening in addition to appropriate "activities" leading to the craft or crafts in the Senior School. The Committee noted that Spinning leading to the craft of Spinning and Weaving, Paper Work and Card-board Modelling leading to the same craft, and Clay Modelling leading to Pottery, and Carpentry would all be suitable for Junior Schools. At the same time, other duties such as keeping the school premises clean would be a part of their activities.

II. Mother Tongue. (cf. pages 17-18 of Zakir Husain Committee Report, Wardha, 1939, (Fourth Edition)). The Committee thought that precis-writing should be included as one of the objectives under this subject. The Committee also considered it important that the student should be able to read books on 'crafts' and acquire a mastery of the technical terms normally required.

III. Mathematics: (cf. pages 18-19 of Zakir Husain Committee Report, Wardha, 1939 (Fourth Edition)). The Committee considered it desirable to omit a separate reference to "Interest" from the objectives given in Zakir Husain.....



Zakir Husain Committee's Report and to include "Percentage" instead which covers the method of calculating interest. It was also suggested that 'Business Practice' and 'Book-keeping' need not be specifically mentioned at the end of the first and second sub-paragraphs under this subject.

IV. Social Studies: (cf. pages 19-22 of the Zakir Husain Committee Report, Wardha, 1939, (Fourth Edition)). The Committee noted that the Project method would be particularly suitable for the teaching of this subject and this method may also be given full scope. The preparation and use of chronological charts should be a useful activity worth encouraging. The Committee decided that the sub-paragraphs (a), (b) and (c) of Paragraph 3, page 22 of the above Report relating to nature-study may appropriately be included in the syllabus for General Science. It also suggested that the first portion of Item No.3 of the objectives on Page 19 may will be replaced by 'A study and understanding of the past'.

V. General Science: (cf. pages 22 to 26 of the Zakir Husain Committee Report Wardha, 1939 - Fourth Edition). Physical culture which is included under this subject should appropriately be under a separate heading "Games and Physical Activities." Item 'G' on page 24 of the Report was rewarded as

"Elementary Physics and Chemistry with special reference to the study of air, water, acids, alkalies and salts and natural physical phenomena including heat, light, electricity and magnetism.".

VI. Art: (cf. pages 25-26 of the Zakir Husain Committee Report, Wardha, 1939 - Fourth Edition). The Committee considered that the items of drawing and music may be combined into one subject "Art". The first and fourth objectives were respectively modified as follows:-

"To train the eye in the observation and discrimination of forms and colours and to develop taste" and

"To draw out the capacity for tasteful design and

decoration and to encourage free expression through any artistic medium."

It was also decided that Model drawing should be discontinued and instrumental music wherever possible should be introduced.

VII - Games and Physical Activities. This may be a separate subject, distinct from Social Studies.

VIII. Hindustani: The objectives of the Zakir Husain Committee were accepted. (cf. pages 26-27 of Report, 1939 - Fourth Edition).

It was also suggested that those pupils whose mother-tongue was Hindustani might study this language upto a standard higher than that prescribed in the syllabus or might even learn some other language if the school could make the necessary arrangements.

The question of introducing classical languages such as Sanskrit and Persian in the Senior Basic School was considered. But it was decided that the students would not benefit much from studying the language for two or three years.

4. The Committee considered that the last sentence of page 27 of the Zakir Husain Committee's Report (Fourth Edition) may be omitted from consideration, in view of the recommendations under "I-Craft Work" in Paragraph 3 above.

5. In regard to the time to be allotted to craft work the Committee were of the opinion that if the objectives of the Basic Education were to be attained, approximately half the school time should be devoted to craft work. The Committee thought that a school-day of 5½ hours could roughly be divided on the following basis:-

| | |
|---|---|
| Physical activities | 20 minutes |
| Mother Tongue | 40 " |
| Social Studies and General Science | 60 " |
| Art | 40 " |
| Arithmetic | 20 " |
| Craft work | 2½ hours |

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This does not mean that the times shown above should be daily allotted to the respective subjects, but this average should be aimed at for the week as a whole. For instance, for Social Studies and General Science 9 periods of 40 minutes a week will give an average of 60 minutes per day. The time allotted to craft work should be devoted to planning and actually doing the work as well as to recording the results. Organised games may be arranged either within or out-of-school hours according to circumstances, in addition to the time provided for Physical Training, which should take into consideration the fatigue factor. Physical Training should, therefore, be in the early hours of the school. In some schools it may be possible to arrange a five-day week, the remaining half-day being devoted to projects and free activities e.g., excursions hobbies, social work, etc.

6. In regard to annual promotion the Committee were of the opinion that it should be by age groups but a minimum percentage of attendance may also be required. In case any pupil is to be detained for two years in the same class in the absence of the "attendance" qualification or on grounds of special retardation, this should be referred at the earliest opportunity by the Headmaster and the District Inspectors.

The Committee were also of the opinion that home work should be discouraged at the Junior Basic stage.

7. In regard to item No.2 of the Agenda, the Committee agreed that it was essential to prepare a handbook suitable for teachers in Basic Schools. This handbook should describe various craft activities and also the methods of correlating with them the appropriate subjects in the curriculum. It may also contain any other suggestions which will be helpful to the teachers. The Committee, therefore, made some of the members responsible for preparing graded syllabuses for certain crafts (as given below) with the assistance of such experts as they thought necessary.

| Craft | Member to whom allotted. |
|---|---|
| 1. Agriculture and Gardening (including fruit and vegetable gardening). | Dr. V.S. Jha |
| 2. Spinning and Weaving | Rai Bahadur Upadhayaya. |
| 3. Leather and Pottery | Mr. Bhanja |
| 4. Home Craft, Dress Making and Needle Work. | Mrs Sharma |
| 5. Paper and Cardboard Wood and Metal Work. | Dr. Zakir Husain |

It was further decided that Mr. K.G. Saiyidain should prepare the syllabus on "Social Studies". The members were also asked to consider and forward all the important suggestions for teachers to be incorporated into this handbook.

It was decided that after the detailed syllabuses, etc., had been worked out by these Sub-Committees, a meeting of the full Committee may be called sometime in October 1947 to compile the handbook.

8. In regard to the Organisation of the Training Colleges the Committee considered that the suggestions given in the Report of the Central Advisory Board of Education on Post-War Educational Development and the Report of the Zakir Husain Committee (Wardha) were very comprehensive. One point however, was considered. Owing to the paucity of High Schools the required number of Matriculates to be trained as teachers could not possibly be forthcoming for a few years. The Committee, therefore, recommended that as an emergency measure students after the completion of VIII standard should be admitted to the training schools for a four year course of study that would envisage general education as well as special training for the profession.

9. The Committee then proceeded to consider the question of mechancial aids to education. They agreed that the use of mechanical aids, particularly films, was very important in Basic Education; e.g., films showing different processes of craft work would be of great value.

10. The Committee were informed that books on Basic



Education both for teachers and children were not available. Such books on General Science and Social Studies were especially in demand. The Committee considered it desirable that the Government of India should take suitable steps to produce the books, by appointing if necessary, a Board of Editors and giving financial subsidies. The Committee were of the opinion that the Provinces would appreciate this assistance and take advantage of it by translating the books in languages required by them.

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APPENDIX K.

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MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item XI of Agenda. Fourteenth Meeting, New Delhi
January 13, 14 and 15, 1948.

Report of the Committee appointed by the Central Advisory Board of Education to consider the Report on Educational Development prepared by the Inter-Provincial Board for Anglo-Indian and European Education, which met at New Delhi on the 20th November, 1947.

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The Central Advisory Board of Education at their twelfth meeting held in 1946 noted that the Report on Educational Development prepared by the Inter-Provincial Board for Anglo-Indian and European Education was not yet ready, and they accordingly, appointed a committee consisting of the following members to examine it as soon as it was made available:

1. The Right Rev. G.D. Barne, C.I.E., D.D., V.D., Bishop of Lahore (Chairman)

2. Khan Bahadur Dr. M. Hasan, M.A., D.Phill(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. The 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. L.G.D'Silva, Esq., O.B.E., Director of Public Instruction, Central Provinces and Berar.

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

2. The following persons were co-opted to the Committee:

1. Dr. V.S. Jha, Ph.D., Director of Public Instruction, Central Provinces and Berar (Vice Mr. D'Silva retired)

2. Prof. N.K. Sidhanta, M.A.(Cantab), Chairman, Inter-University Board (Vice Dr. Hasan in Pakistan)

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3. The Committee met in New Delhi on the 20th November, 1947. The following were present:-

1. The Right Rev. G.D. Barne, C.I.E., D.D., V.D., Bishop of Lahore (Chairman)

2. Dr. V.S. Jha, Ph.D., Director of Public Instruction, Central Provinces and Berar.

3. The Hon'ble Rajkumari Amrit Kaur, Minister for Health, New Delhi.

4. Rai Bahadur Chunni Lal Sahney, Director of Public Instruction, United Provinces.

5. Prof. N.K. Sidhanta, M.A.(Cantab), Chairman, Inter-University Board, India

6. Dr. D.M. Sen, O.B.E., M.A., Ph.D.(London), Ministry of Education (Secretary)

Mr. M.E. Bartley, Joint Director, Ministry of Railways was also present by invitation.

The following members were unable to attend:-

1. Sir Shanti Swarup Bhathagar, O.B.E., D.Sc., F.R.S., Educational Adviser to the Government of India.

2. Dr. S.R.U. Savoor, M.A., D.Sc., I.E.S., Director of Public Instruction, Madras.

The Committee noted with regret the untimely death of Dr. T.C.M. Royan, a member of the Committee, and passed a resolution expressing their sense of loss sustained by the country and of appreciation of the services rendered by him to the Central Advisory Board of Education in particular.

4. The Committee then proceeded to consider the recommendations of the Commission appointed by the Inter-Provincial Board for Anglo-Indian and European Education, (pp.72-75 of Annexure A) taking into account the views expressed by the Inter-Provincial Board thereon (Annexure B) and the interim report of the special Committee appointed by the Board with reference to recommendation No.21 (Annexure C). The decisions of the Committee are given below seriatim according to the numbers of the recommendations made by the Inter-Provincial Board (Annexure B).

Recommendation Nos.1 & 2: The Committee noted that the standard and the quality of training in the Schools hitherto.....



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hitherto maintained mainly for the Anglo-Indian and European pupils had been greatly appreciated by the public in India, and that a good number of Indian children had competed and continued to compete for seats in such Schools. The Committee, therefore, considered it in the interests both of Anglo-Indian and other children that such school should continue as a part of the national educational system and foster their cultural background as also inculcate a sense of discipline among the pupils etc. The Committee did not, however, consider it practicable to adopt the maximum of 40% recommended for pupils of other communities and felt that the case of each institution should be considered on merits. It was, however, necessary that Anglo-Indians should be given preference for admission to the schools and after their claims have been met, the remaining seats may be allotted to other communities. At the same time, steps should be taken to improve other existing schools and bring them up to the standard of the European and Anglo-Indian Schools.

Recommendation No.3: This was accepted.

Recommendation No.4: This was accepted with the proviso that the normal age range for education should appropriately be 5 to 17 as recommended in the Central Advisory Board's scheme, rather than 5 to 16.

Recommendation No.5:- Regarding the first part of the recommendation the Committee thought that it would be in keeping with recommendation No.3 already accepted if these schools gave more importance to creative activities particularly in the primary school stage in accordance with modern educational trends in the world. The Committee also agreed that where the numbers of the community warranted, special Technical Schools should be established with English as the medium of instruction, though the.....

the Schools need not necessarily be restricted to the Anglo-Indian community.

Recommendation No.6: In accepting the recommendation, the Committee felt that Anglo-Indian schools should aim at giving their pupils mastery of the Indian language in speech as well as in writing, so as to fit them for life as well as for higher education which will eventually and may in the near future possibly be given through the regional language.

Recommendation Nos. 7, 8, 9: The recommendations were accepted.

Recommendation No.10: The recommendation was accepted with the omission of the words "for Anglo-Indians" at the end, as the Committee felt that it would be better that a certain number of scholarships were allotted to this type of schools so that deserving members of other communities studying in them may also take advantage of them.

Recommendation No.11: This was accepted in the following modified form:

"That in Anglo-Indian Girls' Schools efforts should be made to make known to girls the need of training as teachers particularly in Nursing, Kindergarten, Mathematics and Natural, Domestic and Social Sciences".

Recommendation No.12: The Committee accepted the recommendation but noted that the entrance qualifications will normally be the High School Certificate, though pupils should be encouraged to have a higher qualification.

Recommendation No.13: The Committee agreed that the qualifications for admission to Training Colleges should be as recommended. It was hoped that teachers for High Schools, would, as far as possible, be graduates.

It was however noted that Chelmsford Training College was in Pakistan.

Recommendation No.14: The recommendation was accepted subject to the proviso that the Provident Fund contribution would.....



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would be on the usual approved Government rate. The Committee in this connection decided to recommend that the Central Advisory Board may reconsider their original recommendation as to (i) the percentage of contribution to the Provident Fund to be made by the Government and (ii) the pay scales of teachers which the Committee hoped would generally be raised considering the social value of the profession. The Committee also decided that no distinction should be made between men and women in the matter of scales of pay (e.g., Assistant Mistresses should get the same pay as Assistant Masters), in accordance with the principle of equal pay for equal work already accepted in India. The Committee also considered it necessary that where schools were situated in places with higher cost of living, for example, in Hill Stations or in any out of the way places suitable additions to the salary scales should be included.

Recommendation No.15: The Committee accepted the recommendation, but in regard to persons of non-Asiatic domicile they agreed that although special conditions of service may have to be prescribed they do not consider it necessary to specify any particular allowances.(e.g. passage or overseas allowances).

Recommendation Nos. 16, 17: The recommendations were accepted The Committee suggested that the Scheme of Post-War Educational development shall be correctly described as the Central Advisory Board's scheme rather than the Sargent Scheme.

Recommendation No.18: This was accepted with the omission of of the words "For Anglo-Indians" occurring at the end. It was also resolved that grants should be given only where the numbers studying in the school warrant it. Mr. Bartley, who was present as a representative of the Ministry of Railways, explained that it was the intention to transfer the Railway Schools to the appropriate

appropirate Governments in due course. The Committee felt that though this may be ultimately desirable, until the scheme of the Central Advisory Board of Education was in full operation and the general standard of schools had been raised, the railway schools should continue to be maintained at their present standards and improved where necessary.

Recommendation No.19: This was accepted by the Committee who felt that the words "if circumstances warranted" should be added at the end so that only needy cases may take advantage of it. It was explained that according to the Railway rules such subsidies can be continued, at certain recognized schools.

Recommendation No.20: This was accepted.

Recommendation No.21: The Committee noted that all the important aspects of this recommendation were covered by their previous recommendations, particularly recommendations 1, 2 and 5, and that in the light of those views there would be really no need to reduce the number of existing schools of the type under discussion.

Recommendation No.23: The Committee decided then to accept recommendation No.23 and to renumber it as 22.

Recommendation Nos.24, 25 and 26: The Committee felt that a Careers Master (or Mistress) should be appointed on the staff of every Anglo-Indian School to assist the school leavers to find suitable employment, and that Employment Bureaux might be organised for Anglo-Indians by their organisations if they thought it necessary. In regard to avenues of employment, the Committee hoped that the Anglo-Indian pupils would seek employment in all the fields open to nationals of the country and necessary organisation should be set up to place them suitably. The Committee noted that their employment in the Defence Services would help them to develop a sense of responsibility to the country of their birth. In any.....



any case, the Committee did not consider it necessary that special units should be formed in the Technical Branches of the Indian Army for the community only.

Recommendation No.27: The Committee agreed that the constitutional responsibility for Anglo-Indian education should be on the same lines as responsibility for education of other Indians and that Provincial Governments should be responsible for the education equally of the Anglo-Indians and others, the necessary co-ordination being secured through the Inter-Provincial Board for Anglo-Indian and European Education.

Recommendations Nos.28 & 29: The recommendations really concern the Inter-Provincial Board themselves. The Committee, however, felt that if proper co-ordination in the field is to be realised the Board which had been doing very good work should be strengthened and given adequate facilities for continuing its work more actively.

5. The Committee then considered the interim report (Annexure C) of the sub-committee, appointed in pursuance of recommendation No.21 already dealt with, and noted that their own recommendations given above covered the points raised in the report and that in particular there was no need to consider any reduction or economies in the schools of the type hitherto maintained for Anglo-Indian and European pupils; nor was it desirable to have any form of central control, or reservation of a percentage of seats for Anglo-Indian pupils, though it was emphasized their claims should be met first in such schools.

The Committee have already recommended the strengthening of the Inter-Provincial Board to make it a more active and useful instrument. Openion was unaimous that the Central Government and Provincial Governments should give adequate financial assistance to the Board to enable them to carry out their functions efficiently.

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In regard to the proposal for a Central Board for India and Pakistan, the Committee were of the opinion that in the circumstances prevailing it was not a practicable suggestion.

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APPENDIX L.

MEMORANDUM.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item XII of Agenda. Fourteenth Meeting, New Delhi. January 13,14 and 15th, 1948.

Financial resources for educational development - Investigation - Proposal for appointment of a Committee.

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The following note has been received from the Government of Central Provinces and Berar, who have suggested the item for consideration.

"There is no lack of will which hampers educational progress. The two recognised limitations of educational development are the want of personnel and of funds. The Central Advisory Board has considered the problems relating to the acceleration of the supply of personnel and its training. The other limitation viz. the financial, needs examination. The great merit of the Sargent report is that it has indicated in broad terms a rough approximation of the cost of educational development and given a general indication how the funds can be found. In particular regard to the cost for the construction of buildings the Report suggests that the funds should be found by a system of long term loans. Educational development has now commenced in every province and there is a natural anxiety every where to ensure financial resources commensurate with the requirements of planned educational development. This is particularly so in regard to the enormous funds required for constructing buildings for educational institutions. Time is now ripe for reviewing the existing financial means and considering how they must be supplemented adequately lest educational development should starve for want of funds. For instance, it is essential to indicate in detail how the proposal relating to the system of loans for finding funds for educational buildings can work. There is an opinion that the State loans should not be raised for non-productive purposes and this school of thought

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has to be considered. The problem is extremely intricate and difficult but it cannot be shelved. With the advise of financial experts, men of vision and educationists, it is possible to reach some valuable conclusions and the task is worthy of an endeavour."

2. In this connexion, it may be mentioned that the Central Advisory Board of Education at their annual meeting held in January, 1947, while considering the question of the adoption by all Provincial Governments of scales of pay and conditions of service recommended by the Board, made a suggestion that the financial implications of the question should be examined carefully by the Government of India who should also consider if it was desirable to appoint a Committee to investigate whether any special readjustment was necessary in respect of financial assistance from Central Government to the Provincial Governments. (Vide para 11 on page 13 of printed proceedings of the 13th Meeting). The Government of India have in the first instance addressed the Provincial Governments for the collection of information considered necessary in connection with the investigation of the issue. As soon as the information is received, the question will be examined further.

3. The existing position in regard to the financial assistance from the Centre to the Provincial Governments for the implementation of their educational development programme is, that in respect of the educational schemes approved by the Government of India for execution in the year 1946-47, preliminary to the commencement of the 5-year period (1947-52), the Central Government have undertaken to meet all expenditure incurred by the Provincial Governments on their execution during that year. As for the schemes to be implemented during subsequent years of the quinquennial period, the Government of India have agreed to give block grants for the execution of the entire approved

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provincial development programme relating to all heads subject to the limit of the actual expenditure incurred within that period. These grants will be deemed to have been distributed over the different main heads in the proportion which the estimated development expenditure under each head bears to the total of all the development expenditure under the 5-year plan of the province. Thus, if the expenditure on education in an approved Provincial Plan were 15 % of the total expenditure on all subjects, then 15 % of the Central grant will have to be regarded as allotted to Education.

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APPENDIX M

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item XII of Agenda — Fourteenth Meeting, New Delhi
January 13, 14 and 15, 1948

Report of the Reference Board on Scientific Terminology.

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The Report of the Meeting of the Reference Board of Scientific Terminology held at Bangalore on the 31st May, 1947 is annexed. This report has been forwarded to the Provincial Governments and Universities for their views, on receipt of which further action will be taken.

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Annexum to Appx: M

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REPORT OF THE MEETING OF THE REFERENCE BOARD OF SCIENTIFIC TERMINOLOGY HELD AT BANGALORE ON THE 31ST MAY, 1947.

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At their 7th meeting held in 1942, the Central Advisory Board of Education, in pursuance of a recommendation of the Scientific Terminology Committee, appointed a Board of Reference to deal with all questions regarding the grouping of Indian Languages according to their natural affinities and issues arising in connection with the adoption of scientific as well as technical terms in those languages. The Reference Board was constituted as follows :-

1. Sir A. Fazl.ur.Rahman, LL.D., B.A. 'Oxon) (Chairman)
2. Dr. Abdul Haq, B.Litt., Ph.D. (Oxon), Secretary, Anjuman-e-Tarraqqi-e-Urdu, Delhi.
3. Sir S.S. Bhatnagar, O.B.E.,D.Sc., F. Inst.P.,F.I.C., Director of Scientific and Industrial Research.
4. Prof. Suniti Kumar Chatterjee, M.A.,D.Litt., Head of the Deptt. of Comparative Philology, Calcutta University.
5. Sir C.V. Raman, M.A., D.Sc., LL.D.,F.R.S.,N.L., Head of the Deptt. of Physics, Indian Institute of Science, Bangalore.

The Board could not meet for some time on account of the illness of the Chairman. Later on he died and the Chairman of the Central Advisory Board, on the authority given to him by that Board, appointed Sir A. Lakshmanaswamy Mudaliar, Vice-Chancellor, University of Madras, as Chairman of the Reference Board.

2. The Board met at Bangalore on the 31st May, 1947. The following members were present :-

1. Sir Lakshmanaswamy Mudaliar. (Chairman)
2. Dr. Abdul Haq.
3. Prof. Suniti Kumar Chatterjee.
4. Sir C.V. Raman.

Sir Jnan Chandra Ghosh, Director, Indian Institute of Science, Bangalore, was present by invitation.

Sir Shanti Swarup Bhatnagar, Director of Scientific and Industrial Research, New Delhi, was unable to be present.

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Dr. Akhtar Husain, D.Litt. (Paris), Assistant Educational Adviser to the Govt. of India, acted as Secretary to the Board.

3. The Board had before them the Report of the Scientific Terminology Committee as well as the subsequent decisions of the Central Advisory Board of Education on the subject. They noted that the Central Advisory Board had given them discretion in the matter of grouping of Indian Languages etc. The agenda is appended. (vide Appendix A).

4. The Board took note of the fact that certain Universities had already given the option to examinees to answer examination papers in the Indian Languages. This, in view of the absence of adequate and accepted scientific terminology in the language concerned, had created a difficult situation. In the first place, the examiners had no idea of the correct terminology to be used in question papers and various improvised methods of instruction were in vogue. The Board, therefore, considered it urgent to have this problem tackled from a practical point of view, for the benefit of the students as well as the readers of popular literature. At the same time, they considered it necessary not to place our students and scientists at a greater disadvantage than those in other countries in the matter of making world scientific literature easily available to them and also in making the work of Indian scientists available to scientists abroad. In this connection, the Board were informed that the bulk of the scientific words used in the major European Languages were, in fact, international in character. Therefore, the Board were of opinion that well-known scientific terms already in use in the Indian Languages with specific and unambiguous meanings and forming an integral part of the language should continue to be used, whereas for other scientific words, the international terminology should be incorporated. Such scientific terminology should deal not only with the names of objects met with in the field of science

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sub-committee concerned. The Regional Committees should consist of scientists and linguists who are representatives of the universities, provinces and stat s in the region concerned. Representation should also be given on these committees to the leading learned and literary organisations in the regions. The Chairman of each sub-committee will be a member of the parent regional committee. The sub-committees should proceed to work on the lines laid down by the regional committees and should submit their reports to the regional committees.

(3) The Board endorses the suggestions made by Mr. B.N.Seal, regarding symbolic systems in Paragraph 4 (vi) and 4 (vii) of his note on page 13 of the Report of the Scientific Terminology Committee, 1941.

(4) The Board are of opinion that the setting up of Regional Committees and the appointment of personnel for translation work should be referred by the Govt. of India to this Reference Board for their final decision.

7. A letter of dissent received from Dr. Abdul Haq, regarding the above resolution is appended below (~~Appendix B~~ Sub Annexure B).

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Vide Annexure A

APPENDIX A.

A_G_E_N_D_A.

1. To consider the grouping of modern Indian Languages in connection with the question of the development of uniform scientific terminology in the country.

2. To consider the functions and personnel of the expert sub-committees to be appointed for each group under item 1 above.

3. To consider any other matter that may be relevant to the terms of reference to the Central Board of Reference on Scientific Terminology in India.

Vide Annexure B.

APPENDIX B.

Letter dated the 9th June,1947,from Anjuman-e-Tarraqqi-e-Urdu (Hind), 1,Daryagunj,Delhi,to the Secretary,Central Advisory Board of Education,Govt.of India,New Delhi.

With reference to the draft resolution of the meeting of the Central Board of Reference on Scientific Terminology, held at Bangalore on the 31st May last, a copy of which has been kindly sent to me, I beg to say that I do not agree with the regional distribution as given in para 2 of the resolution and I suggest that the fourth and fifth groups of regions should be renamed and redistributed as follows :-

4. Central and North-Eastern Group: To deal with Hindi and Hindustani.
5. North-Western Group: To deal with Punjabi,Urdu,Sindhi;Pushto and Kashmiri.

I beg to say in this connection that by linking together Sindhi, Pushto and Kashmiri the only common factor can be Urdu and nothing else. Urdu is commonly used in Kashmir, both in educational institutions and offices. It is the official language of the N.W.F.P. and is taught in schools and also of Sind, whose proposed University will have Urdu as its medium of instruction. Thus, a regional committee for Punjabi, Urdu, Sindhi,Pushto and Kashmiri will serve the purpose,while a subdivision of this group will create complications and hamper work,besides being uncalled for.If this is not done, I do not understand how languages like Pushto, Sindhi and Kashmiri will be linked up in their common terminology.

I hope you will please put up this note with the resolution for consideration.

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APPENDIX N(b)

MEMORANDUM.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item XIV(b) of Agenda — Fourteenth Meeting: New Delhi January 13, 14 and 15, 1948.

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REPORT OF THE COMMITTEE ON AN INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO WHICH MET AT SIMLA ON THE 28TH JUNE, 1947.

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At their 13th meeting held in January, 1947 the Central Advisory Board of Education received a brief account of the 1st General Conference of the UNESCO held in 1946 and the part played by the Indian Delegation thereat. 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,
   Vice-Chancellor, Aligarh University.

2. The Hon'ble Sri Avinasilingam Chettiar,
   Education Minister, Madras.

3. Rajkumari Amrit Kaur

4. Sir V.T. Krishnamachari, K.C.I.E.,
   Prime Minister, Jaipur.

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

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

and 7 Chairman of the Inter-University Board, India.

2. Subsequently the Hon'ble the Chairman of the Board appointed the following additional members to the Committee.

1. Dr. H.J. Bhabha, B.A.(Cantab), Ph.D.,D.Sc.,F.R.S.,
   Director, Tata Institute of Fundamental Research,
   Bombay.

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

3. Prof. Humayun Kabir, B.A.(Oxon)

4. K.G. Saiyidain, Esq., M.Ed.(Leeds),
   Educational Adviser to the Govt. of Bombay.

5. Sir Sarvapalli Radhakrishnan, D.Litt., LL.D.,F.B.A.,
   Vice-Chancellor, Benares Hindu University, Benares.

He also appointed Rajkumari Amrit Kaur to be Chairman of the Committee.

3. The Committee met at Simla on the 28th June, 1947. The following were present :-

1. Rajkumari Amrit Kaur (Chairman)

2. Dr. Ziauddin Ahmad, D.Sc., M.L.A.

3. Dr. H.J. Bhabha, B.A.(Cantab), Ph.D.,D.Sc.,F.R.S.,

4. The Hon'ble Sri T.S. Avinasilingam Chettiar

5. Dr. Zakir Husain, M.A., Ph.D.

6. Prof. Humayun Kabir.

7. K.G. Saiyidain, Esq., M.Ed.(Leeds).



8. Sir John Sargent, C.I.E., M.A., D.Litt.

9. Prof. N.K. Sidhanta, M.A.(Cantab).

The following members were unable to be present :-

1. Sir V.T. Krishnamachari, K.C.I.E.

2. Sir Sarvapalli Radhakrishnan.

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

Dr. D.M. Sen, O.B.E., M.A., Ph.D.(London), Deputy Educational Adviser to the Government of India, was Secretary to the Committee.

4. The agenda and papers circulated to the members previous to the meeting are included in the Annexure to this report (not attached). They included among others, the constitution of the UNESCO and a letter from the General Secretary of the UNESCO regarding the establishment of National Commissions in certain countries and recommendations made by the 1st General Conference of the UNESCO and the Executive Board of the Organisation (Appendix E).

5. The Committee stated that if India was to derive the benefits of membership of UNESCO it was important that a National Commission on the lines envisaged by the UNESCO should be established to carry out the functions indicated in Section B of the Document Unesco/Cons. Exec/2C, Sess/12/1947 rev (vide Annexure*E). The National Com: would be concerned with a variety of important subjects and apart from Provincial and State Governments there are several important bodies in the fields of education, science and culture whose cooperation will be required in the matter of participation in the activities of the UNESCO and implementation of its recommendations and programme. The Committee noted that the Central Advisory Board of Education which included the Provincial Ministers of Education and certain Indian States, the Central Legislature and the Inter-University Board and also prominent persons in the educational field, constituted a nucleus of a National Commission for India. At the same time that Board being mainly interested in Education could not serve the purpose of a National Commission, for all the subjects covered by the constitution of the UNESCO. The Committee therefore came to the conclusion that the National Commission for India should consist of 80 members of whom 30 should be members of the Central Advisory Board of Education appointed by that body. Another 30 members should be nominated by Voluntary Organisations interested in Education, Science and Culture, the balance of 20 members being nominated by the Government of India from among prominent persons whose interests in the public life of the country and its development on the cultural side is widely accepted. The Committee hoped that the C.A.B. of Education in nominating their representatives would take into account geographical distribution as well as the fact that the Universities, Provinces and States would not have direct representation under other heads.

(not typed)

6. The Committee then proceeded to consider a tentative list of All-India Societies and Organisations interested in educational scientific and cultural matters who should be given representation on the National Commission. They, on a *prima facie* view, thought that the following would have a claim to be represented:-

1. All-India Council for Technical Education.

2. All-India Federal of Educational Associations, Cawnpore.

3. All-India Women's Conference.
4. All-India Hindi Sahitya Sammelan, Allahabad.
5. All-India Muslim Educational Conference, Aligarh.
6. Anjuman-e-Tarraqui-e-Urdu, Delhi
7. Association of Principals of Technical Institutions, India.
8. Association for Moral and Social Hygiene in India.
9. Central Advisory Board of Archaeology in India.
10. Hindustani Pracharni Sabha.
11. Hindustani Talimi Sangh, Wardha.
12. Indian Adult Education Association, Delhi.
13. Indian Cultural Trust (When established)
14. Indian Historical Records Commission.
15. Indian Library Association
16. Indian P.E.N.
17. Indian Progressive Writers' Association
18. Inter-Provincial Board for Anglo-Indian and European Education.
19. Jamia Millia Islamia, Delhi
20. National Institute of Sciences of India.
21. Rama Krishna Mission
22. Royal Asiatic Society of Bengal.
23. Sikh Educational Conference, Chief Khalsa Diwan, Amritsar.
24. Viswa-Bharati.

The Committee wished to make it clear that the above list was only tentative and they were sure that the Educational Adviser could, after a thorough survey, select some more organisations which would have a claim to be represented. The Committee also thought that some of the organisations might be given more than one place in accordance with their importance. The Commission, when established, should have power to give representation to more bodies or to withhold representation from others.

7. The term of members would normally be 3 years, and it would be necessary to provide for rotation e.g. by making it obligatory for one third of the representatives to retire at the end of the first two years.

8. To begin with, the Committee considered it necessary that the Secretariat of the Commission should be provided by the Government of India and attached to the Education Department. At the end of three years the Commission may consider whether they should have their own Secretariat.

9. In conclusion the Committee authorised the Educational Adviser to amplify the list of Voluntary Organisations, and along with recommendations for the allocation of seats to these organisations, submit the report to the C.A.B. of Education.

APPENDIX P(a) MEMORANDUM.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item XV (a) of Agenda. Fourteenth Meeting, New Delhi. January 13,14 and 15, 1948.

PLANS FOR THE ORGANISATION OF ADULT EDUCATION.

The following note has been received from the Government of Bombay.

" The Central Advisory Board of Education has envisaged in its Post War Plan of Educational Development that Adult Education will be organized in all the Provinces on a mass scale and that it will be interpreted as a means for raising the standards of people's mental, social and vocational efficiency. For various reasons, into which it is not necessary to enter, this is not being done at present. On the other hand, since that Report was published, the political situation in India has profoundly changed and there are two aspects of this change of which programmes of Adult Education must take special notice.

(i) The country has become politically free and all the exacting responsibilities of freedom, associated with the attempt to establish a democratic social order, have now devolved on the people.

(ii) With the advent of Freedom has come not merely the thrill and the exaltation that one looked forward to but also many complications and conflicts and an unprecedented deterioration of the communal situation.

No programme of Adult Education can be planned or implemented without taking these two important facts into account. The first underlines the urgency of the need for starting Adult Education immediately, for democracy cannot co-exist with an illiterate and uneducated electorate. Both help to define the nature of Adult Education which must be provided - efficiently and quickly- if freedom is not to result in chaos. Both imply that even if adult education, in the sense of literacy, were made universal, it will not meet the existing situation. It must be visualized more generously as a movement for enriching the life of the

people with knowledge, cultural interests, civic sense and better practical efficiency. The problems that have to be faced in this connection may be briefly summarized as follows:-

(1) How can ~~we~~ we generate sufficient enthusiasm and keenness for this cause to be able to mobilize all official and non-official agencies (including the teachers and students) for tackling this tremendous problem ? What can the popular Governments and other national leaders do to quicken public interest in it ?

(2) How can local initiative and resources (in men and money) be utilized in the service of this campaign ? It is obvious that the campaign cannot be successful unless there is decentralization of leadership and a stimulation of local pride and effort in this direction.

(3) To what extent and categories of people can conscription or compulsion be applied, if at all ? Can Government definitely prescribe that the attainment of literacy will be insisted upon as a qualification for all kinds of services, including what are known as "inferior services" ? Can Adult Education be made compulsory in Jails, Factories, and other places where there is manageable concentra-tion of People ?

(4) In order to meet the huge expenditure that will have to be incurred, what are the other sources of income that can be tapped ? Is it feasible, for instance, to throw part of the financial responsibility for educating labour on the factories and the bigger employers who can afford it ?

(5) What are the steps that can be taken to train a large army of workers - teachers, supervisors, organizers - for Adult Education ? The present meagre provision for the purpose is quite unsatisfactory and reveals a failure to appreciate the difficulties as well as the importance of the task. While short courses of a few weeks may perhaps do for ordinary teachers who are only concerned with teaching adults to read and write, they cannot possibly suffice for those who are to deal with the wider aspects of Adult Education or those who are to supervise it or to utilize the modern mass media in this connection. It may be pertinent in this connection to refer



to the fact that in some Provinces in China, there are Colleges of "Social Education" - as Adult Education is more appropriately called - where hundreds of students are trained in the ideology, methods and technique of mass education, the training lasting for a period of two years.

(6) How can social and civic education be linked up with the work of adult literacy and what part can visual and auditory education play in this connection ? Some suggestions in this behalf will be found in the notes (Vide) Appendix P(b) and P(c) of C.A.B. of Education dealing with 'Peoples Colleges' and 'Co-ordination of Visual and Auditory Education'.

(7) In order to make the Library movement a success, what are the steps that can be taken to produce suitable literature for adults and encourage its production on a large scale ? In this connection, it is desirable to examine the causes responsible for the poor quality of the get-up and the contents of whatever literature is being produced at present and to think over ways and means of improving this depressing situation".

2. The following remarks are offered on the problems Nos. (1) to (7) referred to above by the Bombay Government .- (1) and (2) Attention is invited to Chapter VI-Adult Education, in the Report by the Central Advisory Board of Education on Post-War Educational Development in India and the recommendations of the Adult Education Committee reproduced at the end of the Chapter. The suggestions made include, among others, the enlistment of the co-operation of voluntary agencies, University students, the Radio, the Cinema, etc., and steps for the furtherance of the movement among women.

3. The Adult Education Committee of the Central Advisory Board of Education recommended that efforts should be directed in the beginning to persuade illiterates voluntarily to undergo instruction and that if a voluntary system failed, ways and means of bringing pressure to bear on illiterates shoud be explored. The Board also considered it desirable that all Government departments, Central and Provincial should ensure that their staffs are literate.

4. In the Central Advisory Board Report on Post-War Educational Development it is recommended that the responsibility for Adult

Education must rest with the State, but that every effort should be made to enlist the co-operation of voluntary effort.

5. Various suggestions have already been made in the Central Advisory Board's Report on Post-War Educational Development. Probably the limiting factor is only finance.

6. Attention is invited to the notes by the Government of Bombay on item XV(b) and XV(c).

7. The Adult Education Committee of the Board recommended that Provincial Governments should take steps to improve the supply of textbooks for Adult Education and also assist Libraries with grants, The Text-Books Committee of the Board recommended that the planning, production and selection of literature for adults rendered literate should generally be on the lines adopted for Primary and Middle Schools, although there should be a wider choice with regard to the number of text-books. The Committee also recommended that the Central and Provincial Governments should encourage in every possible way the production of popular and authoritative books in the regional languages for the purpose. The maintenance of a Central Bureau for giving guidance in the matter of producing text-books for the various purposes was also recommended.

The Lotus Trust, a philanthropic organisation in Bombay, has undertaken the production of popular books on various everyday subjects and the Government of India are affording financial assistance for the purpose. The books when written will be taken over by the Government of India for publication. Steps for reproduction in the regional languages will be considered at that stage.

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APPENDIX P.(b) MEMORANDUM.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item. XV(b) of Agenda. Fourteenth Meeting, New Delhi. January 13,14 and 15,1948.

## Peoples' Colleges.

The following note has been received from the Government of Bombay:

" In various parts of India attempts have been made, and are being made, to provide Adult Education at the lowest level i.e. the level of literacy, and some times also to impart the basic minimum of useful knowledge. No one can possibly under rate the importance of this work and it has no doubt to be expanded resolutely and systematically if India is to emerge quickly from her present state of ignorance. But that is not enough Adult Education must be provided at other levels also and we cannot afford to ignore the 'half educated' classes altogether in our preoccupation with the entirely uneducated. It is, therefore, necessary at least to make a beginning in this direction and to establish suitable centres of Adult Education in some towns as well as the countryside for people who have received a certain measure of education but are anxious (or can be persuaded) to develop their social, intellectual and cultural interests further.

This proposal is by no means novel and does not ask for something which has not been successfully done in many other countries. The "Folk Schools of Denmark" offer one illustration of the attempt to bring culture to the people; the Village Colleges established by Henry Morris round about Cambridge offer another. But perhaps the most comprehensive scheme of the kind is envisaged in the new Education Act* of Great Britain (1944) which contemplates the establishment of "County Colleges" or "Peoples Colleges" all over the country so as to bring educational and cultural facilities of really generous amplitude within reach of the people who live at a distance from big centres of culture and are, therefore, deprived of opportunities which their more fortunate fellow citizens, in bigger towns and cities, can enjoy.

In our country also there are some Universities and other educational and social institutions which have been trying to do something of the kind. In some bigger cities and towns there are many Clubs, Institutes, Cultural Centres which provide talks,

*will be available for reference at the meetings.

lectures, discussion groups, Libraries and Reading Rooms so that educated people may keep their intellectual interests alive and not lapse into cultural indifference. But it is not being done according to any plan and is generally concentrated in a few big cities and University centres. What the present proposal visualizes is the establishment, to begin with, of at least a few "Peoples Colleges" in each Province which will be located in the smaller towns and the countryside and cater for a class of people which is apt to be neglected at present.

In this short note it is not possible to give a full outline of the idea. A few salient features only are, therefore, indicated. The very name of the institution suggests two important characteristics - it must be related closely to the needs and the life of the people and should be conducted with their active co-operation; it should be distinguished from the ordinary centres of Adult Education which are generally poorly equipped and unattractive. It should provide a Library, a Reading Room, a Radio, a film Projector, social amenities of the type one associates with a Club, a varied programmame of lectures and discussion groups, facilities for learning simple forms of Art and Crafts and opportunities for social service. The object is that it should become the social and cultural centre of the community and utilize all local talent - and any outside talent that may be available - for enriching the life of the people with new interests and activities. The idea is not to set up any 'high-brow" institution but something which will be integrally related to the life of the people and take its cue from them, utilizing all the resources implicit in folk lore and art and culture. Its staff will not be bound by a prescribed syllabus or a uniform course of lectures but will study what the people want, discuss their problems and needs with them and then decide how best it could be useful. In the countryside, the College approach and activities will differ considerably from those in towns and they will be related more closely to rural problems and occupations.



In the matter of the seasons and time of work, too, it will adapt itself to local circumstances.

It is not anticipated that the Provincial or Central organization should establish a ready made, full fledged institution in every place. The whole point of the scheme is that it should be a growing concern, responsive to local conditions, and utilizing all local resources in men and equipment. From the very outset or, as soon as possible, the leadership should be local and the members of the College should elect their own advisory bodies and functionaries. The business of the Education Department should be to initiate the scheme, to popularize the idea, to arrange for a suitable building - and it is absolutely essential that the building should be suitable and attractively (which does not mean expensively) furnished - and provide the nucleus of the staff and the essential equipment. It should then be the concern of the staff and the local leadership to expand and develop the institution to meet new needs and this should not be difficult if it really succeeds in winning the approval and support of the community.

Should the general idea appeal to the members of the Board, it will be possible to draw up a more detailed scheme for the purpose."

2. The provision of facilities for recreative and social activities and a Youth Movement is covered by the Chapter on the subject in the Board's report on Post-War Educational Development. Moreover in that Report, it has been assumed that the proposed Adult Education Organization which would concentrate on literacy in the early years, would later on devote itself to Adult Education in the fuller sense. With the progress of compulsory Basic Education at the same time, the Organization would perhaps undertake activities referred to in the Bombay Government's note above.

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APPENDIX P(c)

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

ITEM XV (c) OF AGENDA. FOURTEENTH MEETING: NEW DELHI JANUARY 13, 14, and 15, 1948

## CO-ORDINATION OF EFFORTS IN THE FIELD OF VISUAL AND AUDITORY EDUCATION.

The following note has been received from the Government of Bombay.

"In our country, Adult Education is beset with peculiar difficulties. We have to tackle the problem of mass illiteracy, but for various reasons, it is difficult even to secure the regular attendance of the adults. For one thing, they often feel no interest in merely learning the alphabet. After a long day of hard work or perhaps of unemployment, frustration and half-starvation, it does not strike them as worth their while. If adult centres are to be successful it is necessary to make them more interesting for the adults and to help them to realize that the work being done there does matter. One of the ways in which this can be done is by giving them some thing more substantial than the alphabet to pore over, by bringing to them in an attractive form useful knowledge bearing on their life. If a worker in a village can discuss with the adults problems of civics and sanitation and hygiene, and how they can improve their agriculture and carry out other useful projects co-operatively, if he can ease some of the avoidable hardships from which they suffer because of ignorance, the centre will become a quickening influence in their life and they might be brought round to take interest in due course even in the learning of the alphabet and the acquisition of literacy. But a more effective method of imparting useful knowledge, which is not conditional on the previous acquisition of literacy and which attracts adults almost irresistibly, is through the use of Visual and Auditory apparatus and media. These modern media of mass communication have made such great strides in recent years that, through them we can reach millions of persons easily and can exercise powerful formative influence over their minds and emotions. But in India we have hardly made even a beginning with utilizing them and there is no clear recognition of the fact that they must be visualized as integral parts of a total educational pattern, in which the school, the home, the Press, the Radio,

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the Films and all other agencies of propaganda (in the better sens of the word) are harnessed to a common educational objective - namely, the enriching of people's minds and the inculcation of right values. Unfortunately these agencies have been generally dominated by commercial or narrow political ends. It is high time now that the national Government and educational authorities started to make use of them for educational purposes. They should not be deterred by the misleading argument that is sometimes brought forward to the effect that this would be "indoctrination" because, in a sense, indoctrination is always going on - only it is, as a rule in the wrong direction. There should be no reasonable objection at all to these agencies being utilized, for a change, to impart useful knowledge or decent values and standards of citizenship. To give one instance, there is no more urgent and emphatic problem to-day - even from the point of view of Adult Education - than that of arresting the communal frenzy which has overtaken large sections of the people and restoring communal harmony and peace. What a glorious and effective role could be played in this great cause by the news papers, the Radio, the films, the theatre and other cultural organizations! And yet how pitifully inadequate is their response to the occasion, and their realization of their power for good ! It is definitely necessary that some sort of an effective liaison agency should be set up which would enable the Education Department to make its full contribution to the proper orientation of these dynamic forces in the cause of national education.

Apart from this wider aspect of the matter, it is necessary to have an organization in every Province, with some kind of a co-ordinating agency at the centre, which would be concerned with the production - or directing the production of all kinds of material for visual and auditory education - of charts, diagrams, maps, pictures (if the work done in this direction by the J.M.I.A through its Adult Education Department), lantern slides, films and special Radio programmes suited to different regions and classes of people. In addition, there should be mobile Adult Education Vans fitted up with the necessary apparatus and equipment for visual and auditory education and carrying a staff of persons who can, amongst themselves, attend to different aspects of adult education

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health education, civic education, programmes of folk culture etc. They will go from village to village and spend number of days in each and try to quicken and enlarge their interests by making use of all the equipment at their disposal. Occasional visits paid by such a staff would serve to keep alive the work of the local centres and stimulate the countryside which is often apt to relapse into apathy. Such work has been attempted quite successfully in Mexico and it being planned also in China as part of a Pilot Project in Adult Education. In India, too, we should broaden the purpose and content of Adult Education and co-ordinate all methods - Oral, visual, auditory - to achieve this end.

Perhaps from the point of view of economy as well as the standard of production, it would be an advantage to plan and direct the production of educational films etc. (which is an expensive business) centrally but to associate suitable Provincial representatives with the directing agency. So far as the charts, diagrams etc. are concerned, they can well be produced locally to suit local needs but it would be an advantage to arrange for an interchange of all such publications so that new and creative ideas worked out in one Province may be brought to the notice of all the Provinces".

2. The need for the use of visual and auditory aids to education has been emphasised in the Board's Report on Powt-War Educational Development, in the chapter on Adult Education. The Board considered the ways and means of building up an efficient educational film service in India at their Twelfth Meeting in 1940 and recommended that educational films should be collected in a Film Library to be built by the Central Education Department, and that ways and means should be devised for distributing the films on as wide a basis as possible. In regard to the production of educational films, the Board recommended that a beginning should be made with 16 mm films, the actual production, dubbing and other technical aspects being under the Ministry of Information and Broadcasting, while the Ministry of Education was to be responsible for the supervision of themes and editing of films. The Board also recommended that it might be desirable to make the exhibition of a

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prescribed footage of educational films obligatory by law in all cinema houses.

3. The Central Bureau of Education at present has a few projectors, including a 35mm Sound Projector and 164 films (84 of 16mm and 80 of 35mm). Rules for their circulation to Provinces and educational institutions have been framed. An expansion scheme for this Library has been accepted by the Government of India at a total cost of Rs.4,12,000 (non-recurring) spread over 5 years, for the purchase of films and projectors and a recurring annual cost of Rs.15,000 for staff, maintenance, etc.

The production of educational films could not be undertaken as the Information Films of India Organisation had been abolished. It has very recently been decided to revive this Organisation and it is hoped that further progress will now be made in the production of educational films.

Regarding the compulsory exhibition of a specified footage of educational films in cinema houses, it was found that with the lapse of the powers under the Defence of India Rules, special legislation would have to be passed. To this end, information is being collected from certain foreign countries as to any similar measures adopted by their Governments.

4. The question of School Broadcasts has been considered from time to time by the Board. At their thirteenth meeting held in Janjary 1947 the Board noted that some suitable broadcasts were being arranged for school children, but that in the absence of radio receiving sets in most of the schools, very few children derived any benefit from such broadcasts. The Board was of opinion that Provincial Governments etc. should be requested to provide requisite facilities for school children to enable them to take advantage of educational broadcasts. The Board also reiterated their previous recommendation for a closer collaboration between All India Radio and the educational authorities. At present All India Radio programmes for schools receive guidance from Consultative Panels for Educational Broadcasts, which are formed at each station in consultation with the Provincial Government, with whom contact is maintained through the appropriate Educational Officers.

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APPENDIX .Q.

MEMORANDUM.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item XVI of Agenda. Fourteenth Meeting: New Delhi. January 13,14 and 15, 1948.

The organisation of Technical Education.

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The following suggestions have been received from the Government of West Bengal :-

"The technicians that will be required in each main employment may be divided into the following five categories :

1. Research workers including the Professors of Engineering Colleges.
2. Chief Executives consisting of fully qualified Engineers and Professional teachers of Engineering Institutions.
3. Minor Executives consisting of Foremen, Chargemen, Overseers and Demonstrators of the professional subjects in Engineering Colleges.
4. Skilled craftsmen.
5. Job workmen.

Therefore for the training of technicians of the above different categories it is obvious that we shall required the institutions of the following different types :-

(a) Research Institutions.
(b) Engineering Colleges.
(c) Engineering Schools.
(d) Junior Technical Schools.
(e) Trade Job Schools.

The Research Institutions should be started on an All-India basis so as to avoid duplication and overlapping, facilities being provided to all the Provinces by fixing the quote of admission and all the Provinces being asked to contribute pro rata for the maintenance of these institutions, the initial expenditure being borne by the Central Government.

As regards the institutions for the production of Engineers, every Province should have at least one such institution, its size depending on the industrial progress of the Province. [illegible] These institutions instead

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of being of the Polytechnic type should be technological departments of Universities, i.e. Engineering Colleges. The impress of the University has a certain amount of dignifying aspect and adds lustre to the character of the individual which has a far greater sociological value than can be achieved by education in a Polytechnic. It is therefore desirable that these institutions for the training of qualified engineers should be Engineering Colleges under the Universities but adequate steps should be taken to remove the two important charges that are levelled against them, viz. their too academic character and absence of contact with men with whom the students will have eventually to deal after the completion of their degree course. I.Sc. should be the admission qualification for the Engineering College and the course should be regulated so as to be covered in four years under the "Sandwich" system in which the practical training in the factories should be of at least three months' total duration in a year. The bar which now exists for the admission of the alumni of the Engineering Schools should be removed and they should get one year's remission so that they may be admitted to the B.E. Degree on completion of a three years' course. The background of engineering knowledge which these students have acquired in three years in an Engineering School should be regarded as sufficient to outweigh the objection about lack of possession of advanced scientific background which is acquired by a Matriculate in two years at the I.Sc. stage.

As regards the production of the personnel of the third category, viz., Foremen, Chargemen, Supervisors, etc., three years' training in an Engineering School after Matriculation should be sufficient, more stress being given to the practical side so as to enable the products to acquire that amount of skill which will earn for them the admiration of the workers whose charge they will assume. The admission qualification for this group will be as indicated above,

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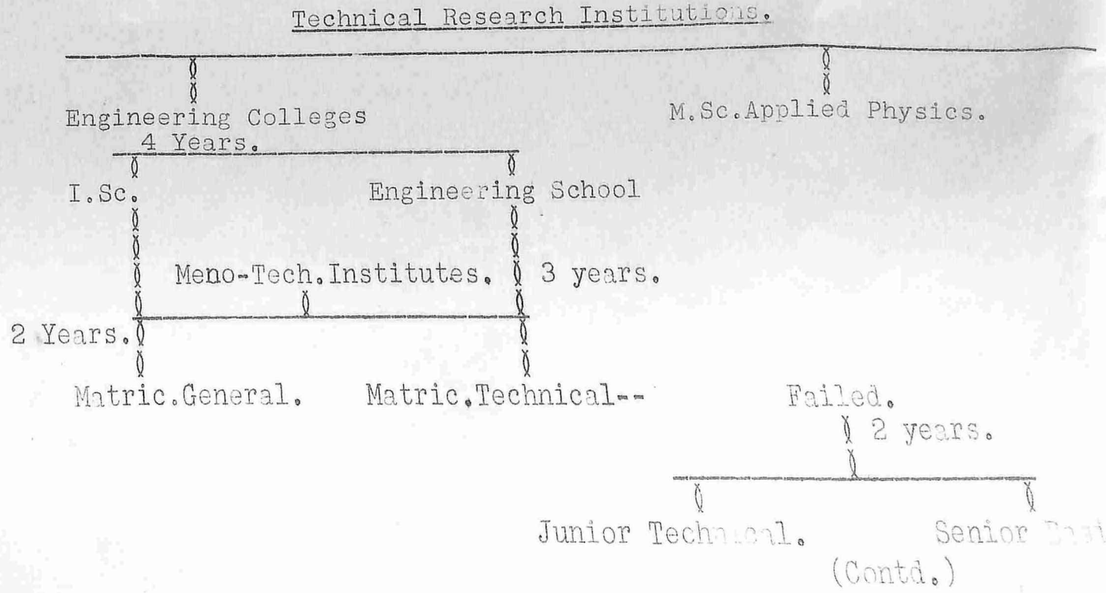


Matriculation (general or technical), preference being given to the Matriculation students who have followed the technical course which should be an alternative branch of study for the Matriculation Examination. The course of instruction should follow programmes of cultural instructions, of art, technique and administration together with Engineering subjects and practice in laboratories and workshops.

The fourth category will comprise the skilled craftsmen most of whom will not aspire to executive positions. These may be recruited from Technical High School pupils, passed or failed, or from the Senior Basic School pupils where they have mastered the rudiments of craftwork and put through a 2 years' course in Junior Technical Schools following a twofold programme of general knowledge and professional practice.

Below the four categories will come the great mass of semi-skilled and unskilled labour. No special academic training is required for them before entering employment apart from the knowledge of craft work they will have acquired in the schools. Factories employing large numbers of such semi-skilled workers are expected to run their own Trade Schools the establishment of which should not be the charge of Government.

The entire scheme of Technical Education as adumbrated above may be represented in the following genealogical form :-




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In addition there is the necessity of various Mono-Technical Institutions, such as Textile Institute, Silk Institute, Art School, Tanning Institute, Ceramic Institute, Commercial. Insti ute, etc. The admission to these will follow the Matriculation Examination.

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APPENDIX R

MEMORANDUM
CENTRAL ADVISORY BOARD OF EDUCATION

ITEM XVII OF AGENDA

Fourteenth Meeting: New Delhi
January 13, 14 and 15, 1948.

Subject:- Reform in Marathi, Gujarati and Kannada Scripts.

The following note has been received from the Govt. of Bombay:

"Various Literary Conferences and individuals have expressed from time to time, the desirability of reforming Marathi, Gujrati and Kannada Scripts. These Literary Conferences and individuals, however keen and influential, are not in a position to take an initiative on their own and, therefore, it has been represented to the Government of Bombay that they should appoint an expert Committee with three sub-committees, to go into the question and recommend the necessary reform. It has also been suggested that the question will be more easily solved if the Provincial Government decides to give effect to the recommendations of the Committee.

The demand for reforms arises out of certain inherent drawbacks in the scripts. The time required to learn Devnagari Script, it is said, is approximately double that required to learn the Roman Script. Some of the sounds - dento - palatal for example - are ambigous, the method of writing conjuct-consonants is cumbersome and too much space is required for writing. Printing and typing too is a complicated process. Too many types (over 200 for Devnagari) are required in a fount, composition speed is low and the price of printing, consequently high.

The Provincial Government is of opinion that it would be better if the question of such reform is considered by the Government of India on an All - India basis.

The problem, as it confronts us to-day, is much wider in its scope than the one suggested above. The real need is for a script common to a majority of - if not all - the Indian Languages. Such a script will help to bring about closer inter-provincial contact and simplify the difficulties - so very urgent in these days of mass literacy and mass education connected with printing and manufacture of typewriters.

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It is claimed that Devnagari which forms the basis of most of the current Indian scripts has a definite advantage, over others, as a scientific too of speech sound representation. One authority for example, claims that by introducing suitable reforms this script can be made easy for printing, typing reading and writing without impairing the existing phonetical unambiguity.

(vide - Pamphlet by Dr. Manohar)

Thus the Committee of experts, if appointed should (1) consider the advisability of adopting a common script for some of or all the regional languages, (2) suggest reform in that script in order (a) to make printing typing, reading and writing easier and (b) to maintain the essential requisites of a scientifically sound script and (3) recommend ways and means of dealing with the transitional period until the new script is completely introduced".

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N.B:- A few copies will be available for reference at the meeting.

CLS/-

APPENDIX..S...

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item.XVIII.. of Agenda — Fourteenth Meeting, New Delhi January 13, 14 and 15, 1948.

SUBJECT:- The question of encouraging University students to undertake various forms of social service.

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( N.B. - The Resolution of the Inter-University Board is reproduced at the end)

Toynbee Hall, the first Social Settlement in the United Kingdom, came into being owing to the enthusiasm of young Oxford and Cambridge graduates and non-graduates. It was again a University graduate who founded the first American Settlement. Today in both the countries there are a number of settlements and several Universities have started courses of studies for Social Workers.

2. It is by no means a point of dispute that the Indian men and women as a whole are still to be awakened to the necessity on their part to render some form of social service in addition to their daily routine work. There are, indeed, a few social enthusiasts but they are 'mere' drops in the ocean of demand for Social Workers. The All-India Conference of Social Work recently held in Bombay in the month of November impressed very firmly on the minds of the delegates that India has almost an infinite number of social problems to solve - problems related to Handicapped Children, Juvenile Delinquency, Family and Child Welfare, Prostitution, Beggary, Prisons, Crimes, and many others. Hence naturally the question arises in what way the Indian Universities , the centres of knowledge and culture, could help in the solution of the social problems.

3. It appears that enthusiasm for social work has to be aroused in the hearts of educated men and women. They must be brought in closer contact with the masses of the country. So far the

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education of the country has been so devised as to widen the gulf between the intelligentsia and the common man in the street. The political background has now changed and it is essential that the University Education should be remoulded to suit the new conditions. During their college life young men and women must be made interested in the common man and his problems. This interest may be well awakened in the lecture rooms through studies of History, Economics, Politics and so on. But this is not enough. The students must be given opportunities to actually go to the slum areas in the cities and to the villages and grapple with some of the minor problems such as Mothercraft, Child Welfare, Hygiene, Adult Education, etc. This practical work may be undertaken either during the term or in the vacation. For this purpose some short intensive training will have to be arranged. It is for the Universities to decide whether this type of social work should be left to the option of the students or to be made compulsory. It will, however, not be disputed that best results will be achieved if the students could be first awakended to the spirit of service. Then they would spontaneously offer themselves for social work. And even when they have left the Universities, they would always be doing something for the common man amidst their other multifarious duties.

4. A large number of Indian girls get married after their University Education. Most of them have plenty of leisure, which they do not know how to utilise. Had they received the impetus to serve mankind during their college education, they would have devoted their leisure in the service of the country.

5. The country has a few organisations, Private or Government-aided, for various kinds of social service. The number of such organisations has to be undoubtedly increased. They can only render efficient service if they are manned by trained personnel. Once more the Universities can come to the rescue by adding to their existing departments another department of

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Social Welfare constituted somewhat along the lines of the Tata Institute of Social Sciences. Undergraduate and Post-graduate courses of studies may be prescribed. The Universities with Faculties of Law and Medicine can utilise the services of these professors for their Department of Social Welfare as the Social Workers must also possess some knowledge of Law and Medicine. The various Schools of Social Work abroad can serve as guide. In this way not only efficient Social Workers will be produced but Social work will be given the dignity of a learned Profession such as that of Education, Law and Medicine.

6. The Indian Universities can be of real help in solving the social problems in India firstly, by inculcating the spirit of service in every educated young man and women and secondly, by producing trained Social Workers to run the social organisations.

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7. The Inter-University Board, India, which considered this subject at its recent meeting in December, 1947, resolved

> "that the Board recommends to the Universities to encourage social service by University students on a voluntary basis and with a view to organising such services in an efficient manner, the Board is of opinion that the necessary finances be provided by the Central and Provincial Governments".

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Appendix T

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

ITEM XIX OF AGENDA — FOURTEENTH MEETING: NEW DELHI JANUARY 13, 14 & 15, 1948.

## PROPOSAL FOR THE ORGANISATION OF THE SCHOOL MEDICAL SERVICE.

The following memorandum has been received from the West Bengal Government:-

" If a Province can afford it nothing can be better but a cheaper system and necessarily not so good will be to recruit Physical Instructors from amongst passed students of the Medical School (L.M.F.) after giving them one year's training in a College of Physical Education. The scheme will work if a slightly better scale of pay viz Rs. 125-350 is given to them. In addition to the maintenance of a school clinic, they will also be able to take some share in the teaching of Hygiene and the Biological portion of the science subjects and also work as Physical Instructors. Those that are now employed as Physical Instructors may be gradually absorbed as teachers. This will solve yet another problem, viz., the employment of the existing type of Physical Instructors beyond the age of 45 when their usefulness as Physical Instructors is considerably on the wane. The medical men employed as Physical Instructors will continue to be useful in the medical part of the work and if another younger medical man be employed as Physical Instructor, the continuity in the chain will be established and the work of the clinic also will improve by the addition of another medical man."

2) It is anticipated by the Health authorities that with the abolition of the Licentiate course it may not be possible in due course to induce medical graduates to undertake the dual duties of medical officers and physical instructors. As a short term policy, however, the proposed scheme has much to commend it.

*MALHOTRA* D/30/12/350"

APPENDIX- U(a)

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

ITEM XX(a) OF AGENDA

FOURTEENTH MEETING, NEW DELHI
January 13, 14, and 15, 1948

(a) Question of retention of English in the lower classes of High Schools.

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1. The following memorandum has been received from the Government of Assam:-

" With the withdrawal of British Rule from India it is no longer necessary to teach the English language as a principal compulsory subject in our High & Middle English Schools.

The Constituent Assembly has decided that Hindustani should be the lingua franca of India Union. In the Provinces the principal language of the Province concerned will naturally take the place of English as the court language. The teaching of English as a compulsory subject retards the progress of our pupils very considerably. It is, therefore, considered necessary that the teaching of English should be gradually eliminated from Classes III to VI of High and Middle English Schools and the teaching of Hindustani introduced in its place.

2. The Centarl Advisory Board of Education in their report on Post-War Educational Development in India carefully considered the question of intruduction of English as a subject in schools in India and came to the conclusion that under no circumstances should English find a place in the curriculum of the Junior Basic (Primary) School. Although the Board were not satisfied as to the desirability of introducing it in the Senior Basic (Middle) School, they recognised that there might be a strong public demand for it in certain areas and, in modification of the recommendation of this First Committee on Basic Education, they suggested that the final decision in this matter must be left in the hands of the Provincial Education Departments. With regard to High Schools, the Board have recommended that English should be a compulsory second language.

3. The solution to the problem of Scientific Terminology in the Indian languages* has an important bearing on this question.

*( dealt with in item XIII of the Central Advisory Board of Education agenda)

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APPENDIX-U(b)

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

ITEM XX(b) OF AGENDA

Fourteenth Meeting: New Delhi
January 13, 14 and 15, 1948

Subject:- Appointment of a Committee to investigate the state of Secondary Education in India and to report on its aims and scope in the light of the present conditions and future requirements.

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The following note has been received from the Government of the Central Provinces and Berar:-

"It will not be totally wrong to assert in general terms that secondary education in India is one of the weakest links in the system of Education. In the main it has served the requirements of a traditional system of examinations which was designed to serve as entrance to the universities. Education in the secondary schools so far has been unrelated to the needs of the national life and the instruction has been mostly formal and conventional. The scope of secondary education has been rigidly restricted.

2. Secondary schools will now be called upon to serve a definite purpose in the life of the people. It is being growing/realised by that the success of all plans for social and economic development as well as those for higher general and technical education, will depend upon the quality of young boys and girls prepared by the high schools. The Sargent Report has laid special emphasis on this aspect of the function of secondary schools. Moreover, it is not difficult to visualise the significant role of secondary education in the vital matters of economic, social and political security of the country. It is necessary to consider the system of secondary education and to examine how far it will be able to answer the expectations of the new life. To this end, it is essential to review the entire field of secondary education; its aims and purposes; its types; its methods of instruction and examination, its control and administration, its teachers and their training, its buildings and equipment, and above all its financial resources. Secondary school education urgently needs total reorientation and reconstruction.

3. Problems of Basic Education have been fully considered by the Central Advisory Board and are still under consideration. Originally the Hindustani Talimi Sangh made a full study of the requirements of Basic Education in the new society. Two Committees of the Central

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Advisory Board reconsidered the report and made definite recommendations. The position is being further reviewed by a committee of the Central Advisory Board in the light of the experience gained. Similar measures have yet to be taken in the field of secondary education. Secondary education is in a large measure under the control of statutory Boards and Universities; yet it will not be beyond the scope of the Central Advisory Board to examine the position with a view to co-ordinate work done in the field by various agencies and to suggest the general direction of urgent reforms from the point of view of the country as a whole.

4. The Central Advisory Board has already considered the possibility of the establishment of a Central organisation for advising on all matters pertaining to maintenance of adequate and fairly uniform standards of the matriculation examination. The establishment of an all India Advisory Council for Secondary School Examination* is under contemplation. Perhaps a comprehensive review of the state of secondary education and its complete reconstruction may provide fuller material for the consideration of this proposal".

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N.B:- Approved by the Central Advisory Board of Education at their 13th meeting (vide paragraph 17 on page 14 or and pages 84-96 of the proceedings of that meeting). Attention is also invited to item IV (b) of the Central Advisory Board of Education agenda for 14th meeting.

Appendix V MEMORANDUM

Central Advisory Board of Education.

Item XXI of agenda — Fourteenth Meeting: New Delhi
January 13, 14 & 15, 1948.

Training of Teachers for Secondary Schools.

The following note has been received from the Government of West Bengal:

"One year's course is a mere apology for the training of teachers. Since no improvement in teaching in schools can be effected without properly trained teachers, the course should be of two years duration.

To minimise the cost on the training of teachers, however, Education (General Principles of Psychology) may be offered as one of the examination subjects in B.A. and successful students with Education as one of the subjects may be allowed to take the B.T. Diploma after one year's study in the Training College.

Refresher courses should be definitely encouraged by the State by giving liberal grants to the institutions participating in it."

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2. The Committee on Training, Recruitment and conditions of Service of teachers appointed by the Board at their Eighth Meeting in 1943 recommended that for graduate teachers of High Schools "the actual training might be completed in one year, although a minimum course of eighteen months is to be preferred." The calculations of cost in the Report on Post-War Educational Development have accordingly been based on a minimum one year course.

3. At their Eleventh Meeting held in 1945 the Central Advisory Board of Education considered the question of including "Education" as a subject in the curriculm of the B.A. degree of Indian Universities. They did not favour this proposal. But they felt that the subject could profitably be included as a part of post-graduate studies or a three year Honours course of studies.

4. The need for refresher courses is universally recognised and has emphasised in the Report on Post-War Educational Development.

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APPENDIX X

MEMORANDUM.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item XXIII of Agenda. Fourteenth Meeting: New Delhi
January 13,14 and 15, 1948.

15 Meeting of the Central Advisory Board of Education - Venue - Travancore Govt's Communication.

At their twelfth annual session held in Mysore in January, 1946, the Central Advisory Board of Education received an invitation from the Travancore Government through Sir C.P. Ramaswamy Aiyer, the then Dewan of Travancore, to meet in Travancore. The Board expressed their warm appreciation of this invitation and decided that they should hold their annual session in 1948 in Travancore. This decision was reaffirmed at the Bombay Session of the Central Advisory Board of Education held in January, 1947.

2. The Hon'ble Minister for Education who is the Chairman of the Central Advisory Board, however, decided to hold the 1948 session in New Delhi, in view of the prevailing conditions in the Country. The Travancore Govt. were at the same time asked if they would like to hold over their invitation until 1949. The reply received from the Secretary to the Government of Travancore is reproduced below:-

> "I have the honour to inform you that, inview of the several very important constitutional and administrative questions engaging the immediate attention of the Government, it may not be possible to make adequate arrangements to hold the meeting of the Central Advisory Board of Education in Trivandrum early in 1949. I, therefore, suggest that the invitation may be held over to

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another less busy year."

The venue of the next meeting of the Board is accordingly for decision.

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Appendix Y

MEMORANDUM

Central Advisory Board of Education in India.

(Supplementary).
Item XXIV of Agenda.

Fourteenth Meeting: New Delhi.
January 13, 14 & 15, 1948.

Progress of educational development in Provinces -
Discussion - Appointment of a Committee of the C.A.B.E.

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The Educational Administration Committee whose report was adopted by the Central Advisory Board of Education in 1945, recommended that in the event of the Central Government giving a grant to a Provincial Government for an approved scheme of development, the former may require as one of the conditions to be attached to the grant that Provincial accounts should be audited on behalf of the Central Government as well as the Provincial Government though in a single audit. In addition to this, in order to ensure satisfactory cooperation it was suggested that a Committee of the Central Advisory Board of Education should visit a Province once in five years, or oftener if

necessary, to discuss the progress of development schemes and other matters of common interest.

2. The progress of educational development is reported to the Board under item III of the agenda. In order to ensure coordinated development in the whole country and in order that each Province may have the benefit of the experience of others, the appointment of such a Committee will perhaps be welcomed by the Provincial Governments. The question of the appointment of the Committee is accordingly submitted to the Board.

"350/N.D/3.1.48/Rai.

Appendix Z Memorandum

Central Advisory Board of Education in India

ItemXXV of (Supplementary) Agenda — Fourteenth Meeting: New Delhi January 13,14 & 15,1948.

Place of craft work in Basic and post-Basic Education- Modifications which may be necessary in the Board's Report on Post-War Educational Development in India.

In reproducing below the memorandum received from the Government of Bihar, attention is invited to the fact that the Board at their thirteenth meeting appointed a Committee to

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

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

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

The interim Report of the Committee is submitted to the Board under item X of the agenda. The final findings of the Committee in regard to the number of hours to be allotted to craft work, the standard to be attained in each craft by each class and the methods of correlation with academic subjects to be adopted and the Organisation of Training Colleges will have a bearing on the problems raised by the Government of Bihar:-

Memorandum by Government of Bihar.

" The Central Advisory Board of Education Report (January 1944) on educational development says that while the basic education envisaged by it embodies many of the educational ideas contained in the original Hindustani Talimi Sangh scheme, it differs from it in some important particulars. A very important point of difference is in respect of what is called the self-supporting aspect of basic education. The Hindustani Talimi Sangh emphasises that basic national education through and based on craft must be selfsupporting. The Central Advisory Board of Education have said in their report that "they are unable to endorse the view that education at any stage and particularly at the lowest stages can or should be expected to pay for itself through the sale of articles produced by the pupils. The most which can be expected in this respect is that a basic school should cover the cost of additional

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in this respect is that sales should cover the cost of the additional materials and equipments required for practical work". The ideal of craft work placed by the Central Advisory Board of Education that the most that may be expected from the craft work in the basic schools is that sales should cover only the cost of additional materials and equipments required for practical work is not likely to maintain the desired high standard of craft work in the schools. If craft work is not maintained at a high standard it will be bad craft work and ineffective craft work and it will not be educationally sound. If basic education is to be a success the standard of craft attainments expected to be reached by teachers and pupils should be really very high.

2. The work in Bihar, although even now in the intial stages in many respects, lends support to the view that should be a basic school function as a co-operative community and that should teachers and pupils through their co-operative purposeful craft and other social activities, aim to make themselves self-sufficient in the matter of their balanced school-meal and clothing and equipments and should the state, while starting the school, provide it with sufficient land and equipments and appliances and the necessary trained staff and agency not only for teaching and supervision but also for co-ordinating the efforts of the school with other development departments and public and private institutions, there is no reason why with the further development of technique and with greater experience, the school may not become appreciably, if not fully self supporting.

3. The Central Advisory Board of Education has said in its report that High School Education should on no account be considered simply as a preliminary to University Education, but as a stage complete in itself and that while it will remain a very important function of the High Schools to pass on their most able pupils to Universities or other institutions of equivalent standard, the large majority of high school leavers should receive an education that will fit them for direct entry into occupation or professions. It is, therefore, necessary that high schools of the future whether academic or technical, should not be unduly dominated by the requirements of the universities but that the utmost importance is to be attached to preparing the great bulk .....

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of their pupils who will not proceed to universities for entry into useful and remunerative employment of all kinds immediately on leaving schools (vide para 5, Chapter III). If students at the end of the course are to be enabled to have easy entry into useful and remunerative employment on their leaving school, it is necessary that the school organisation should provide them with opportunities to earn for their own maintenance and for the maintenance of the school during the post-basic or high school stage. In the experimental high school that the Government of Bihar have started the Champaran, it has been definitely stressed that all the pupils should pay fees by earning them through opportunities provided for the purpose in the school organization and should, while receiving post-basic education, make themselves as far as possible self-supporting in the matter of provision of their balanced diet and clothing. Should the experiment prove even partially successful, it will lead to the realisation of the objective of the High school that the Central Advisory Board of Education set before the country in 1944. The Chapter on high school education however, does not even mention this point of self-sufficienty and self-support, much less stress it. Without such a stress, it will not be possible for the state to provide post-basic education of the desired type on a nation wide scale and the few that will receive the high school education, will not be fitted for entry into remunerative employment immediately on leaving school.

4. Fees and free studentship and the selective processes for high school education.

The Central Advisory Board of Education have advocated and rightly selective principles for picking out qualified pupils for high school education. They have recommended that this should be done at the stage that they complete five years of basic education. Assuming that "for sometime to come, it may not be practicable to make high school education either free or compulsory", they have said that if the selective process is to be made a success, "those without the necessary financial resources will have to be provided with free places and in many cases with maintenance allowance or stipends as well." Indeed, they have said in so many words that "it is only by the assurance of adequate

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financial assistance in necessitious cases that the selective process for High Schools can be carried out fairly and effectively. They have consequently expressed an opinion that "It is reasonable to assume that 50% of the pupils in High Schools in India will have to be provided with free places or with the total or partial remission of fees with an equivalent financial effect. Since those required to pay fees will generally speaking belong to fairly well-to-do families, it is reasonable to take the average fee income at Rs.6/- per mensem from each pupil". Experience shows that there will be found to be very few well to do families in the rural areas of India that will be in a position to afford payment of fees for their children attending high schools each for a 6 years' course at the average of Rs.6/- per month. The result will be that even if free studentships and maintenance stipends were to be allowed to the extent of 50% of the total enrolment of the schools, (which is very much doubtful indeed under the existing financial obligations of the country) of the remaining 50% of the pupils fitted for high school education, very few may find it possible to go up for such education. If all those fitted for high school education from among the pupils completing the full eight years' course of Basic Education are to receive that education in a country like India, fees as such should not be charged from any student attending the high school whether he be financially capable or not for paying the same. Instead the school work should be so organised that the student irrespective of the financial position of their families working individually and co-operatively under the new High School System suiting the genius and the requirements of the Indian people scattered in its villages, should be able to contribute, by their labour and the price of the articles produced by them on an average a fixed sum a month or a year a head (to be determined in the light of an experiment) towards the upkeep of the school, besides meeting as far as practicable their own maintenance charges (balanced food and clothing); and that this contribution from self-earning should be made by all

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Without any distinction; and that no free places or stipends for maintenance be allowed to any on grounds of poverty. It will be a very valuable experiment in a poor country like India. It will serve to keep alive the ideal of self dependence learnt at the basic stage strengthen the sense of one's own worth and give reality to the training for direct entry into life so well advocated by the Central Advisory Board of Education and the will be some test of how far the students have been able to profit by their training in the direction of fitting themselves for a successful pursuit of their future professions or careers. It will also help to remove the sense of financial inferiority in one set of students who will be given free education as compared with the other which will pay for it.

5. Without a proper appreciation of an emphasis on the economic aspects of the scheme of basic and post-basic education, the cost of the programme of the Post-War Educational Development as envisaged by the Central Advisory Board of Education is likely to prove prohibitive. It is not possible to reduce the cost as estimated by the Central Advisory Board of Education. The scales and salaries recommended for the teachers of all grades of institutions are the minimum likely to attract qualified teachers. If anything under present conditions these scales will have to be improved. They cannot be reduced. The estimates of the Central Advisory Board of Education Scheme are based on the principle that in all institutions the teachers' salaries represent 70% of the gross cost. With no possibility of reduction in this item, the estimates may be regarded as the minimum to be incurred for a nation wide programme of educational development. An emphasis on the self-sufficient aspect of basic and post-basic education is therefore of the utmost importance. If the teachers and the pupils of all the types and grades of institutions do not consciously and co-operatively engage themselves in the great enterprise of self-sufficient and self-supporting institutions the

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Central Advisory Board schemes drawn up, with all the good will for them will have little chance of being even partially implemented, much less substantially and fully. That the craft work in basic schools and the professional work in the post-basic schools will not be educationally sound without attainment of due efficiency in such work has already been emphasised in the very first para of the memorandum.

6 Training of Teachers : The programme and procedure recommended for the training of teachers in Chapter VII of the Central Advisory Board Report appear to need clarification, amplification and in some respects, modification. Two years of subsidy to pupils selected for training as teachers in the top classes of existing type high schools, followed by two years and three years, respectively, with payment of maintenance charges , at training schools for teachership of junior and senior classes respectively, the programme appears to be wasteful and expensive . The existing type of high schools preparing for a uniform matriculation examination with a predominantly litrary curriculum cannot be used as the initial training ground for teachers of the new type schools imparting education in and through crafts and social and environmental activities. Again very few of really meritorious matriculates will offer themselves for two and three years' continuous courses of training with prospects of Rs.30-1-35-3/2-50/- per month and Rs.40/2-30/- per month respectively. If the holders of matriculation pass certificates be not available in sufficient numbers in the beginning, young men and women of the required social type having knowledge of the matriculation standard of approximating it, but having in them the qualities of physical fitness intelligence, mental alertness, apetitude for craft work. initiative capacity for organisation etc., may be recruited for training to make up the required number and given the necessary training in continuous two years' courses and appointed as teachers of junior classes. Such of them as prove by actual work in a basic school to be capable of taking the senior classes, may later be deputed to special and refresher courses to fit them for the same further. Picking out and

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training in teaching during the last two years of the High School course will be possible only when we have post-basic high schools functioning which while qualifying the most talented among its pupils for University, will fit the majority. for direct entry into occupations and professions, one of which must be the profession of teaching.

7. The plan of workin for the first and second years of a basic training school as envisaged in para 6 of the Chapter VII of the report cannot give us the teachers suited for imparting education through productive activities. The teachers of Basic Education to be able to produce a new type of indivitual , all whose faculties- physical intellactual aesthetic and spiritual- have been developed into an integral personality , must themselves be harmoniously developed individuals and must have understanding of the social objectives of the New Education and a practical working knowledge of the community life on co-operative basis. This objective can be fulfilled only if the training centre is organised as a self-sufficient community based on co-operative work, which , as far as possible, produces its necessities as regards balanced diet and adequate clothing and which has also all necessary facilities for cultural life. The educational programme both practical and theoretical of the training centre functioning as a democratic community based on co-operative work, must needs therefore, be developed round the activities of the educational community such as the production and prepration of food, clothing, programme of personal and community clealiness , health and hygiene, programme of rural service and other cultural activities.

8 The special function of a basic training college would need to be brought out more fully than has been done in para 8 of the Chapter. If the training college is to attract and make its mark upon the young man or woman who would be a graduate teacher of a post-basic high school or an instructor in a basic

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training school or an administrative officer in the basic education system. It appears to be necessary that it should be so organised as to give proper training not only in the art of teaching and supervising but also in some art or craft sufficient enough to enable the trainees to instruct and guide the teachers and instructions for the basic schools and post-basic high Schools and the training schools for non-graduate in their craft and art training as well, both theoretical and practical. A Training College, therefore, should have, besides the necessary class rooms, physical and psychological laboratories, art rooms geography rooms and so on, also an agricultural farm and workshed for the practice of one or more crafts.

9. Cahpter VII of the report , therefore, appears to need a substantial modification if the new training institutions are not to be more expanded replicas of the old type training institutions with all their defects as enumerated in its para 2 ; and , in this chapter as in all other chapters, particularly I & III dealing with Basic Education and High School Education respectively, due emphasis should be laid on the self-sufficient and self supporting aspect of education.".

H.K.B.
4.1.48-C- 350(D)

APPENDIX ZA

MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item XXVI of (Supplementary) Agenda — Fourteenth Meeting: New Delhi, January 13, 14 & 15, 1948.

## Organisation of Apprenticeship Training - Training in Tele-Communications Engineering.

The memorandum received from the Government of Madras on this subject is reproduced below. Regarding facilities for Tele-Communications Training in the All India Radio the appropriate Ministries have been consulted and the views of the Government of India will be furnished to the Board at the meeting:

### Memorandum by the Government of Madras.

" In these days when there is a dearth of technical men and the Government of India have appointed a Scientific Man-power Committee to survey the whole position, it will not be necessary to stress the need for the practical training of technical men. Although there is a clear necessity for a close and continuous co-operation and contact between institutions of technical training on the one hand and industry and trade on the other, yet past experience has proved again and again that except for a few enlightened managements, the majority of industrial and commercial firms are unwilling to take apprentices for training or promise but limited support to such a proposal. This is the considered opinion of the Technical and Industrial Education Committee appointed by the Government of Bengal who reported in 1945 that from the replies received to the

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questionnaires they sent it appeared that conditions had not changed much till then. Conditions may no doubt be expected to be different with the coming into existence of a Free India, but it is doubtful whether there has been a real change of heart in the matter from the point of view of commercial firms.

2. In this connection it should however be noted that even in England about 40 years ago industrial concerns were unwilling to take apprentices and charged heavy premia for taking them. But later on the value of apprenticeship as an asset to the country has come home to them and nowadays industrial concerns regularly take apprentices and pay them as much as 50 sh. per week for the work that the apprentices do when put in responsible charge.

3. Even in advanced America though in its own plants, such as Navy yards, arsenals and engraving establishments the Federal Government had been training apprentices for many years, it was only in 1937 that Congress decided by legislation that the training of all-round skilled workers is a matter of concern to all the people. Now the Apprentice Training Service of the Department of Labour arranges with the various commercial firms the training of apprentices for periods of a minimum of 4,000 hours (corresponding to 2 years) to a maximum of 8,000 hours (or 4 years) and the firms co-operate whole heartedly in this work. The apprentices trained in any particular firm are free to get employed in any other firm after the training though in most cases they get absorbed in the firm where they had the training.

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4. The most remarkable fact that we have to face is that in India although Government departments, railway workshops and other public utilities, do take a limited number of apprentices, these apprentices have again and again complained that they are not put in responsible charge of the machinery. It is probable that the Officers directly in charge of such machinery are reluctant to put apprentices in sole charge of such especially when they feel that such apprentices, not being paid any stipend even, may not feel the responsibility which they themselves have got to face if anything goes wrong. Secondly, most of the commercial firms in India are very small in comparison with the firms in the West and they cannot afford to waste the productive time of the small number of their machines on students who, they believe, have to be taught from the very beginning the need for minimising wastage of materials and the time of production and also for giving quality to the article produced by working to precision limits. That is why they consider in the words of the Bengal Report that "the sandwich system of training in which a batch of students are pushed in and taken out of factories from time to time for the purpose of giving practical training has a great dislocating effect" on their production. If, however, students have already been trained in educational institutions in methods of commercial production, the training given in firms is continuous and each of the trainees work in the factory for a sufficiently long time, the managements of such firms can put in such trainees for the work of the leave reserve men whom they would otherwise have to engage.

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5. In order that co-operation between business firms and educational institutions may be made greater, the Bengal Report has made a number of suggestions all of which will have to be put into practice.

6. The most important means of bringing about this desirable end is by legislation which is being increasingly taken up by the less advanced countries. One of the most important features of the legislation is the raising of a special tax in order to promote vocational education. In some of the countries this is what is being done. A tax of 1 per cent is levied on wages and salaries paid in all industrial establishments which employ more than 5 wage-earning employees exclusive of the members of the family of the employer; this tax together with other sums set aside annually for this purpose in the National Budget together with donations and requests from private individuals or private firms etc., and the proceeds of all fines imposed are all collected quarterly and put into an Apprentice Training Fund. The apprenticeship tax is payable likewise by Government workshops and factories and by workshops and factories belonging to autonomous institutions or under the jurisdiction of a local board or municipality. Rules are set forth in the legislation that if proper arrangements are made by a firm for maintaining apprentice training courses, a certain portion of the tax levied is remitted.

7. A special executive body looks after the administration of the apprentice courses to meet the needs for the various trades and drawn by special committees under the approval of the Ministry of Education. It arranges also for the grant of stipends to the trainees and bonuses and subsidies towards the

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maintenance of apprenticeship courses organised by industrial institutions. It also looks after general welfare of all the apprentices by having under it an employment Bureau and inspectorate which have definite powers under the legislation for doing all that is necessary to see that the apprentices are trained properly and their social welfare is looked after.

8. From the above it will be seen that it is necessary for Government Departments both Provincial and Central, first to set an example by giving stipends to every apprentice trained in their own workshops or factories or similar places. It is regrettable to find that even after August the 15th, the Government of India regretted their inability to accept the proposal of the Provincial Government to give practical training facilities for the Electrical Communication Engineering students in the All India Radio - (vide; letter from the Government of India.)

9. Secondly, if early industrialisation of the country is to become an accomplished fact, it would appear that the best way would be for the Government of India to deal with the question of legislation expeditiously. However, it may also be considered whether the Provinces also should not be given discretion to pass legislation so far as their sphere is concerned."

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ADDL. SECRETARY TO GOVERNMENT
21 JUN 1948

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MEMORANDUM

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item XXVII of (Supplementary) Agenda.

Fourteenth Meeting:
New Delhi, January 13, 14 & 15, 1948.

Scope of functions of the Central University Grants Committee.

The University of Bombay have suggested that the Grants Committee constituted under the purview of the Government of India, besides catering to the needs of the centrally administered universities should also aid universities in other parts of Indi and should every year on a fixed date ascertain from all the Indian Universities their respective needs and only thereafter decide the awards of grants for the same year. The Bombay University also suggest that the scope of the GRants Committee be enlarged and more funds placed at its disposal so as to enable the Committee to implement the suggestion made above.

2. The constitution of the central University Grants Committee has recently been revised and is reproduced below for the information of the Board:

Govt. of India, Ministry of Education, Resolution No.6-4/47-UGC dated 16th December, 1947:-

A University Grants Committee consisting of 4 members (including a Chairman) was set up in the late Education, Health and Lands Department by the Resolution No.F.114-2/44-E.I., dated the 4th June, 1945. The number of members of the Committee was subsequently raised from 4 to 7, by the Education Department Resolution No.F.55-5/46-E.I., dated the 27th July, 1946.

In view of the recent constitutional changes and the additional responsibility that the Central University Grants Committee will have to undertake in the coordinated development of university education in this country, Government of India have decided to reconstitute the Committee with an enlarged membership. The Committee will make enquiries and recommendations regarding -

(i) the lines on which the Universities and other institutions of higher learning should develop,

(ii) the additional amounts in the form of grants-in-aid from public funds required for them, and

(iii) the co-ordination of their activities with a view to avoiding unnecessary overlapping.

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"N.D/750/5.1.48/RAI".

Ed. H-K Deptt

cf- 50088 B2 - from the Govt. of India, No. F-8-3-48

Central Advisory Bd. of Ed. - Fourteenth Meeting Proceedings.

EII, dt 5.7.48

The Government of India have forwarded the proceedings of the fourteenth meeting of the Central Advisory Board of Education along with the views of the Government on certain items. Of the eight items referred to in the Government of India's letter, only four items have to be examined by this Government (the remaining four relate to other Governments). No action is called for on item 13. The recommendations relating to other items are examined in the sectional notes below:-

⊗ Items IV, XI, XIII, & XIX

# Items II, X & XX

1 cf

A draft memo as noted with 17.7.48. refers to the noting on pages 1 & 5 of the sectional note.

22/7/48

What I intended was that all the recommendations of the Central Advisory Board should be reviewed irrespective of the items that have been singled out for mention in the Govt. of India's letter.

M.V.S.,
22-7-48.
Secretary.

Office note.

Necessary additions have been made to Sectional notes below. ~~As may be seen in regard to technical~~ etc.

31.7.48

Ed. P.H Deptt (Ex)

C. No. 50088 B2. From the Govt. of India No F.8-3/48.D.2 dated 26-8-48.

The D.P.I has not yet forwarded his reply. He has been reminded. This may lie over

7/9/48 7.9.48

notes are suptd in all the items.

Necessary additions have been made to the sectional notes below with reference to the D.P.I.'s remarks. The file may be circulated to H.M.(Edn.) for orders ~~in~~ the sectional notes (page 8 to 16) for perusal as ~~Finance may see before~~ circulation.

CM 5008 B2/48

13.11.48.

Please see the additions made to the sectional notes

19.11.48.

A draft memo. to the D.P.I. and a draft letter to the Secy., Govt. of India, are submitted for approval

8.11.48

[Issued as Memo. No. 50088 B2/48-1 Edn. dt. 10.11.48.]

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From the D.P.I. No. 2099 E4/48 dated 18.1.1949.

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In the Govt. memo. on p-1-C.F., the reference was made to the D.P.I. on the following points:—

(1) Submission of reports to Govt. every year on the progress of Basic Education.

(2) Deputation of Secondary grade teachers for training in physical education.

(3) Opening of ~~an~~ additional section in his office to deal with matters relating to secondary education.

Item (1) above: There is no reference in the D.P.I's letter read above on this point. Presumably the instructions

SECRETARY, EDN. AND P.H. DEPT. 5 NOV [illegible] GOVERNMENT OF MADRAS



in the memo. have been noted by him and the reports will be forwarded to Govt. in due course.

Item (2) above: The Director has proposed to submit proposals separately.

~~Item (3) above: The proposals of the Director are examined below.~~

24.1.49

Through B1

Item (3) Opening of an additional section in the office of the DPI to deal with matters relating to Secondary Education. The Central Advisory Board of Education has recommended that in order to avoid unnecessary delay in the DPI's office in dealing with matters re. to secondary education, necessary additional staff should be sanctioned in the Dir's office & the Govt. of India have endorsed the recommendation of the Board. The DPI who was consulted in the matter has recommended that an additional section called "Secondary Edn. Section" consisting of 1 S.D. and 2 D. Deputies and 1 Junior Superintendent on the usual scales of pay may be sanctioned in this office & that this section may deal with all the proposals on Secy. Edn. recd from the Govt. of India & the Bd of Secy. Edn. so that there may be no delay in expeditiously & thoroughly. The extra cost involved in the proposal is as follows:

| | Immediate R. | Immediate N.R | Ultimate R. | Ultimate N.R |
|---|---|---|---|---|
| 2 A.D.E.Os<br>2 V.D.E.Os.<br>1 Jr. Supdt.<br>1 Jr. Typist. | 4,290 | 800 | 6,322 | — |

P.T.O.

3. ~~There is~~ It is not possible to say at present whether the correspondence to be dealt with in the news section will be so heavy as to justify the creation of addl posts. ~~The Staff~~ may be sanctioned on a temporary basis for a ~~Direction in this letter~~ ~~circumstances stated~~ period of one year and the question of further continuance of the staff may be considered at the end of that period. ~~The remarks of Finance may be~~ ~~incorporated in print in circulation~~

In connection with Part II estimates for 1949-50 the D.P.I proposed the appointment of the following addl. staff in his office in the ground of increased work: -

3 Supdts
6 U.D. clerks.
8 L.D. clerks

The proposal was examined in detail and the Govt decided that there was no case for any addl staff - please see G.O. No: 3138 Edn dy 9.12.48.

Further, the Retrenchment and Re-organisation Committee recommended that a cut of 12½ p.c. should be effected in the establishment of all offices and institutions. In this connection the Director stated that his dept was an expanding one and that it would not be possible to effect any retrenchment in the offices under his control without impairing efficiency. The question whether the offices under the control of the D.P.I should be excluded from the purview of the 12½ p.c cut is to be considered by the Cabinet.

In any case there is no need to strengthen the staff of the D.P.I's office at present. It will be sufficient if he puts some efficient Supdts and clerks to sections which deal with secondary education and also instructs them to deal with urgent papers expeditiously or he forms a section for secy. education by reorganising the sections and allotting the work among the existing staff.

Please see note for the Cabinet at (3).

E&P.H Dept. G.O. No. 5008B2/6814 dt. 31-1-49

Govt. of Madras. Edn. 3138 dt. 9.12.48.

ASSISTANT SECRETARY TO GOVERNMENT 5927 1-FEB 1949 :: FINANCE DEPARTMENT ::

FIN. U.O. 5927/E III-1 2.2.49

ASSTT. SECRETARY TO GOVT. EDUCATION AND PUBLIC HEALTH 7877

SECRETARY, EDN. AND P.H. DEPT. 14 FEB 1949 :: GOVERNMENT OF MADRAS ::

Fin (E III) Dept 129

Notes on pp 2-4 above may be perused. The Director of Public Instruction has proposed the sanction of an additional section in his office called "Secondary Education Section" consisting of 2 U.D. clerks, 2 L.D. clerks and 1 Junior Superintendent so that the Section may deal with all proposals on Secondary Education received from the Govt. of India and the Board of Secondary Education without any delay. E&P.H. Dept. have examined the proposal and have come to the conclusion that there is no need to strengthen the staff of the D.P.I's office and that the subject can be dealt with by reorganising the sections and reallocating the work among the existing staff.

This Dept. may agree with the views of E&P.H. Dept.

2.2.49

E-PH

Edn. and P.H. Depts (Fin)

Note from page 2 ante. The D.P.I. and the Govt of India may now be informed that on examination of the question it has been found that there is no need for addl. staff in the Director's office at present. For orders.

H.M. (Edn) may see.

7/2/49

They are proposing for a 12½% cut. This is not the time for asking for more staff

13.2.49

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A draft letter and a draft memo submitted below for approval.

RSN 15.2.49 [illegible] 16/2/49.

ORL 18/2/49 S [illegible]

[Letter No. 50088/48-5-B2-Edn., dated 18.2.1949] — page 15 c/f.
[Memo No. 50088/48-6-B2-Edn., dated 18.2.1949] — page 16 c/f.
From the Govt. of India, Min. of Edn., No. F. 8-2/48-D I, dated 18.3.1949. page 17 c/f.

20 copies of the printed report of the proceedings of the 14th meeting of the ~~All India~~ Central Advisory Board of Education have been received. 5 of them may perhaps be sent to the D.P.I. for information. He may be asked to expedite his reply to para. 3 of the memo. on page 16 c/f. A draft memo. is submitted below for approval. After issue, Cy Section will be reminded w.r.t. 'A' on p. 12 c/f. /A

* one copy put up 11/2 pages kept in below

[illegible] 8/4/49

[Issued as Memo 50088/48-B2 Edn. d. 8/4/49]

To C1: after issue of draft w.r.t. 'A' above p 19 c/f

The D.P.I. has not yet sent his reply to Govt memo 50088/48-B2 Edn. d. 18.2.49 for orders whether he may be reminded. A draft memo is submitted. Perhaps the D.P.I. may submit his proposal separately. In this view, this file may be closed. for orders

p 16 c/f

21/6/49.

21/6/49

ECoC ORL 22/6/49

Sectional note:

Ys 20 50 25/4/49

Sub: Abstract - Central Advisory Board of Education Fourteenth meeting - Proceedings - Reply to Govt. of India Papers recorded.

Proceedings of the Central Advisory Board

~~XVIII~~ ~~XIV~~, ~~XVI~~ ~~XXIII~~ &

Items I, II (a) (iii), VII, IX, ~~XVII~~, ~~XXII~~, ~~XXIV~~ and ~~XXVIII~~

of the Proceedings:

pp 12, 13, 14
15, 16, +17
cl (7)

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130

E. & P.H.(B2).

No action seems called for.

31.7.48

DPM
19 Aug 48

by Thurston

2.

Proceedings of the Central Advisory Board of Edn.

Item II (a) (i): In regard to developments in Basic (Primary and Middle) Education the Board noted that the information furnished by the Provincial Governments was on the whole inadequate. It was, however, explained that it had not been possible for the Provincial Governments to furnish necessary material in time on account of preoccupations related to constitutional changes. The Board decided that, in future, Provincial Governments, etc., should be requested to furnish requisite information by the middle of July. In this connection the Board agreed that the forms (Annexure B) worked out by the Standing Committee would be suitable though provision should be made for the inclusion of information on specific problems which required guidance from the Centre or other Provinces and States and experiences which would prove useful to other Provinces and States. The Board decided that the Standing Committee should meet immediately after this information became available and make considered recommendations to the Board and also meet oftener, as may be necessary.

The Board hoped that the Central Government, through the Central Institute of Education or some other agency, would provide more helpful direction and guidance to the Provinces and the States in the problems of Basic Education, including its technique and methods, and the production of suitable literature for Basic Schools.

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Edn. & P.H.Dept.(B2).

The developments in Basic education have been reported to the Govt. of India recently. The Government have also taken up the question of production of suitable literature for Basic schools. The D.P.I. has submitted proposals for the appointment of an Editor and Sub-Editor, ~~and~~ for Telugu preparation of books for Basic schools in Tamil. The staff asked for has also been sanctioned.

Items II(a)(ii) and XV. The Board noted that the organisation of a comprehensive scheme of Adult Education had become imperative in view of the attainment of freedom by the country. They accordingly adopted the interim recommendations (Annexure C) made by a special Sub-Committee for the removal of illiteracy and the further education of the literates. In doing so they wished to add "open-air theatres" to the means suggested for attaining the end. The Board also decided that the scheme of general education proposed for adults should include technical education in the work in which the adult concerned is employed so that it may be interesting and profitable to him to join the classes.

The Board also decided that Adult Education wox workers should be especially trained as the whole success of the scheme depended on them.

In regard to finances, the Board agreed that a 50 : 50 basis for Provincial and Central contributions would be suitable though in the case of financially less prosperous areas a different proportion may be justified. The Board agreed that the report of the Sub-Committee and the views expressed above should be circulated to the Central and Provincial Governments and their views obtained in time to enable the Committee to make their final recommendations by March 1948.

Item III. The Board after a discussion on the difficulties, financial and otherwise, which Provincial Governments were facing in the full implementation of the Board's Plans decided to record the information supplied (Appendix B). In doing so, the Board wished to emphasize the importance of education in the national regeneration of the country and expressed the hope that Post-War Educational Development Plans would be continued and that out of the total Central grant a portion would be earmarked for Education.

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Edn. & P.H.(B2).

Item II (a)(ii) & XV

The Madras Govt. have framed a scheme of Adult education. Please see G.O.No.846, Education, dated 9-4-48. The scheme framed by this Govt. provides for ~~the conduct of~~ (1) adult schools, (2) training of teachers in adult literacy work, (3) rural colleges for adults who have already received some education, (4) citizenship training and training camps for social service workers. ~~No~~ final scheme to be framed by the committee may be awaited.

Item III I. The grant from the Centre is to cover the cost of all the post-war schemes introduced by the Province. No portion of the grant is specifically earmarked for education schemes. Presumably, the Central Advisory Bd. of Education intends that the Central Govt. should make contributions to Provl. Govt. to cover ~~one-half~~ a major portion of the cost of post-war education

schemes. A separate communication has been received from the Govt. of India whether a definite percentage of the grant from the centre should be allotted for education schemes. The matter is under consideration in the Development (P.& D.) Dept.

C

A

Was there any action with reference to 'B' above? Did we have occasion to endorse the views of 'B' above in writing to the Govt.? If so, when?

A above — No communication has been received from the Govt. of India or from any other source.

B above — No official endorsement was made. H.M. has stressed this point in his letter to the authorities at Delhi (Maulana Abdul Kalam Azad, Pandit Nehru, Sri Rajagopalachari, Dr. Sen). Please see also C above.

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Extract from the Proceedings of the Central Advisory Board of Education

Item IV:- The Board decided that the Provincial Government should be requested to submit their comments on the report relating to a Secondary School Examination Council for India, at an early date, and the action taken by the Central Government in this connection should be submitted to the Board at their next meeting. In scrutinising the causes of delay in cases like this, the Board felt that the Provincial Directorates do not possess the staff who could give the Director (of Public Instruction), the expert help that he requires in carrying out a proper examination of important proposals of this character and submit his views. The Board recommended that the Provincial Directorates should have the requisite additional staff for this purpose.

Observations of the Govt. of Delhi

~~Item IV:~~- As recommended by the Board, it is requested that Provincial Directorates may, in order to avoid unnecessary delay, be provided with requisite additional staff for carrying out a proper examination of important proposals and submit their views to the Director (of Public Instruction).

~~Item IV:~~- The Director of Public Instruction has not approached Government for any additional staff in this respect and it is not known whether there is any need for additional staff as far as this Province is concerned. The Director may perhaps be consulted in the matter. for orders.

E. & P.H.

8/

The D.P.I. suggests that a separate section should be sanctioned for his office with a junior superintendent and four clerks, (two in upper division and two in lower division) so as to enable him to deal with matters relating to Secondary Education more expeditiously. The proposals of the Director will have to be examined as Part II Scheme for 1949-50. He may be asked to submit concrete proposals in the matter ~~for~~ with an estimate of cost. /B

19/

This is for his information /P

by Butler.

Q
13.10.48

DPI
14/10/48

Pshaw — Proposal shd reach this dept. by 1.10.48 & shd go to Govt before 1.11.48. If the proposal of the DPI is accepted an extract from this letter may be taken & sent to Govt for remarks

Q
19/10/48

DPI
20/10/48

Very little time now — but we may keep 'B' above.

by Butler.

TSA
21/10/48

Item V: ~~X~~ XIII

9/

134

In regard to the medium of instruction, the Board, agreed with the views of the Chairman contained in his opening address, as to the importance of the problem in the present context and recommended that a representative committee should be appointed by the Government of India:

(i) To consider what should be the medium of the instruction and examination at the University stage.

(ii) To consider the place of the national language in ~~xxxxxx~~ secondary and higher education.

(iii) To consider the stages by which English should be replaced by the national language or regional languages as medium of instruction.

(v) To consider the steps to be taken for the preparation of text books and other requisites for implementing the recommendations made.

In regard to Scientific Terminologies the Board were of the opinion that where terms with a specific and unambiguous (religious) connotation do not exist in a particular language, the terms generally used in international scientific literature should be incorporated in the Indian languages.

The Board endorsed the recommendation of the Inter-University Board regarding the teaching and status of Physiology in educational institutions. /B

Ctrl a note

E+PH (Sri) Dept.

The report of the Committee has been received from the Government of India and it is separately under consideration.

E+PH (G13)

~~X~~/26

The Board received the report of the reference Board of Scientific Terminology in India and adopted the same (Appendix M). In particular, the Board expressed themselves in full agreement with the recommendation of the Reference Board that the technical terms generally used in international scientific literature should be incorporated in the Indian languages with the necessary prefixes and suf ixes, where words with a specific and unambiguous meaning do not exist in the Indian languages concerned (vide Item IV above)

Jp 22-23 of (X)

Jp 13 of (X)

22-26

Jp (X)

Jhvo

¶3 - A & B above

Para 2 of G.O.No. 43 Edn. 16-1-48 not fwdg

Q
20/10/48

A above

~~A above~~ The Committee appointed by this Govt. for the purpose of drawing up technical and scientific terms in the South Indian languages, has been already requested to examine the suggestion of retaining international terms without coining fresh terminologies for them. The Committee's report is awaited.

B above — Teaching and status of

of Physiology in educational institutions:- The subject was already considered in consultation with the DPI, S.E and the Universities. Please see in this connection the notes on pp 4-5 of and the letter on pp 53-54 of of Fe-o. No. 1985 Edn(-11.8.48.

(A) Through D2 re. medical curriculum.

16-10-48

28/9/48

1.10.48

Teaching of Physiology in Medical colleges Please see the letter of the Regr. Univ. of Madras on pp 33-36 of in (A) on this subject. The question of making provision for the teaching of Physiology in the Medical colleges upto the B.Sc. standard is under pending the report of a Committee constituted by the University. The question of substituting Fellowships and Scholarships in Physiology etc has been referred to the S.F. & his report is awaited

Resolution 3, p 33 of in (A)

Resolution 4 ibid

Resolution 5 ibid

19/10/48



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p 13 of (X)

p 23 of (X)

pp 114-122 of (X)

pp 124-135 of (X)

pp 126+127 of (X)

X/127

VI. (a) To receive a report on the working of the Government of India Over-seas Scholarships Scheme

(b) To receive and consider a report on problems of students going abroad for further studies with a view to both devising measures for ensuring that such students receive the necessary advice and guidance before going abroad and to ensure their welfare in the country of study.

xxx xxx xxx

The Board recorded the information supplied (Appendix E(a)) in regard to the Government of India Overseas Scholarships Scheme and noted that the final report of the Special Committee set up by the Government of India to examine the purpose and scope of the Scheme was awaited and would be made available to them, in due course.

The Board agreed that the establishment of Provincial and University Students Advisory Bureaux was important. They accordingly accepted the 1st and 3rd suggestio made under category (a) in the memorandum submitted to the Board (Appendix E(b).) In regard to suggestion No.2, therein, the Board felt that no compulsory restriction should be imposed on students seeking admission abroad on their own though they agreed that a Central Provincial Organisation should be responsible for forwarding applications for admissions abroad with its recommendations. Regarding suggestion No.4, the Board felt that it would be difficult for the Provincial Directorates to undertake the supply of regular reports, but hoped that the Central Overseas Bureau would continue the useful work of disseminating information and guidance.

xxx xxx xxx

Ed. P. H Sept

A communication has been received from the Govt. of India on the Overseas & Students' Advisory Bureau and it is under consideration.

15/10/48

12

13

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X/14

Item VIII of C.A.B. Agenda:- To receive and consider a report on the progress made by the Central and Provincial Governments in regard to the rehabilitation of students and teachers displaced in Pakistan Areas.

xxx xxx xxx

Item VIII:- The Director of Public Instruction, East Punjab, gave an account of the problems relating to the refugee students and teachers displaced in Pakistan areas and the measures already adopted to meet the situation. There was a general desire on the part of all the Provincial representatives to assist in solving the problems and the Board recommended that in order to give facilities to the students whose studies have been interrupted by unforeseen happenings in the Punjab, Sind and elsewhere, the Central and Provincial Governments be requested to consider all cases of refugee students and teachers sympathetically, especially in the matter of (1) relaxing conditions of domicile and migratory certificates (ii) granting fee concessions in necessitous cases and (iii) introducing the double shift system in schools and colleges wherever required. The Board further hoped that when more concrete demands were put forward by the affected areas they would evoke adequate response from the other areas and that speedy measures would be adopted by mutual consultation among the Directors of Public Instruction. In particular, the Board were of the opinion that the rules of recruitment through Public Service Commission may be relaxed to facilitate the employment of refugee teachers and that the conditions of service offered should approximate to those previously enjoyed by them. The Board also felt that some of the money being spent on refugee camp could more profitably be utilised for Educational Development work (e.g. opening of new Institutions) which, while contributing to nation building, would at the same time provide useful work for the displaced persons.

xxx xxx xxx

E & O. Hospl

The concessions granted by this Government for refugee students and teachers from Pakistan are as follows:-

Students

Arts Colleges:

There is no restriction in regard to the admission of Pakistan refugees if they satisfy the University requirements.

Engineering Colleges:

(1) Three seats have been reserved for refugee students from Pakistan.

(2) The Govt. have directed that applications for admission into Engineering Colleges from Pakistan refugee students should be considered on their merits (along with applications from students of

this Province) without reference to the question of domicile. In regard to age these candidates will be allowed a concession of one more year from the general age limit of 22 years.

(3) The Govt. have also directed that refugee students admitted into Engineering Colleges need pay fees only at the same rates as the students of this Province.

Teachers:

The Government of India sent lists of refugee teachers from time to time and three lists were forwarded to the D.P.I. to see whether any of the candidates mentioned in the lists could be absorbed in the Edn. Dept.

The following three refugees were appointed to gazetted posts in the M.E.S.

(1) Mr.Rupachand Mansingh Advani - as Instructor in Civil Engineering in the Engineering College, Anantapur, as a temporary measure.

(2) Mr.Jwanisingh Premsingh Moorjani - as Instructor in Survey and Drawing in the College of Engineering, Guindy, as a temporary measure

(3) Mr.Ramachand Chaurai Advani - as Professor of Electrical Engineering, A.H.College of Technology, Coimbatore, on a contract basis.

The first two did not join and ~~other~~ orders were ~~appointed~~ issued cancelling their appointments. The third has joined and is now employed as Professor in the A.H.College of Technology, Coimbatore.

In the Subordinate Services no Pakistan refugees have so far been appointed, it is very doubtful even if they are appointed they will accept the posts on account of the somewhat low salaries. But this Govt. have informed the Govt. of India that they will be prepared to consider the grant of higher initial pay in deserving cases. Where the candidates do not however possess a knowledge of the regional language of this Province there will be practical difficulties.

The Govt. of India have also been informed that such of the Asst. Lecturers in Colleges and school Assts. as are qualified may apply at the time when these posts are advertised by the M.P.S.C. The Principals of Colleges have also been instructed to consider the cases of Pakistan refugees when they apply for posts of Demonstrators and Tutors. The Divl. Inspectors of Schools have also been instructed to select Pakistan refugees for suitable posts.





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Medical Colleges:

Last year, at the request of the Govt. of India this Govt. agreed to admit 120 refugees to the Madras Stanley and Vizagapatam Medical Colleges but only about 56 students joined.

With effect from 1948-49, two seats have been reserved for the refugee medical students. In regard to the selection of students and payment of fees, Govt. have issued instructions similar to those at 'A' and 'B' on ppl ~~ante~~. 13-14 ante

MH

Finance assistance to non-muslim refugee students:-

pages 3-5 of GOMs 2726 9-2-48 (21)

The Government of India have drawn up a scheme for the grant of loans to refugee non-muslim students from Pakistan taking up collegiate and technical education, and concessions to pupils studying in the 9th and 10th classes (V and VI Forms). The scheme applies to all refugee non-muslim students and trainees from Pakistan who have arrived in the Province and who are unable to continue their studies or training for lack of funds. The Govt. have appointed the D.P.I. as the sanctioning authority in respect of these loans. Applications for loans are to be submitted by the student or his guardian through the Head of the institution concerned who is expected to verify the facts as far as possible and forward them to the sanctioning authority together with his recommendations. For the purpose of these sanctions, a schedule of expenditure on maintenance, books and apparatus, outfit and contingencies and fees is laid down in respect of the different courses of studies, but the amounts required in each case may be varied according to local and individual circumstances. Pending sanction to the loan applied for interim relief may be paid by the Head of the Institution of College upto a maximum of Rs.200/- per head, which will be adjusted against the loan when sanctioned. The student as well as the parent or guardian or surety, if any, should give an undertaking to repay the loan whether in a lump sum or in instalments

form 2 on p 1 ibid

form 2 on p 4 ibid

p 5 ibid

form 5 on p 4 ibid

form 10(1) on p 4 ibid

on rehabilitation of either of them; the amount is completely repayable in four years.

The above loans scheme applies to technical and collegiate education. For school students the following concessions are to be given to those studying in the 9th and 10th classes (V and VI Forms).

(i) free seats and full fee concessions,
(ii) exemption from payment of examination fees.
(iii) a grant upto a maximum of Rs.75/- to each student towards books, apparatus and stationery.

Similar concessions are also proposed to be allowed to deserving refugee pupils studying in the V to VIII classes.

Concessions under this scheme will be granted only to those students whose parents or guardians are without sufficient funds and the production of poverty certificate from an officer of the Revenue Department is insisted upon in each case.

The scheme has been given effect to from February 1948.

NVS

16-10-48

8PM 16/Co/48

19.10.48



Items X and XXV: The Board approved the interim report of the Committee on Curriculum of Basic (Primary and Middle) Schools and the organisation of Training Colleges and hoped that the detailed curricula and the Hand-book so badly needed by the Provincial and other authorities concerned would be made available very soon. The Board noted that the questions raised by the Government of Bihar (Appendix Z) regarding the place of craft work in Basic Schools and allied problems had already been dealt with in the interim report of the Committee and would be fully covered when the detailed curricula and the Hand-book were published.

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Edn. & P.H.Dept.(B2).

The Madras Govt. have been following the syllabuses prepared by the Hindustani Talimi Sangh for Basic schools and Basic training schools with the modifications ~~if any~~ suggested by the Advisory Board ~~of~~ on Basic Education constituted by this Government. Till detailed curricula and hand-book referred to in the proceedings become available, the present syllabuses may be followed.

31.7.48

8PM 14/Co/48

18

19

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Extracts from the Proceedings of the C.A.Bd. of Education.

Item XI:- The Board then considered the report of the Committee appointed to examine the proposals for Educational Development prepared by the Inter-Provincial Board for European and Anglo-India Education and adopted the same. It was decided that the report should be forwarded to the Central, Provincial and State Governments for necessary action.

Item ~~XI~~:- As decided by the Board, necessary action taken on the report (already forwarded) of the Committee appointed to examine the proposals for Educational Development prepared by the Inter-Provincial Board for European and Anglo-Indian Education may kindly be intimated to this Ministry in due course.

Item ~~XI~~:- The Government of India ~~want~~ desire that the action taken on the report at pp-160-167 c.f. should be intimated to them in due course. The report at pp.160-167 c.f. is the same as that at pp.43-50 c.f. of the linked file (C.No.88657 C1/47.) In that file the recommendations in that report have been referred to the Provincial Board for consideration and the D.P.I. has been asked to obtain and forward to Government with his remarks, the views of the Provincial Board on the various recommendations. The D.P.I.'s report in the matter is awaited. An extract of the letter at p.232 c.f. ~~will~~ may be taken and added to the linked file so that when orders are passed finally in that file, they may be communicated to the Government of India.

17.7.48

22/7/48

O.T.O

Item XII.

The Board then considered the appointment of a Committee to examine the existing financial resources for education and the programme for educational development in all Provinces and States and to make suggestions to ensure that Educational Development is not held up for want of funds. The Board noted that all the Provincial and State Governments were anxious that their programmes of Educational Development should not be cut short for want of funds. There was also a unanimous demand that out of any funds that should be made available by the Central Government for development work, a definite portion should be earmarked for Education. The Board decided that the Chairman should appoint a Committee of Educational and other experts to go into the whole question.

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Edn.& P.H.Dept(B2).

At present Post-war schemes relating to Education are financed practically from Provl. funds. The funds available with the local bodies are very limited in spite of the fact that the rates of education tax have been raised to the maximum extent possible in many cases. Private managements do not have sufficient resources to share any portion of the cost of the Post-war Plan. The Madras Govt. have framed all plans of post-war educational development on the assumption that the entire cost would fall on ~~provincial revenues~~ Govt grant. As already noted, the Govt. of India have sent a separate communication on the question whether a percentage of the grant made available from the Centre should be ~~ar~~ earmarked for Education. The recommendations of the Committee to be appointed by the Central Advisory Board may be awaited.

22

Extract from the Proceedings of the Central Advisory Board of Education. 23

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Item XIX:- The Board then considered certain suggestions made by the Government of West Bengal in regard to the organisation of the school medical service and school clinics (Appendix T). The Board were not in favour of the scheme. They, however, felt, in agreement with the Standing Committee, the desirability and necessity of every teacher of Basic School going through a course of Physical Education as integral part of his training. The Board also decided to recommend the establishment of centres for the training of teachers in Physical Education in the Centrally Administered Areas-

Item ~~XIX~~:- The Board, in agreement with the Standing Committee, felt that it was desirable and necessary that every teacher of Basic School should go through a course of physical Education as an integral part of his training. The Board also recommended the establishment of centres for the training of teachers in Physical Education in the Centrally Administered areas. I am accordingly to request that suitable action may be taken by the Provincial Government/ you in the light of the Board's recommendations.

Item ~~XIX~~:- It is understood that the teachers trained for basic schools in this Province ~~have to~~ undergo a course of Physical Education. However the D.P.I. may be consulted on the point for definite information. ~~Subject to orders a draft memo is sub-~~

24

The D.P.I. suggests that Secondary Grade teachers may be deputed for training in Physical Education. The reference in the recommendation of the Central Advisory Board is to the teachers in Basic schools. The suggestion of the Director seems to cover all types of schools, Basic, Elementary and High schools. According to the Director, the expenditure on the cost of deputation will have to be met from Govt. in the case of teachers trained for Govt. schools and for schools under private management. In the case of local bodies, the intention of the Director is that the expenditure ~~will~~ be met by local bodies from their own sources. For orders whether the suggestion of the Director may be accepted. She circular may be asked to submit detailed proposals with estimate of cost.

13.10.48

25

142

(1) Item XX:- The Board, in agreement with the Standing Committee, noted that they had already agreed that no provision for English should be made in the Junior Basic School, i.e. up to Class V, and that the problem raised by the Government of Assam (Appendix U (a)) was of a local character to be decided in accordance with the principles accepted by the Board and adapted to the local situation.

(2) The Board then proceeded to consider the state of Secondary Education in the country and in view of its importance in the whole structure of the educational system, decided to recommend that a Commission may be appointed by the Government of India to review the present position of Secondary Education in India and to make recommendations in regard to:

(a) aims and objects and scope;
(b) content and methods.
(c) organisation.
(d) Examination or other methods of assessment of results.
(e) Arrangements for the training of Secondary school Teachers.
(f) Any other problems related to Secondary Education which the Commission may consider relevant.

Office note

E Dn & P H (Edn) Deptt.

(1) above : The Govt. have already ordered that the teaching of English in Elementary schools and primary departments of Secondary schools should be abolished — vide No. 1128 Edn dt 6.6.1948 no action is therefore necessary on this point.

(2) above :- The report of the Committee on Secondary Edn in India has been received and the Government of India have asked for the comments of this Government on it. The matter is ~~separately under consideration~~ to be discussed in Cabinet

Copy at (2)

16-10-48

4/9/48.
Edn
20.9.48

Item XXI:- The Board noted the appointments made by the Chairman in the vacancies on the Standing Committees and decided to record the information (Appendix W(a)

Item XXI : The Board then considered the question of modification in the course of training for teachers in Secondary schools, as suggested by the Govt. of West Bengal (Appendix V) and decided that the question should be referred to the proposed Secondary Edn. Committee - (vide item XX above).

Office Note

E+PH (PH) Deptt.

In order to secure a good number of teachers for the schools in this Province, it has been suggested that 'Teaching Practice' may be included as one of the subjects for study in High schools under the diversified courses of studies. The intention is to grant scholarships to those students who take to this course and to reduce the period of Secondary grade training in these cases to one year - instead of the period of two years that is in vogue at present. The proposal is under consideration and no final decision has been arrived at.

File sent to PPS to SHPr for consideration at the Informal Meeting grams.

Thro'

Education Department.

From

The Director of Public Instruction,
Madras

To

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

R.C.No.3632-E2/48 dated 5th August, 1949.

Sir

Central Advisory Boards of Education--14th meeting--Deputation of Secondary Grade teachers for training in Physical Education--Estimate.

Reference:-Government Memorandum No.50088-B2/48-2 Education dated 10.11.1948.

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With reference to Government Memorandum cited above, I enclose herewith copies of letters R.C.No.168/49 dated 16.4.1949 and R.C.No. 650/49 dated 2.6.1949 as well as of U.O.Note R.C.688/49 dated 23.3.1949 received from the Chief Inspector of Physical Education,Madras containing the proposals for deputing Secondary Grade Teachers for training in Physical Education with an estimate of cost involved. I generally agree with his proposals. The question of providing additional facilities at the Y.M.C.A.College of Physical Education, Saidapet in order to meet the requirements of the increased number of candidates for admission may be taken up for consideration after Government reach a decision on the deputation of Secondary Grade teachers.

Yours faithfully,

For Director of Public Instruction.

ks.R.S.

Copy of U.O.Note R.C.688/48 dated 23.3.1949 of the Chief Inspector of Physical Education,Madras to the Director of Public Instruction,Madras.

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There are 424 secondary schools for boys and 21 secondary schools for girls under the local bodies according to the figures in the latest list of schools in the Presidency corrected upto 1.9.1948. It is not possible to give accurate information as to the number of Physical Education Teachers-.Men and Women--that are still required for these schools in the ratio of one teacher for every 250 pupils in secondary schools for boys and for girls and in the ratio of one Physical Education teacher(Woman) in boys schools having more than 75 girls on rolls, since correct data upto-date is not available in this office. It will take some weeks if schools are circularised to furnish the necessary information.

However, certain data was collected in respect of the number of physical education teachers required for all the schools in this Province with reference to Director's U.O.No.2191-E1/48 dated 9.8.1948, and a reply was submitted in this office R.C.No.379/48, dated 21.10.1948 on the basis of the information received till then. With this information it may be said that about 250 men physical education teachers and 50 women physical education teachers may be still required for schools under local bodies.

The position with reference to grant of subsidies each year to Local Bodies does not however depend on the number of teachers yet required but on the maximum number that can be admitted for the training at the Y.M.C.A. College. The peak figures of admission at the College of the year 1948-49 are as follows:-

| Grade. | Deputed by Local Bodies. | | Deputed by aided management. | | Private | |
|---|---|---|---|---|---|---|
| | Men. | Women. | Men. | Women. | Men. | Women. |
| Diploma. | 2 | - | 2 | 1 | 2 | 1 |
| Higher Grade. | 23 | - | 21 | 4 | 5 | - |
| Lower Grade. | 8 | - | 9 | 1 | 12 | 3 |

Additional admission depends on increased facilities at the College for hostels, lecture rooms etc. Perhaps immediately the College may be subsidised to provide for accommodation for an additional 50. (The cost of this will be discussed later) Granting that a percentage of this 50 are deputees from local bodies the maximum from local bodies that can be admitted every year will be about 50 men and 10 women for all grades - Diploma, Higher and Lower. Taking the proportion of candidates for these 3 grades from the peak figures of 1948-49, the candidates from the 3 grades may be approximately:- Diploma 5 per cent, Higher Grade - 75 per cent and Lower Grade 20 per cent.

The cost of deputation of the maximum of 50 men candidates and 10 women candidates every year to local bodies in the proportion above stated will be thus:-

| | MEN (total 100) | | Women (total 25). | |
|---|---|---|---|---|
| Diploma 5% | Rs. 869 x 3 .. | 2607 | Rs.869 x 1 .. | 869 |
| Higher Grade 75% | Rs.840 x 35 .. | 29400 | Rs.840 x 7 .. | 5880 |
| Lower Grade 20% | Rs.811 x [illegible] .. | 9732 | Rs.811 x 2 .. | 1622 |
| | | 41739 | | 8371 |

Total for both men and women Rs. 50110/-/-,

This cost is in addition to the pay of the deputed candidates if permanent employees or approved probationers. It is not possible to estimate this because this will depend on whether the deputed candidates is a permanent employee or approved probationer. Generally speaking such candidates are few and perhaps it may not be necessary to include this expenditure in the present estimate.

The expenditure that may have to be incurred for providing additional facilities at the Y.M.C.A.College for an additional 50 admissions will be (a) for an extra lecture hall (b) for 5 hostel units of the type now put up at the College, namely dormitory type, (c) for atleast one more lecturer for the men students section and one more for the women students section (d) for furniture for the extra 50 and (e) for other requirements like games equipment, library books, journals and magazines etc. The figures given below are approximate:-

| | | |
|---|---|---|
| (a) additional lecture hall | .. | Rs. 25,000/- |
| (b) 5 hostel blocks(each Rs.5,000/-) | .. | Rs. 25,000/- |
| (c) Additional furniture at average of Rs.100/- per each candidate. | .. | Rs. 5,000/- |
| (d) Other requirements. | ... | Rs. 5,000/- |
| | | Rs. 60,000/- |

Of the above Rs.60,000/- Rs. 55,000/- for items, a, b and c will be non-recurring and Rs.5,000/- for other requirements recurring.

The pay of lecturers will also be recurring. The scale of pay at the College now is ~~Rs.150-4~~ Rs. 150-7½-325. The average of the scale works at Rs. 236¼/- p.m. For two lecturers, the additional recurring expenditure per annum will be Rs.236¼ x 12 x 2 .. 5670/- excluding allowances.

Thus the additional expenditure for providing facilities at the College will be approximately Rs. 65,670/-. The College will not be in a position to meet any of this extra expenditure since the latest budget figures of the College show a deficit. Government will have to meet the entire cost.

A querry is raised in the notes of one of the sections whether the trainees are S.S.L.C. or Graduates. The position is this:-

(a) L.T. Graduates are to be deputed for the Diploma course from secondary schools with a strength of over 750 for employment as Physical Director in these schools.(Vide Director Proceedings R.C.No. 10381-D3/46 dated 3.11.1946.)

(b) Completed or Eligible S.S.L.Cs. with the secondary grade Teachers Certificate or the passed Intermediate, in Arts Certificate or the undergraduate certificate of the University are to be deputed for the Higher Grade certificate course to be employed as Physical Education Teachers in Complete Secondary Schools (Rule 13 M.E.R.).

(c) Completed S.S.L.Cs. are to be deputed for the Lower Grade certificate course to be employed as Physical Education Teachers in incomplete secondary schools or as Assistants in complete Secondary school (Rule 13 M.E.R. and Proceedings Dis.No.1194/40 dated 9.3.1940 of the Director of Public Instruction,Madras.).

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Copy of letter R.C.No.650/48 dated 2nd June 1949 from the Chief Inspector of Physical Education,Madras 6 to the Director of Public Instruction,Madras.

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Central Advisory Board of Education 14th meeting--Deputation of Secondary Grade Teachers for training in Physical Education--Estimate.
Refce.:--Proceedings Roc.No.3632-E2/48 dated 27th May 1949.

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With reference to the Director's Proceedings cited above I write to submit that estimate of cost involved on account of the proposal to depute Secondary Grade teachers who are employed in Government and aided schools for Physical Training was submitted to the Director in this office R.C.No. 168/49, dated 20.3.1949 and 16.4.1949. (Vide Director's Proceedings R.C.No. 4351-E2/46 dated 6.4.1949) and R.C.No.155/49 dated 10.3.1949 and 16.4.1949 (Vide Director's Proceedings R.C.No.529-E2/49 dated 31.3.1949.

The approximate cost of expenditure to be incurred in deputing 10 candidates for filling up vacancies in Government schools in the first two years will be Rs.10,000/- per annum and Rs.5,000/- from the 3rd year. Ten candidates per year may be deputed in the 1st and 2nd years and 5 candidates from 3rd year onwards.

The approximate estimate of expenditure that may have to be incurred in deputing 40 candidates employed in aided institutions for Higher Grade course every year is Rs.30,000/- per annum. If the Government sanction a grant equivalent to the ⅔ of the amount spent by local bodies in deputing candidates for training in various grades plus a stipend of Rs.18/- per mensem per candidate for ten months, the management of aided institutions will avail themselves of the opportunity and depute more candidates. To meet the expenditure of the extra number of candidates that may be deputed by managements, if the Government should extend this concession, an additional sum of Rs.10,000/- has to be added on to the above figure. This figure may be increased to Rs.50,000/- at a later date, when many more schools would like to take advantage of this concession.

In this connection I invite the kind attention of the Director to this office letter Roc.No.86/49, dated 6.4.1949 wherein proposals were submitted for the increase in the number of stipends from 30 to 50 and also to increase the rate of stipend from Rs.18/- p.m. to Rs.30/- per mensem.

/True copy/.

Copy of letter R.C.No.168/49 dated 16.4.1949 from the Chief Inspector of Physical Education,Madras 6 to the Director of Public Instruction,Madras.

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Physical Education--deputation of candidates for training for filling posts in Government schools.
Refce.:-This office R.C.No.168/49 dated 20.3.1949 and R.C.No.4351-E2/46 dated 6.4.1949 of the Director of Public Instruction,Madras.

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In this office letter Roc.No.249/46 dated 2.9.1946 proposals were submitted to the Director of Public Instruction,Madras for the deputation of 10 candidates for training in Physical Education in 1946-47 in the first instance. The number of persons to be deputed for training on stipend during subsequent years can be taken up in April of every year. In the proposals submitted in 1946 it was suggested that the candidates for the Higher Grade certificate in Physical Education(men) might be given a stipend of Rs.30/- p.m. i.e. the initial pay of the Higher Grade Physical Training Instructor since changed and a plus special pay of Rs.10/-. As the conditions have in addition to their pay the Government have sanctioned full expenditure local boards and Municipal salaries in the case of trainees deputed by the Councils, it is suggested that a similar

xx concession may be extended to Government servants also. Hence the question of granting stipends may be cancelled as Government will have to meet the entire expenditure.

The approximate cost of expenditure to be incurred in deputing 10 candidates for training in the first two years will be Rs.10,000/- per year and Rs.5,000/- from the 3rd year. ~~Then~~ Ten candidates per year may be deputed in the 1st and 2nd years and 5 candidates from 3rd year onwards.

/True copy/.

D. O. Lancaster
11. 8.48

For Director of Public Instruction.

Physical education – Central Advisory Board of Education – 14th meeting – Deputation of Secondary grade teachers for training in Physical education

From the D.P.I No 3632 – E2/48 dated 5-8-'49
Memo No 61504-C1/49-2 Edu dated 3-9-49

The D.P.I is informed that the proposals made in his letter cited above should be deferred.

3/9/49

3/9/49

To 1. The D.P.I

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E. & P. H. Dept. [C1]

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From the D.P.I., No.3632-E2/48, dated 5th Aug. '49.

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Central Advisory Board of Education - 14th meeting - Deputation of Secondary Grade teachers for training in Physical Education - Estimate.

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The Central Advisory Board of Education at its 14th meeting considered certain suggestions made by the Govt. of West Bengal in regard to the organisation of the school medical service and school clinics. In that connection the Board expressed the desirability and necessity of every teacher of a Basic school going through a course of Physical Education as an integral part of his training. The Govt. of India while forwarding the proceedings of the Board requested that suitable action might be taken by the Provincial Govts. in the light of the Board's recommendation.

In the scheme of Basic education introduced in this Province teachers are trained in Basic schools undergo a course of Physical Education. With a view to make the position clear a reference was made to the D.P.I. on the point. He expressed the view that a special training should be given to all secondary grade teachers in Physical education. According to him teachers in Govt. schools should be deputed for training in Physical education at Govt. cost. Subsidies and grants should be paid towards the cost of training in Physical education of teachers under local bodies and private managements. As the proposals of the Director might involve large commitments to Govt. he was asked to submit detailed proposals so as to enable the Govt. to decide the issues raised.

The Director's letter in the c.f. is the reply to the general reference issued to him. From the particulars in the c.f. it will be seen that the addl expenditure connected with the deputation of teachers for physical training is rather large.

It may be left to local bodies and private managements of schools to arrange for the training of ~~their~~ teachers in their schools in Physical education. If they apply for subsidies or grants the proposals may then be considered. At present local bodies have been permitted to depute their teachers for training in physical education and to meet the cost from their own funds. In the circumstances it appears that the proposal of the Director may perhaps be confined to ~~G~~ovt. schools alone. If this view is concurred in the Director may be asked to submit revised proposals with ~~an~~ estimate of cost.

It may be noted that the whole question arose from the suggestion of the Central Advisory Board of Edn. that teachers in Basic schools should receive a course of training in Physical education. The Director has applied the suggestion to other types of schools and other managements also. There does not appear to be any real need to take up the question of training of teachers in Physical education in institutions other than Basic schools. In the case of Basic schools the teachers employed in these schools ~~have~~ have already received training in Physical education. In the circumstances it does not appear that any further action seems called for. If it is considered that physical training should be given to teachers in institutions other than Basic schools perhaps the proposal may be confined to the Govt. schools alone as suggested at 'A' above.

Finance may see for remarks before circulation.

DSM 17/8/49

Finance (Edn)

Notes on pp 1-2 above may be perused. Finance may kindly agree with the views of EH U O at 'B' above.

2. As regards the special training in Physical Education to all secondary grade teachers in institutions other than Basic schools, Finance may advise whether the proposal involving a large extra cost is to be proceeded with, but which does not seem to be imperatively essential, be deferred in view of the existing financial stringency.

DSM 28/8/49

FIN. U.O. SA178/Edn. 1 25/8/49

ASSISTANT SECRETARY TO GOVERNMENT 20 AUG 1949 65357

Above Finance department is against the proposal to give Special training in Physical Education to all Secondary grade teachers in institutions run by Govt.

~~It is for consideration whether the proposal may be pursued further after obtaining an estimate of the expenditure involved in the proposal as suggested at A on the previous page.~~

The proposals may be deferred.

DSM 31/8/49

31.8.49

DSM 31/8/49

1/9

H.T. (Edn)

H.T. (S & L)

DSM 29

A draft memo is submitted

DSM 3/9/49

3/9/49

3/9/49.

EH. H.U.O

No. 61504-C1/49-Edn

19-8-49.

ASSISTANT SECRETARY TO GOVERNMENT 54178 22 AUG 1949 FINANCE DEPARTMENT

20/8/49

SECRETARY, EDN. AND P.H. DEPT. 2 SEP 1949 GOVERNMENT OF MADRAS