

EDM (1950) Department.

D SERIES.

G.O. NO.

512

Dated

17-2-50.

Page 7 of
Close
x

[Despatch Abstract.]

Central Advisory Board of Edu - XV Meeting
Views of Madras Govt - forwarded to Govt
of India - Papers Recorded.

Back Papers.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

Further Papers.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.
Letter	6489	C/SO-1 Edu	28.4.50				

C. No.

Department.

Seott. II-74.

List of records put up

Number.	Date.	Department.	Signature of Clerk putting up the paper.	Signature of Clerk removing the paper.

(P.T.O.)

No. F.5-1/49-D.I.
GOVERNMENT OF INDIA.
MINISTRY OF EDUCATION.

NEW DELHI 3, the 12th May, 1949.

From

The Secretary to the Government of India.

To

- 5) The Secretary to the Government of Madras,
Education & Public Health Department, Madras.

SUBJECT: PROCEEDINGS OF THE 15TH MEETING OF THE CENTRAL ADVISORY
BOARD OF EDUCATION - ACTION TAKEN.

27209
(X) Sir,

I am directed to forward herewith for your information a
cyclostyled copy of the proceedings of the 15th Meeting of the
Central Advisory Board of Education held at Allahabad in January,
1949. Printed copies of the proceedings will be sent to you as soon
as they are ready. A copy of the recommendations of the Standing
Committees of the Board referred to in the proceedings is also
attached. The Government of India accept in principle the recommend-
ations made by the Board. Your attention is specially invited to the
following items for necessary action:-

(P.T.O)

*This letter
concludes with
p.5 up*

4
Items II(a) and (b), V(d), X, XVI and XVIII(b).

2. It is requested that the action taken on the various recommendations of the Board may kindly be furnished to this Ministry by 1st September, 1949 at the latest.

Yours faithfully

B. Chatterjee
for SECRETARY

No. F.5/49-D.I.
GOVERNMENT OF INDIA.
MINISTRY OF EDUCATION.

NEW DELHI 3, the 23rd May, 1949.

From

The Secretary to the Government of India.

To

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

40127
Subject:- PROCEEDINGS OF THE 15th MEETING OF THE CENTRAL
ADVISORY BOARD OF EDUCATION.

Sir,

I am directed to state that this Ministry letter No. F.5-1/49 D.I. dated the 13th May, 1949, on the above subject, may be considered as cancelled.

The Government of India accept in principle the recommendations made by the Central Advisory Board of Education at their last meeting held in January, 1949. The following recommendations of the Board are, however, still under the consideration of the Government of India and their decision will be communicated to you in due course:-

Item V (a) - Recommendation No. XV made in the Report of the Committee on Secondary Education in India.

Item V (c) - Paragraph 5 of final Report of Adult (Social) Education Committee.

Item V (d).

Copies of the Proceedings of the Board and their Standing Committees have already been sent to you with the letter under reference.

Yours faithfully,

Bina Chatterjee
(Bina Chatterjee),
For SECRETARY.

KVN:
23/5/49.

SPM (B2) Dept
Please see the communication received from
the Govt of India above. No action is ^{now} necessary on the letter on
pp-1-839 at present. This may be over till 2.7.49

16. P. 5-1/49-D.I.
Government of India.
Ministry of Education.
New Delhi 3, the 13th June, 1949.



From The Secretary to the Government of India.

To

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

46250

Subject:- PROCEEDINGS OF THE 15TH MEETING OF THE CENTRAL
ADVISORY BOARD OF EDUCATION - ACTION TAKEN.

Sir,

In continuation of this Ministry's letter No. P.5-1/49-D.I,
dated the 23rd May, 1949 I am directed to state that action,
wherever indicated, may kindly be taken on the following items:-

Item V(a) & Item XIX

It is requested that necessary action to implement the re-
commendations made in sub-paras (iii), (v), (vi), (vii), (viii), (ix) and
(xiv) of para 15 of the Report of the Committee on Secondary Edu-
cation may kindly be taken, as also on the recommendations con-
tained in sub-paras (iv) & (ix) (of para 15 of the Report), as
amended by the Standing Committee.

The question of the appointment of a commission or committee
for Secondary Education is under the consideration of the Govern-
ment of India. If and when such a commission (or committee) is
appointed, the questions raised in sub-paras (i), (ii) & (xiii)
of para 15 of the Report and the question raised in item xix of
the agenda will also be referred to it.

Item V(d).

As already intimated, the recommendations contained in the
Report are still under the consideration of the Government of
India. In the meantime, it is requested that action on resolu-
tion (2) of the Board under this item and on sub-paras (iii),
(iv), (v) & (vi) of para 36 of the Report may kindly be intimated.

It is further requested that the remunerative aspect of the
Basic Education Scheme may kindly be explored with due regard to
the educational interests of the pupils.

P.T.O.

182 (X) 11-12-48
Item V(e).

The attention of the Provincial Government is particularly drawn to resolutions (1), (3), (5) & (6) of the Report of the Standing Committee of the Central Advisory Board of Education on Basic Education for necessary action. Steps may also be taken for the production of suitable literature for Basic teachers and pupils.

It is also requested that information required under resolution No. (4) may kindly be furnished to this Ministry at an early date.

111 (X) Item X.

As desired by the Board, it is requested that details of the present procedure followed in your Province for recording the ages of School children may kindly be intimated to this Ministry, to enable the Board to evolve a uniform procedure.

Item XV(i), (ii) & (iii). 111 (X)

Necessary action on the recommendation of the Board in respect of item (i) viz. that the Government of India should appoint a committee to work out the details of the scheme for production of Juvenile literature, is being taken.

Item XVI. 111 (X)

As recommended by the Board, it is requested that steps may kindly be taken to have at least one school for mentally and physically handicapped in your Province.

Item XVIII(a). 111 (X)

Your attention is invited to the resolution of the Board under this item.

2. It is requested that all the information required by the Board may kindly be furnished to this Ministry at an early date and not later than 1st September, 1949.

Yours faithfully,

B. Chatterjee
for Secretary.

Appendix D(e).

MEMORANDUM. 1 9

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item V(e) of Agenda.

Fifteenth Meeting: Allahabad.
January 6, 7, 8 & 9, 1949.

Report of the Standing Committee of the Central Advisory Board of Education on Basic Education.

.....

The Report of the Standing Committee of the Central Advisory Board of Education on Basic Education which met on September 3, 1948, is attached herewith and is submitted for the consideration of the Board. 111-TH

'SRG'
500-1/12/48-D.

(5) 11

REPORT OF THE STANDING COMMITTEE OF CENTRAL
ADVISORY BOARD OF EDUCATION ON BASIC EDUCATION.

The Committee met on the 3rd September 1948 in the Secretariat Building, North Block. The following members were present:-

1. Mr. Zakir Husain (Chairman).
2. Shree Ananthasayanam Ayyangar.
3. Mrs. Zarina Currimbhoy.
4. Miss Amal Prabha Das.
5. Mr. Harihar Misra.
6. Shree Chuni Lal Sahney.
7. Mr. K.G. Saiyidain.
8. Mr. Trilochan Singh.
9. Shree U.S. Tomar.
10. Shree Rama Saran Upadhyaya.

No representative was sent from West Bengal.

Dr. Tara Chand, Secretary, Ministry of Education and Prof. Humayun Kabir, Joint Educational Adviser to the Government of India, also attended the meeting.

Mr. L.R. S^{thi}, Deputy Educational Adviser to the Government of India, acted as Secretary.

II. The agenda for the meeting is given in Annexure I and the Memorandum prepared by the Ministry of Education is given in Annexure II. (not attached).

III. The Committee first examined the statements detailing the progress of Basic Education and the training of Basic teachers which were submitted by the different Provinces and States. The Chairman then called on the representatives of the Provinces to give short accounts of the working of the Basic system in their respective Provinces. The main difficulties, the Provincial Governments had to face, were training sufficient number of Basic teachers and finding suitable accommodation for the Basic Schools. Though some of the Provinces had attempted to prepare a few text-books for the Basic Schools, there was still a great demand for suitable literature both for teachers and pupils. Most of the Provinces

12
-2-
could not yet introduce correlation of school subjects with the basic craft to the extent the Basic system emphasized. It was also felt that the Basic teachers in all the Provinces were not getting the salaries they should. But this was solely due to lack of sufficient financial resources.

IV. The Committee carefully deliberated on the various impediments in the way of progress of Basic Education in the Provinces and States and passed the following resolutions:-

1. This Committee of the Central Advisory Board of Education notes with regret that the progress in the construction of school houses is very unsatisfactory and considers it necessary that inspite of the many difficulties the work should be taken in hand urgently. It therefore recommends that the Central Advisory Board of Education should take steps for a review of the problem of Basic School houses with the object of collecting accurate and reliable data about economic methods and materials of construction. If necessary, the Board should institute for the purpose a nation wide competition to find out keeping in view local conditions:

(a) The most suitable and economic plan for a school house and

(b) the most economic type of building materials and methods of construction.

2. This Committee is of opinion that the proper development of Basic Education is being seriously handicapped for want of suitable literature both for Basic teachers and pupils. It, therefore, recommends that the Central Advisory Board of Education should take immediate steps for the publication of literature of the following types:

(a) Booklets for students on subjects taught in Basic Schools.

(b) Booklets on the teaching of Basic crafts.

(c) Handbooks for the guidance of teachers of Basic Schools.

P.T.O.

13- 13/ (a)
(d) Booklets on corelation actually practised in Schools.

(e) Accounts of useful experiments in the field of Basic Education.

(f) Bibliographies of useful books of reference in various languages pertaining to Basic Education,

and

that in order to carry out the above objectives the Government of India should establish a small unit which should act in close cooperation with the Provinces and leading institutions of Basic Education.

3. The Committee endorses the earlier view of the Central Advisory Board of Education that the full training course of Basic teachers should last for 2 years, though in view of the present shortage of teachers, this period may be reduced to one year, provided that the teachers within the next 5 years undergo another year's training by either one annual or two six monthly courses.

4. This Committee is of opinion that the Central Advisory Board of Education should examine the actual working of correlation between crafts and academic subjects at the different stages of Junior and Senior Basic Schools in the different Provinces and collate the experience gained and publish it for the guidance of teachers and other workers in this field.

5. This Committee recommends that the Central Advisory Board of Education should carefully study the experience gained by Bihar and Orissa where the income obtained from craft work by the pupils of the Basic Schools has been sufficient to meet a part of the school expenditure and the Board should advise all Provincial Education Departments to explore this remunerative aspect of the Basic Education Scheme with due regard to the educational interest of the pupils.

6. This Committee recommends that in order to make work in the field of Basic Education effective and progressive and to make its full impact felt on the life of the community other

P.T.O.

Provinces should establish at least one suitable centre consisting of the following institutions which will work in close relationship with one another:-

- (a) 1 Post-Graduate Basic Training Centre(if possible).
- (b) 1 Basic Training College.
- (c) 1 and more practising Basic schools.
- (d) 1 Post-Basic School.
- (e) 1 Social Education Centre.

These institutions should, as far as possible, be residential and provided with adequate land and workshops for the students to practise their crafts. The students should be encouraged to live community life and take an active part in the social reconstruction of the villages round about the centre. The Education Department, if necessary, should take help of other Government Departments to run these institutions successfully.

The Committee ended with a vote of thanks to the Chair.

'SRG'
500-1/12/48-D.

15

27928 B2/49-1
Ref. M
18/6/49
177

25.10.48 Dep
Educ. d. 5-7-49
on Security to the Govt. of
Munib, J. E.
New Delhi

Ref. your letter of 6-5-49
by Dr. J. B. S. up to
Central Advisory Bd. of 25
Meeting - Proceedings -

I am to request
that a copy of the report of the
Committee on Security etc. may kindly
be forwarded to Govt. for ref.
J. B.

4/7/49

Revised on 10.8.49

No.F.5-1/49.D.I.
Government of India
Ministry of Education

New Delhi 3, the 14th July, 1949.



The Secretary to the Govt. of India

To

55153

27928

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

Sir,

With reference to your letter No.27928 B 2/49-1 dated 5th July, 1949 I am directed to forward herewith a copy of the Report of the Committee on Secondary Education in India (pamphlet No. 52)

Yours faithfully,

B. Chatterjee

(B.CHATTERJEE)
for Secretary.

MITTER.*

27928 B-2
F 7.49
10/8



(12) U / 17
D2

No. F.5-1/49-D.I
Government of India,
Ministry of Education.

NEW DELHI, THE 22nd SEPT., 1949.

From:- The Secretary to the Government of India.

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

73602

Subject:- 15th Meeting proceedings of the
Central Advisory Board of Education -
Action taken. -----

Sir,

I am directed to refer to this Ministry's
letter No. F.5-1/49-D.1, dated the 13th June 1949 on
the above subject and to request that the information
required by the Board may kindly be furnished to this
Ministry immediately.

Yours faithfully,

B. Chittur
for Secretary.

Sunder/50.
21.9.1949.

Edn. & P.H. Dept. (B2).

Letter/Ms. No. 27928 B493 Edn. dated 25.4.50.

To
The Secretary to the Govt. of India,
Ministry of Education, New Delhi. (with encl)

Sub:- Proceedings of the Central Advisory Board
of Education. - XI Meeting

In reply to your letter No. F.5-1/49-D.I. dated
13th June 1949, on the subject mentioned above, I am to
forward a memorandum stating the views of this Government
and the action taken by them on the several recommendations
of the Central Advisory Board of Education made at its
15th Meeting held at Allahabad in January 1949.

Yours faithfully,

Copy to D.P.I.

(with a copy of
page 3 to 6)

Memorandum.

Items V (a) and XIX of the Proceedings:-

The views of Government of Madras on the report of the Committee on Secondary education have been communicated to ^{the} Government of India with this Government's letter No. 43483-B1-10, Edn. dated 1-4-49. A further communication will be sent on the question of teaching Hindustani in secondary schools and about the pay and conditions of service of teachers in these schools.

Item V (d), Resolution No.2:-

The Government drew up as early as in 1944-45 a plan for the introduction of compulsory ele. education up to V Standard within a period of 10 years. Under that plan it was thought that the 40 lakhs of children who were not attending schools would be brought under instruction within the 10 year period. The scheme was introduced on a limited scale during the year 1945-46 in selected villages in each district in the province. It was extended during the years 1946-47 and 1947-48. During the three years over 5 lakhs of children have been brought to schools. The extension of the scheme after 1947-48 was suspended, as it competed for the limited funds available, with the extension of basic education, which the Government considered should receive priority. In the circumstances, it may not be possible to act on the resolution regarding the introduction of compulsion for ~~the~~ children of the age group 6 to 11 within a period of 10 years. At the same time, Government are examining why compulsion should not be applied to all ^{pupils} ~~students~~, once enrolled. About 70% of those enrolled ^{now} do not reach the V Standard and therefore fail to acquire literacy. If they can be compelled to complete the minimum period required for literacy, the illiterate population would be substantially reduced, without proportionate expenditure.

Sub-para (iii) of Para 36:

In the present finances of the Province it may not be

p.1 of sectional notes.

pp. 50-51 c.f. of (M)

p. 3 of sectional notes

possible to adopt a minimum salary of Rs.40/- for teachers of all grades though in the opinion of this Government the ideal should be realised eventually. The scales of salaries exclusive of dearness allowances in force for teachers in elementary schools are as indicated below:-

Teachers.	Pay in Govt. schools.	Pay in schools under Local Bodies.	Scales of grant for teachers in schools under private management and panchayats.
	Rs.	Rs.	Rs. xxx
1. Lower ele. grade.	23-1-35	23-1-33	18/-
2. Higher ele. grade.	30-1-50	30-1-45	25- $\frac{1}{2}$ -30
3. Secondary grade.	45-3-60-2-90	40-1 $\frac{1}{2}$ -55-2-75	35-1-45

Sub-para (iv) of para 36:

Under the Madras Educational Rules there should be ^{a teacher for every} 40 pupils ~~for each teacher~~ in secondary schools. The number of teachers per school is generally determined with refce. to the distribution of pupils in the several classes. The question of improving the ratio will be considered as and when finances permit and there is evidence that the efficiency of teaching demands this.

Sub-para (v) of para 36:

Shift system has been introduced in a number of elementary and secondary schools in this Province.

Sub-para (vi) of para 36:

The recommendation of the Committee is generally agreed to.

Item V (e) of the Proceedings. Resolution No.(1):-

The Madras Government have constructed 20 buildings for basic training schools under their management. In respect of basic schools under local bodies and private agencies, the basis of grant has also been increased from one-half to three-fourths of the cost so as to encourage the construction of buildings for basic schools in large numbers. Under the revised procedure a basic

school will be eligible for a maximum grant of Rs. 9,000/- or 15,000/- according as it is of the Junior or Senior basic type.

Resolution No.2:- The Government have appointed necessary staff for production of literature for basic schools. The staff is making progress in the matter.

Resolution No.3:- This Government do not consider that the present period of training (2 years) should be curtailed as indicated, as this will affect the efficiency of the training most necessary for the success of basic education.

Resolution No.4:- The Government agree that the actual working of co-relation between craft and academic subjects should be investigated. The Provincial Basic Education Board or a Sub-Committee of it will be asked to look into the matter. A further report will be forwarded in due course.

Resolution No.5. Remunerative aspect of Basic education:-

The remunerative aspect of basic education has not yet been fully examined. It will be done in due course.

Resolution No.6:- Proposals in this behalf have been called for from the Director of Public Instruction.

Item X of the Proceedings:-

Under the existing practice, the date of birth of children as reported by guardians is accepted without further scrutiny both in elementary and secondary schools. When the pupil enters the Fourth Form of the high school, an S.S.L.C. is opened on his behalf and a declaration regarding age is taken from the guardian and attached to the certificate.

Item XVI of the Proceedings:-

More schools than one are functioning in this province for physically handicapped children. The question of establishment of a school for mentally handicapped children is under consideration.

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-4-
Item XVIII of the Proceedings:-

The policy of this Government in the matter of medium of instruction is briefly explained below:-

The mother tongue should be the medium of instruction in elementary and secondary schools. In respect of linguistic minorities whose mother-tongue is different from the regional language, special provision will be made for giving instruction through the mother tongue or any other language provided an economic strength is available in the different classes.

The resolution regarding the facilities to children for answering questions in mother-tongue after junior basic stage does not commend itself to this Government.

11-12-73
received
nots

11 10 27
50.27928 B-2/49-4 Edu dated. 25/1/50

My Dear Mr Reddi,

Sub: Central Advisory Board of
Edu - XV meeting - proceedings -
Correlation between craft and academic
subject taught in Basic Schools -
Remunerative aspect of basic ed. - Making basic
ed. progressive and effective
Ref: your no. reply no 1966 E/4/49 dated
18.10.49.

I am to ^{ask} request you to
^{send} submit to Govt. in due course, a
report on the remunerative aspect of
the Basic Edu as perus promised by you
in your no. reply.

As regards the Correlation
between craft and academic subjects
taught in Basic Schools, I am to ^{ask} request

28

8

you to have the matter examined by the Basic Edu Board. The views of the Board may be ^{forwarded} submitted to Govt with your remarks as early as possible.

Yours sincerely,

To

Sri Des. Reddi,
D.A. (Oxau)

Depy.

H. S. Rang

Yours sincerely,

DM
16/11/50

In regard to resolution to g
the resolution passed by the Standing Committee on
basic ed, you have stated that the suggestion
will be examined & papers submitted in
due course. I am to ask you to expedite
the papers.

of 25 - High School
Meeting - Proceedings

ref. above from the Govt. of India - P. F - 5-1/49 - 8
13.6.49

E. & P. H. Dept. (B2)

The Govt. of India have forwarded the proceedings of the 15th Meeting of the Central Advisory Board of Education for information and for necessary action with reference to certain items of the proceedings. Items on which further action is called for are noted in the sectional notes below. The file may be sent to the D.P.I. u.o. for remarks and he may be asked to supply information required in cases wherever necessary.

C. NO. 1966. E4/4A

PH 11-113 E
T. B. 1, 17/11/50
A. 17/11/50
30/11/50

EPH 1027928 B2/492
8/12/49.

DM
4/7/49

AS III 5-7-49

5/5/7/DPI

020

C.N: 2125

U.O. Reply No. 1966E/4/4 Dated 18th October 1949.

Resubmitted.

Regarding Item V(a) and XIX, I wish to point out that the Report of the Committee on Secondary Education referred to has already been considered by Government and their views have been communicated to the Government of India. In this connection I invite your attention to my letter R.C.No.1584 E4/48 dated 30-6-48 and the letter from the Secretary to the Government of Madras, Education & P.H., to the Government of India Ref.No.43483-B1/48-16, Edn., dated 1st April 1949.

Item V (d): As pointed out in the note the proposal to introduce compulsion within a period of 10 years need not be accepted.

Sub-para (iv) of Para 36 of the Report of the Committee: The recommendation of the Committee need not be accepted as it would involve considerable additional expenditure. The present provision in the M.E.R. is adequate.

Sub-para (v) of Para 36 of the Report of the Committee: Shift system has been introduced in many ~~elementary~~ elementary and secondary schools. The recommendation does not, therefore, call for any comments.

Sub-para (vi) of Para 36 of the Report of the Committee: The recommendation of the Committee may, as suggested, be generally agreed to.

The remunerative aspect of Basic Education will be examined in due course.

Item V (e) Resolution 2: The Editor appointed for preparing reading books in Tamil has prepared 5 books for Standard I and a Guide Book for teachers is also under preparation and is expected to be completed before the end of this month. As regards Telugu, the Editor was appointed only in July 1949 and hence no report regarding his work is available.

Resolution 3: I do not think that the present period of training need be curtailed.

Resolution 4: This Resolution may also be accepted as it is very necessary that the actual working of correlation between crafts and academic subjects should be investigated. A small committee of experts should be entrusted with this work. It may also perhaps be helpful if the records now being maintained in the Basic Training Schools are also scrutinized by this Expert Committee.

Resolution 6: The suggestion will be examined and proposals submitted in due course.

Item No.X: So far as elementary schools are concerned the practice followed is as stated in the note. The date given by the parent in the application form is generally accepted without any further scrutiny or verification. The same practice is followed even in regard to Secondary Schools except that while a student enters the IV Form and a S.S.L.C. is opened on his behalf a declaration regarding the age is taken from the parent or guardian and attached to the Certificate. In this connection I may also invite your attention to my letter R.C.No.2740 B4/48 dated 5-5-49.

Item No.XVI: Efforts are being made to open a school for the mentally handicapped children. Proposals for the appointment of a Principal have been submitted to Government and it is hoped to start a school before the end of the calendar year.

Item No.XVIII: The position as stated in para 1 of the Secretariat note is correct.

As regards para 2, the regional language is taught in Std.III and above. This provision has been made to facilitate the switch over to the regional language in the post-Basic or Secondary stage of Education.

[Handwritten signature]

The Secretary to Govt
Edn. & H. Dept

25. 10. 49
Necessary additions have been

made to the sectional notes. The file for order whether a reply may be drafted to the for of letter on the line of the notes.

OSM 1/11/49-ASIV 3-1-50
S 1/4

159 drafts

A draft letter to the p.g. is submitted for app. With refer to p on 16 of sectional notes a draft memo is also submitted.

OSM 16/1/50 ASIV 1/3
12/50

Fair out draft

19

The draft is revised & retyped and kept below.

OSM 22/1/50 S

May approve the draft which summarizes the decisions reached in the sectional notes

H. J. (S. R. Y.)



23

$$\frac{R_{12}}{172}$$

Proceeding of the
Central Advisory Bd.

Item V(a) and XIX:- The Govt. of India desire that ~~the~~ action may be taken to implement the recommendations made in para 15 of the report of the Committee on Secondary Education. ^{very} The report of the Committee has not been forwarded by that Govt. along with the Proceedings. The Govt. of India may first be addressed for a copy of the report. A draft letter ^x is submitted for approval.

x issued at p. 15CF.

D.P.I.'s remarks

I wish to point out that the Report of the Committee on Secondary Education referred to has already been considered by Government and their views have been communicated to the Government of India. In this connection I invite your attention to my letter R.C.No.1584-E4/48, dated 30-6-48 and the letter from the Secretary to the Government of Madras, Education and Public Health Department to the Government of India Ref.No.43483-B1/48-16-Edn., dated 1st April 1949.

(M) 50-51 of EPH (B2)

Please see the letter to the Govt of India on H/50-52 of this Govt have already communicated their views on most of the recommendations in para 15 of the report of the Committee on Secondary Education. In regard to the teaching of Hindustani in Secondary Schools an expert Committee has been constituted in G.O. no 3163 Eon D/14.10.49 and as soon as the report of the Committee is received & considered a reply will be sent to India on the recommendation relating to this subject. Similarly a separate report will have to be sent in regard to recommendation (vii) - Pay & conditions of service of teachers which is also under separate consideration. No action seems called

Recommend (D) on p
4 of the report fully
believe

p84 of (M)

I think the report has been received -

for
KBR
12.12.18

3-15

✓ BX

Item V(d): The Govt. of India desire that action on the resolution (2) of the Board under this item and on sub-paras (iii), (iv), (v) and (vi) of para 36 of the Report of the Committee may be intimated to them.

Resolution 2:- In this resolution stress is laid on the need for the introduction of universal compulsory ele. education for children of 6-11 age group within a period of 10 years. The Madras Govt. have recently decided that the scheme of compulsory elementary education should be spread over a period of 15 years. The Director has submitted concrete proposals for giving effect to this decision. The proposals are being examined separately. Any ^{curtailment} ~~advancement~~ of the period from 15 years to 10 years will entail ^{immediate} addl. expenditure (recurring) though the ultimate expenditure from Provincial funds will be the same. Orders on the proposals of the D.P.I. may perhaps be awaited. In any case it does not appear that the proposition of introduction of compulsory elementary education within a period of 10 years can be accepted. *The Committee's recommendation is rather drastic.*

Subpara (iii) of para 36 of the report of the Committee:- The Education Sub-Committee of the Post-war Reconstruction Committee constituted by this Govt. ¹⁹⁴⁵ ~~has~~ recommended ^{that} the minimum pay of teachers should be not less than Rs.20 (against Rs.40 referred to by the Committee of the Central Advisory Board of Education). This Govt. have recently revised the scale of pay of teachers in ele. schools. Even in the revised scales it is not possible to adopt a minimum of Rs.40 per month for teachers of the lower ^{and} higher ele. ~~school~~ grades. Only in the case of secondary grade teachers the minimum has been kept up.

Sub-para (iv) of para 36 of the report of the Committee:- Presumably the ratio of 1 teacher to 30 pupils relates to high schools. Even though the Madras Educational Rules lay down that there should be 40 pupils

⑦ The minima are 23 & 30.

for each teacher in secondary schools, this ratio is only a convention and is not rigidly applied. The number of teachers for a school is generally determined with reference to the distribution of pupils in the several classes. The recommendation of the committee may generally be accepted.

Sub-para (v) of para 36 of the report of the Committee:- The extract of the recommendation of the Committee may be forwarded to the D.P.I. for necessary action. The Govt. have sanctioned the introduction of the shift system in high schools as well as ele. schools in this Province.

Sub-para (vi) of para 36 of the report of the Committee:- The Committee, Central Advisory Board of Education suggests that an increase in the rate of fees in the post compulsory stage of education may be made. In this province the post compulsory stage of education is imparted either in higher ele. schools or in middle schools of high schools. In higher ele. schools and middle schools under local bodies fees can be levied from pupils at certain standard rates laid down in the M.E.R. as indicated below:-

VI Standard	- Rs. 6	I Form	- Rs. 2-12
VII Standard	- Rs. 7	II Form	- Rs. "
VIII Standard	- Rs. 8	III Form	- Rs. "

In the case of high schools under private managements no rates have been prescribed and it is left to the management to ~~increase the rates of fee with reference to their resources.~~ *levy fees in excess of the standard rate.* The recommendation of the committee may be generally agreed to.

2 The Govt. of India desire that the remunerative aspect of the Basic education scheme should be explored with due regard to the educational interests of the pupils. *one 24/9*

may be asked to examine the question & submit a report to Govt. Perhaps it is premature to take up the question at this stage.

AM 4/7/48 AS III 5-2-48

(2)

D.P.I.'s remarks

Item V(d):- As pointed out in the note the proposal to introduce compulsion within a period of 10 years need not be accepted.

Sub-para (iv) of Para 36 of the Report of the Committee:- The recommendation of the Committee need not be accepted as it would involve considerable additional expenditure. The present provision in the M.E.R. is adequate.

Sub-para (v) of Para 36 of the Report of the Committee:- Shift system has been introduced in many elementary and secondary schools. The recommendation does not, therefore, call for any comments.

Sub-para (vi) of Para 36 of the Report of the Committee:- The recommendation of the Committee may, as suggested, be generally agreed to.

The remunerative aspect of Basic Education will be examined in due course.

CAPH (B2)

In view of D.P.I.'s remarks, no further action seems called for.

RLK 2/11/48

AM 1/11/48

1/11/48

OK file 4 1/11/48 see

[M]

Item V(e) :- The Govt. of India intend that this Govt. should take action on resolutions of the Standing Committee on Basic Education. The resolutions are noted on below:-

Resolution (1):- In this resolution stress has been laid on the need for providing houses for Basic Schools. It has been pointed out that the cost of construction of a building for a basic schools ^{would} ~~should~~ be Rs.12,000. The Govt. have provided in the current year a sum of Rs.12 lakhs for the following purposes:-

(1) Rs.2 lakhs for the construction of buildings for basic schools that may be opened under Govt. management;

(2) Rs.5 lakhs for the payment of subsidies to local bodies towards the construction of ^{buildings for} basic schools.

(3) Rs.5 lakhs for the payment of grants to management of private schools towards the cost of providing buildings for basic schools.

At present the number of basic schools functioning in this Province is only very small. As and when the number increases the question of provision of buildings for these schools may be considered.

Resolution 2:- The Madras Govt. have appointed the necessary staff for the production of literature for basic schools. The D.P.I. may be asked to submit a report to Govt. in the matter.

Resolution 3:- The views of the committee may be concurred in. The training given in this Province in Basic education is generally limited to 2 years.

Resolution 4:- The Govt. of India ask for information on the points raised in the resolution. The D.P.I. may be asked to submit a detailed report in the matter.

Resolution 5: This point is being examined separately with reference to the request of the Govt. of India at

'X' on p.74. (Para 29 in sectional note on

[M]
1124

compare
2/6/58
for 25/10/58 (P)

184

1124

Resolution 6:- The D.P.I. may be requested to examine the suggestions made in the resolution and to forward concrete proposals if it should be given effect to.

D.P.I.'s remarks

Resolution 2:- The Editor appointed for preparing reading books in Tamil has prepared 5 books for Standard I and a Guide Book for teachers is also under preparation and is expected to be completed before the end of this month. As regards Telugu, the Editor was appointed only in July 1949 and hence no report regarding his work is available

Resolution 3:- I do not think that the present period of training need be curtailed.

Resolution 4:- This Resolution may also be accepted as it is very necessary that the actual working of correlation between crafts and academic subjects should be investigated. A small committee of experts should be entrusted with this work. It may also perhaps be helpful if the records now being maintained in the Basic Training Schools are also scrutinized by this Expert Committee.

Resolution 6:- The suggestion will be examined and proposals submitted in due course.

Resolution 1. on page 5 ^{EXPH (B2)} ~~ank~~: The Govt have since, issued orders revising the basis of building grants to Basic Schools. Under the Revised Scheme, the grants are determined at 3/4 of the cost of buildings subject to the maximum of Rs 9000/- or Rs 1500/- according as the institution is junior or senior Basic School. Much progress may not be made in the construction of buildings this year.

^{EXPH (B2)} ~~ank~~: The D.P.I. has explained, the progress made in the production of Basic Edn. literature. For orders, while a committee of experts should be constituted to effect a correlation between craft and academic subjects at different stages of Junior or Senior Basic Schools. It seems sufficient that the Basic Edu. Board is asked to look into the matter. No special committee need be constituted for the purpose.

Item No. X:- Submitted that no procedure has been prescribed for recording the ages of school children. Generally teachers in ^{elementary} schools under local bodies and private managements ^{contact} may visit the guardians and collect from them information regarding the children of school-age. The departmental officers also at times collect statistics regarding these children. The D.P.I. may be asked to furnish any further information in the matter.

D.P.I.'s remarks

So far as elementary schools are concerned the practice followed is as stated in the note. The date given by the parent in the application form is generally accepted without any further scrutiny or verification. The same practice is followed even in regard to Secondary Schools except that while a student enters the IV Form and a S.S.L.C. is opened on his behalf a declaration regarding the age is taken from the parent or guardian and attached to the Certificate. In this connection I may also invite your attention to my letter F.C.No.2740-E4/48, dated 5-5-1949.

The procedure regarding the entry of date of birth in the S.S.L.C. of a pupil is as at M above. Vide Subsidiary Rule 5, para 3 of the S.S.L.C. Scheme.

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Item No. XVI:- More schools than one are functioning in this Province for ~~mentally and~~ physically handicapped children. The recommendation of the board has already been given effect to in this Province. It is known whether schools function for ~~the~~ mentally handicapped children. One D.P.I. may be consulted.

D.P.I.'s remarks

Efforts are being made to open a school for the mentally handicapped children. Proposals for the appointment of a Principal have been submitted to Government and it is hoped to start a school before the end of the calendar year.

E & P. H. (B.I.)

Provision has been made in the current year's budget for the opening of a school for mentally defective children. The Director has submitted proposals for the appointment of a Principal for the school. ~~The question of accommodation for the school has not yet been settled.~~ The D.P.I. has suggested that it may be located in the ~~buildings of the~~ Victory Memorial School for the Blind, Poomamalle. It is proposed to ~~visit~~ ask the D.P.I. to ascertain and report whether the Madras Association for the Blind is willing to lease out ^{to Govt.} a part of the buildings of the Victory Memorial School, Poomamalle, for the housing of the school for the mentally defective children and whether there will be ~~enough~~ enough accommodation for the school for the Blind after the leasing out of a portion of the buildings. Once the question of location of the school is decided, steps will be taken for the appointment of a Principal and for the opening of the school for the mentally defectives.

Separate file

A reference has been been ~~made~~ ^{made}
 3/1/50

[E2]

(mb193210)18.

from the regional language provision for giving instruction through the medium of mother tongue should be made if there is a minimum enrolment of 30 pupils per class at 3rd or 4th school

File under C.A. in a tray-order.

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(X) 11-13

Item XVIII a
Stage

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11

Medium of instruction in Junior Basic

The resolution of the Central Advisory Board on the subject is at A on pages 12-13 of the proceedings. On a reference from the Ministry of Education, Govt. of India, the question of the medium of instruction in the educational institutions was examined and placed before the Cabinet for orders. The Cabinet has decided that the medium of instruction in elementary schools should be the mother tongue and that in respect of linguistic minorities whose mother tongue is different from the regional language, a minimum of 10 per cent should be provided. These students can also study the regional language from III standard according to the existing orders. In respect of secondary schools it has been decided that the regional language should ordinarily be the medium of instruction and in respect of minorities, the D.P.I. should be allowed to use his discretion for providing instruction in a language other than the regional language subject to a maximum minimum strength of 45 students for three forms. This would cover cases where separate schools are not established for linguistic minorities for giving instruction through the medium of their mother tongue. The resolution recommends that in order to facilitate the switch over to the regional language as medium of instruction in secondary schools, children should be given the option of answering questions in their mother tongue for the first two years after the Junior Basic stage. The Director may be consulted on this point.

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5-7-49

D.P.I.'s remarks

The position as stated in para 1 of the Secretariat note is correct.

As regards para 2, the regional language is taught in Standard III and above. This provision has been made to facilitate the switch over to the regional language in the post-Basic or Secondary stage of education.

E. & P. H. Dept.

In view of the ~~recommend~~ note of the D.P.G. above, ~~there~~ seems to be no need to provide facilities to implement the recommendation referred to in para 2 on p. 11 ante.

24/1/49

1-11-48

19/1

Regional language should be taught in Standard III and above. This provision has been made to facilitate the switch over to the regional language in the post-Basic or Secondary stage of education.

This would mean that the regional language should be taught in Standard III and above. This provision has been made to facilitate the switch over to the regional language in the post-Basic or Secondary stage of education.

21/1/49

27

Study of Hindustani through Roman Script

[E1]

The resolution of the Board on the above subject on page 13 of the proceedings ~~may be~~ ~~in regard to the teaching of Hindustani in Roman or the regional language script may be perused~~ ~~in regard to the study of Hindustani in Secondary Schools.~~ The Cabinet has decided that an Expert Committee should be constituted to examine the question in detail & pending that, the present arrangements should be continued. ~~This is~~ ^{The matter is} under separate consideration.

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in regard to the teaching of the English language in the schools of the Government

T

Director of Public Instruction

1921
July 15

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Proceedings of the
fifteenth meeting
of the Central
Advisory Bd of 25

(2) 3

Proceedings of the Fifteenth Meeting of the Central Advisory Board of Education, India, held at Allahabad on the 7th, 8th and 9th January, 1949.

The Chairman made a reference to the martyrdom of Mahatma Gandhi and said that this was the first meeting of the Board since Mahatmaji passed away. Members would remember that during the last meeting of the Board, Mahatma Gandhi was on fast which had kept the Chairman away from the meetings of the Board. Shortly afterwards, Mahatmaji was snatched away, and his death was a loss which could not be repaired.

All members of the Board stood in silence for two minutes in honour of his memory.

Item I (a).

It was reported that the proceedings of the 14th meeting of the Central Advisory Board of Education held at New Delhi in January, 1948, 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.

Item I (b).

The Chairman extended his welcome to the new members of the Board after which the Board recorded its appreciation of the services rendered by those who had since retired.

A letter from the Right Rev. Bishop of Lahore who had sent his resignation on grounds of ill-health was then placed before the Board. In accepting his resignation, with regret, the Board made appreciative references to the loyal and valuable services rendered by him as a member during his long association with the Board. Mrs. Renuka Ray's letter of regret expressing her inability to attend was also recorded. The names of the new members are given in ^{Annexure} Appendix-A and those of outgoing members in ^{Annexure} Appendix B.

Item II (a) & (b).

The Board recorded progress made in the Central and Provincial Development Schemes and recommended that the pace of

development of education at the Centre as well as in the Provinces should be accelerated.

The Board noted that scales of pay of teachers in some of the Provinces were still much below the scales recommended by the Central Advisory Board of Education and resolved that the Central Government should give urgent consideration to the matter and examine to what extent such Provinces require special assistance to enable them to implement the recommended scales of pay.

Item III.

The reports from the Provincial Governments on the action taken on the following reports adopted by the Board at their last meeting were recorded:-

- (a) The Report of the Committee appointed to examine the proposals for Educational Development made by the Inter-Provincial Board for European and Anglo-Indian Education.
- (b) Report of the Reference Board on Scientific Terminology.
- (c) Report of the Committee appointed to consider the formation of a National Education Commission to co-operate with the United Nations Educational, Scientific and Cultural Organisation.

Item IV.

The Board recorded that the Inter-University Board had not communicated their views in regard to the various matters referred to them. The Board, therefore, request the Inter-University Board to communicate their views in future years through the Educational Adviser to the Government of India, as otherwise considerations of these are likely to be delayed by a year.

Item V (a) & Item XIX.

The Board considered the recommendations of the Standing Committee regarding the Report of the Committee on Secondary

Education in India, and resolved :

- (1) that sub paras (iii), (v), (vi), (vii), (viii), (x), ^{xii} (xiv) of paragraph 15 of the Report of the Secondary Education Committee be approved.
- (2) that sub paras (iv), (ix) and (xv) of paragraph 15 of the Report be approved as amended by the Standing Committee.
- (3) that the Government of India be requested to appoint a Commission or Committee for Secondary Education to which the questions raised in sub paras (i), (ii) ^(xi) and (xiii) of paragraph 15 of the Report as well as the question raised in item XIX of the agenda be referred. This Commission or Committee should, in addition to the items specifically mentioned above, go into the wider question of the aim, objective and purpose of Secondary Education and the relation of Secondary Education to Basic and University Education.

Item V (b) and Item XIV.

The Board considered the Report of the Committee on Medium of Instruction.

Resolved that :

- (1) In view of the appointment of the University Commission, which is expected to submit its Report before the next meeting of the Board, no final decision on the Report of this Committee need now be taken;
- (2) the aim of all Universities should, however, be the replacement of English by an Indian language as the Medium of Instruction at the University stage in the shortest possible time consistent with the maintenance of standards of teaching and efficiency of training, particularly in scientific and technical subjects and also the preparation of books

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-4-
required for the purpose.

Item V (c).

Resolved that :

the Report of the Committee on Adult (Social) Education with the amendments suggested by the Standing Committee be approved.

Item V (d).

The Board considered the recommendations of the Standing Committee regarding the Report of the Committee on Ways and Means of Financing Education.

Resolved that :

(1) sub paragraphs (iv), (ix), (x), (xi), (xiii) of paragraph 36 of the Report be approved. H 63-64 9 (X)

(2) sub paragraphs (i) and (ii) of paragraph 36 of the Report be combined to read as follows :

The State must undertake the responsibility of providing universal compulsory education for children of 6-11 age-group within a period of ten years without, however, detriment to facilities for Secondary and Higher Education. Special attention should be such higher studies as will be necessary for increasing the given to the question of industrial and agricultural potential of the country.

(3) sub paragraph (iii), (v), (vi), (vii), (viii),

(xii) and (xiv) be approved in the form shown below:

(iii) The basic initial salary of a trained teacher should be Rs. 40/- per mensem in a graded scale.

(v) While the Central Advisory Board of Education is aware that the present condition of the country compels some of the Provinces to resort to double shifts in schools, the Board considers that such practice is not conducive to the best interests of Education and should be given up as soon as conditions permit.

P.T.O.

(vi) Some increase in the fees in the post-compulsory stage of education may be permitted provided a substantial number of free places are available to meritorious pupils in straitened circumstances.

(vii) The Government may enact that an adequate percentage of the income of charitable trusts of all religious denominations should be allocated towards the expenses of education, provided the Government may exempt certain specified types of trusts, for example Medical Trust, etc., from the application of such law.

(viii) Students after appearing for their Matriculation or equivalent examination should, if required, serve as teachers for Social Education for such period and under such conditions as may be prescribed and Government may enact necessary legislation for the purpose.

(xii) About 70% of the expenditure on Basic Education should be borne by the Local Bodies and Provinces and the remaining 30% by the Centre.

(xiv) The expenditure incurred on education by industrial or business concerns should also, if approved by the Provincial or Central Government, be treated as establishment expenses for purposes of income-tax and steps taken to see that buildings and lands used exclusively for educational purposes be free of all taxes - governmental or local.

Resolved further that :

in addition to the measures suggested by the Committee on Ways and Means, the Government of India should (a) examine how far the problem of educational finance can be solved by developing the productive side of the Basic system of Education;

P.T.O.

(b) undertake for the purpose an immediate study of the experience gained in Wardha, Bihar, C.P. & Berar and Orissa where the income from craft work of the pupils has met a part of the school expenditure and

(c) advise all Provincial Educational Departments to explore with due regard to the educational interests of the pupils this remunerative aspect of the Basic Education Scheme.

Item V (c).

Resolved that

the Report of the Standing Committee on Basic Education of the Central Advisory Board of Education be approved.

Item V (f).

The Board took note of the Interim Report of the Committee on Physical Education and suggested that in preparing its final Report the Committee should keep the following two points in mind :-

(a) In allocation of expenditure between Central and Provincial Governments for the implementation of the programme of Physical Education, the contribution of the Centre should be 50 per cent and not 30 per cent.

(b) The co-operation of the Ministry of Defence should be secured for furthering the development of Physical Education in the country and full benefit be taken of the Physical Training Schools maintained at Poona and other centres by the said Ministry.

Item V (g).

The Board received the Report of the Committee on Institute of Psychology.

Item VI.

The Board expressed its appreciation of the action taken by the Government of India in implementing the recommendation

of the Board by appointing the Indian Universities Commission.

Item VII (a).

The final Report of the Overseas Scholarship Committee (Roy Committee) was recorded.

Item VII (b).

The Board received the Report on the working of the Scheduled Caste Scholarships Scheme and the Aboriginal and Hill Tribes Scholarships Scheme and approved of the action taken for the continuance of the above two schemes for a further period of five years beginning from 1949-50.

It was agreed that efforts should be made to announce award of the Scheduled Caste Scholarships by July each year.

Item VII (c).

The Board gave its general approval to the proposal for legislation for securing the necessary statistical information for educational purposes.

Item VII (d).

The Board recorded the Report of the Audio-Visual Education Committee.

Resolved that the subject should be further examined when fuller details were available.

Item VIII.

The Board recorded the note on the question of setting up of a Child Welfare Bureau.

Item IX.

The Board considered the Report of the Students' Welfare Committee of the Calcutta University.

Resolved that the Board views with concern the state of affairs revealed in the Report and requests the authorities concerned to examine its recommendations with a view to improving the health of the students.

Item X.

Resolved that

(a) an enquiry be made regarding the present procedure

followed in the various Provinces for recording the ages of school children; and

- (b) after replies are received, steps be taken to evolve a uniform procedure for recording ages as correctly as practicable in the circumstances.

Item XI.

Resolved that

- (a) the certificates granted at the end of courses in Technical High Schools should be accorded appropriate recognition; and
- (b) the Government of India and Provincial Governments should draw the attention of appropriate authorities to take necessary action for recognition of such certificates for purposes of admission into Universities and Higher Technical Institutions.

Item XII.

The Board while appreciating the steps taken by the Central Government for the development of Technical Education, resolved that the Government be requested :

- (i) to take early decision on the question of the total grants to be paid to the existing Technological Institutions for strengthening and improving them;
- (ii) to take immediate steps to organise adequate and suitable practical training facilities for students from Technical Institutions; and
- (iii) to set up the Regional Committees of the All-India Council for Technical Education and appoint a special Technical Officer for each of them, as they were essential for the proper organisation of Technical Education and Training.

The Board further resolved that all forms of Technical Education including training in crafts and cottage industries should be under the direct supervision of the Ministry of Education of the Government of India or the Department of Education

P.T.O.

in the Provincial Governments.

Item XIII.

The Board generally approved of the plan of the Allahabad University for imparting Physical Education to men and women students.

Resolved that the plan be referred to the Inter-University Board for implementation by other Universities.

Item XV (i), (ii) & (iii).

The Board generally approved of the views expressed in the Bombay Government's memoranda and recommended that in respect of item (i), the Government of India should appoint a Committee to work out the details of the scheme for production of Juvenile literature.

Item XVI.

The Board recommended that there should be at least one properly staffed school for mentally or physically handicapped children in each Province.

Item XVII.

The Board resolved to defer consideration of the question pending the receipt of the Report of the Universities Commission.

Item XVIII (a).

The Board considered the recommendations of the Standing Committee.

The Hon'ble Minister of Education, Bengal, reported that the West Bengal Government gave facilities for instruction in the mother-tongue to children speaking Hindi, Urdu, Gujarati, Assamese, Oriya and Tamil up to the Matriculation stage, through separate schools or separate classes where number would justify, but in the Secondary stage all students had to study the Regional Language as a compulsory second language.

The Hon'ble Minister of Education, U.P., reported that his Government recognised Bengali, Gujarati and Marathi as media of instruction at the Secondary stage in addition to P.T.O.

Hindi which was the recognised medium of instruction at that stage and agreed to extend the same facilities to Urdu-speaking children in terms of the recommendations of the Board.*

The Hon'ble Minister of Education, Madras, stated that facilities for instruction up to the Matriculation stage were offered in all the four regional languages in Madras City, but elsewhere the language of the locality was the only recognised medium of instruction.

The Director of Public Instruction, Bombay, reported that in his province similar facilities were offered for Marathi, Gujarati, Canarese and Urdu.

The Secretary, Department of Education, East Punjab, reported that though at present there was no provision for teaching Urdu in the High School stage, his Government would be prepared to make necessary arrangements as soon as a sufficient number of students desired such an arrangement.

Resolved that

the medium of instruction in the Junior Basic stage must be the mother-tongue of the child and that where the mother-tongue was different from the regional or state language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher to teach all the classes, provided there are at least 40 such pupils in a School. The regional or State language where it is different from the mother-tongue should be intro-

duced not earlier than class III nor later than end of *When the draft report was circulated to members the Hon'ble Mr. Sampurnanand, Minister of Education, United Provinces, wrote to say that the position of the United Provinces Government had not been correctly brought out as regards item XVIII(A). He said that he had intended to convey at the meeting that Urdu unlike Marathi, Bengali and Gujarathi was not the language of any particular province and no linguistic minority could, therefore, claim it as its language. In his opinion, its use as medium in Secondary or Higher Basic Schools would seriously handicap students taking it, in the services and in their university studies where Hindi would become the medium in five years.

P.T.O.

the Junior Basic Stage. In order to facilitate the switch over to the regional language as medium of instruction in the secondary stage, children should be given the option of answering questions in their mother-tongue for the first two years after the Junior Basic Stage.

If, however, the number of pupils speaking a language other than the regional or state language is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the language of the pupils. Such arrangement would in particular be necessary in Metropolitan cities or places where large population speaking different languages live or areas with a floating population of different languages. Suitable provision should be made by the Provincial authorities for the recognition of such schools imparting education through a medium other than the regional or state language.

Item XVIII (b).

Resolved that the proposal of the Madras Government, that in regions where Hindustani is not the regional language, it may be taught in Secondary Schools in Roman or the regional script and the script of Hindustani taught at a later stage when the pupils come to High School or College classes, is an experiment which should be watched with interest.

Item XX.

The Board resolved to refer the question to the Inter-University Board.

Item XXI.

The Board resolved to refer the question to the Inter-University Board.

Item XXII.

The Board agreed with the recommendation of the Directors of Public Instruction that further enquiries should be made to devise proper methods for checking the evil.

Item XXIII (a) & (b).

The appointments made by the Chairman in the vacancies

P.T.O.

of the Standing Committees of the Board were reported, and are recorded in Appendix.

Item XXIV.

It was decided that the Chairman be authorised to decide the venue of the next meeting of the Board. It was noted that there was a former invitation from Travancore and a new invitation had been received from the Government of Orissa.

'SRG'
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Recommendations of the Standing Committees
which met on 6th and 7th January, 1949.

....

Shri Aryanayakam was present at the Basic and Secondary Education Standing Committees by invitation.

Item II(a) and (b) of CAB Agenda.

- i) In recording progress made in the Central and Provincial Development Schemes, the Committee recommended that the pace of development of education at the Centre as well as in the Provinces should be accelerated.
- ii) The Committee noted that scales of pay of teachers in some of the Provinces are still much below the scales recommended by the Central Advisory Board of Education. It is recommended that the Central Government may give urgent consideration to this matter and examine to what extent such Provinces require special assistance to enable them to implement the scales of pay recommended by the Central Advisory Board of Education.

Items V(a) and XiX of CAB Agenda.

The Standing Committee endorses the recommendations in ^{Para} Paras No. (iii), (v), (vi), (vii), (viii), (x), (xii) and (xiv) of the Committee on Secondary Education. Opinion, however, was divided in regard to paras No. (i), (ii) and (ix). Some favour a twelve-year pre-University course and others a eleven-year course. As regards the qualifications of teachers at the Secondary Stage, para (ix) is agreed to with the modification that Honours graduates or holders of a Master's degree or an equivalent technical degree will be regarded as competent to teach in the higher classes.

Para No. (iv) is endorsed by the Committee Madras, however, favours that the teaching of English should start at the age 12 and Bombay at the age 14 (after Senior Basic).

Opinion was also divided in regard to para No. (xi).

Para No. (xv) is agreed to with the modification that for the words "Public Schools", "Special Residential Schools" may be substituted.

~~Para No. (xiii) of Item V(a) and Item No. XIX of CAB Agenda.~~

The Committee does not favour the formation of a separate All-India Council as proposed in para No. (xiii) and recommends that the functions of the proposed Council may for the time being be performed by the Standing Committee of the Central Advisory Board of Education with such other co-opted members as may be considered necessary. The question of compulsory core of subjects for the Matriculation and Secondary School Leaving Certificate Examination raised in Item XIX may also be referred to the Standing Committee as thus enlarged. It is for the purpose desirable that the Standing Committee should include representatives of the Inter-University Board.

The Standing Committee should in addition examine the question of setting up a Secondary School Examination Council for India which was proposed by the Board at their 13th meeting. The Committee should submit its report for consideration by the Board at its next meeting.

Item V(c) of CAB Agenda.

The final report of the Adult (Social) Education Committee was read and unanimously accepted with slight modifications, as indicated below :-

- i) In para 1, under Objectives, objectives (i) and (j) should interchange.
- ii) In para 2, the words 'three years' should be read as 'five years'.

iii) In para 4, the words 'three-year' in line 4 should be deleted and in the last sentence, the words 'by a special officer and' should be added after the word 'assisted'.

iv) In para 7, the word 'conscripting' should be replaced by 'mobilizing' and the words 'three or four times a year' should be substituted by 'at least twice a year'.

v) In para 9, the words 'employees who are superfluous or have been retrenched' should be replaced by 'employees who may be available'.

vi) The following para numbering 14, should be added at the end of the report :

"The States be asked to fall into line with the provinces in regard to preparing and implementing schemes of Adult (Social) Education".

Item V(d) of CAB Agenda.

The Standing Committee agrees to recommendations No. (iv), (vii), (ix), (x), (xi), (xii), (xiii), (xiv) and (xiv) of the Committee on Ways and Means of Financing Education. Opinion was, however, divided with regard to recommendation No. (viii), some members being for compulsion and some against. As regards other recommendations, the decisions of the Committee are as follows:-
Recommendations No. (i) and (ii) -

The two recommendations may be combined to read as follows :-

"The State must undertake the responsibility of providing Universal Compulsory Education for children of 6-11 age-group within a period of ten years without, however, detriment to facilities for Secondary and Higher Education. Special attention should be given to the question of such higher studies as will be necessary for increasing the industrial and agricultural potential

of the country."

Recommendation No. (iii) should read as below :-

"The basic initial salary of a trained teacher should be Rs. 40/- per mensem in a graded scale."

The Standing Committee recommended the adoption of the following in place of Recommendation No. (v).

"While the Central Advisory Board of Education is aware that the present emergency has compelled some of the Provinces to resort to the double-shift system in certain areas, the Board views that practice with dis-favour and stresses that it should be given up as soon as conditions permit."

In the light of the above, the Board proposes to

(Please see page 7)

The Committee also propose to bring to the notice of the Central Advisory Board of Education the recommendations of the Co-ordinating Committee of the All India Council for Technical Education, to levy a cess or tax on the organised Industry on the basis of their total wages bill for purposes of meeting the cost of Technical Training. It is suggested that the Central and Provincial Governments may be requested to examine the question with a view to taking effective measures in this connection.

Item No. X of CAB Agenda.

Resolved that an enquiry may be made regarding the present procedure followed in the various provinces for recording the age of school children. Steps may be taken to evolve a uniform procedure for recording age as correctly as practicable in the present circumstances after replies are received.

Item No. XI of CAB Agenda.

The Committee recommended the adoption of the following resolution :-

"This Board is of the view that certificates granted

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at the end of courses in Technical High Schools should be accorded appropriate recognition for admission into Universities and Higher Technical Institutions and requests the Government of India to take necessary action for the purpose.

Item No. XII of CAB Agenda.

The Committee recommends to the Board the following resolution :-

While appreciating the steps already taken by the Central Government in regard to the development of Technical Education, this Board urges on the Government

- 1) to take an early decision on the question of the total grants to be paid to the existing technological institutions for strengthening and improving them,
- 2) to take immediate steps to organise adequate and suitable practical training facilities for students from technical institutions.

The Board is of the view that the setting up of Regional Committees of the All-India Council for Technical Education and the appointment of a special technical officer for each one of them is essential for the proper organisation of technical education and training.

Item No. XIII of CAB Agenda.

The Committee approved of the plan of the Allahabad University for imparting Physical Education to men and women students, and recommend this plan to the other Universities in the country for adoption.

Item No. XV(i) of CAB Agenda.

The Standing Committee agrees in principle with the views expressed in the Bombay Government's memorandum and recommends the appointment of a Committee to work out the details of the scheme for production of Juvenile Literature.

Item No. XVI of CAB Agenda.

The Committee recommends that there should be at least

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one School for subnormal children in each province with adequate staff.

Item No. XVIII(a) of CAB Agenda.

The Standing Committee is of the opinion that the Medium of Instruction in the Junior Basic stage must be the mother-tongue. The Regional Language, where it is different from the mother-tongue, should be introduced at the end of the Junior Basic stage. In order to facilitate the switch-over to the Regional Language as Medium of Instruction in the Secondary stage, children should be given an option of answering questions in their mother-tongue for the first two years after the Junior Basic Stage.

If, however, there is a sufficient number of pupils to justify a separate school in any area, the Medium of Instruction in such a school may be a language other than the Regional Language. The examinations in such schools may be conducted either by the University of the area to which it belongs or, with its permission, by any University in which the Medium of Instruction is the same as that of the school concerned.

Suitable provision should be made by Provincial authorities for the recognition of such schools imparting education through a medium other than the provincial language.

Item No. XVIII(b) of CAB Agenda.

The Standing Committee, with Mr. Aryanayagam dissenting, is of the opinion that the experiment proposed by the Madras Government should be watched with interest.

Item No. XX of CAB Agenda.

The Committee recommends that it is essential to establish Anthropological Museums in different Universities to illustrate pre-historic cultures of the country and the life and habits of the present day population and also to develop and extend the few existing ones in order to give

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(4)
concrete and objective ideas about the life and habits of the people of the country and thereby helping to bring about a common understanding and consciousness of national unity.

Item No.V(d) of CAB Agenda.

The Committee, with Shri Arunachalam dissenting, agreed to recommendation No. (vi) subject to the deletion of the words "i.e. Senior Basic, Pre-Secondary and above" and substitution of the word "children" for the word "students".

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(2)MEMORANDUMCENTRAL ADVISORY BOARD OF EDUCATION IN INDIA

Item II(a) of Agenda. Fifteenth Meeting: Allahabad.
January 6, 7, 8 & 9, 1949.

Subject:- Report on the progress of the Educational Development Plans implemented or proposed to be implemented by the Government of India.

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An account of the progress made with regard to the Central Development schemes during the year 1948 is given below :

Training Institutions:

The Central Institute of Education, started in December 1947, has been affiliated to the Delhi University for B.T. and M.Ed. courses. 50 students were trained in B.T. course during the period from December 1947 to August 1948. 75 students - 50 men and 25 women-out of whom 52 are from the Centrally Administered Areas and the rest from the Provinces have been admitted to the B.T. class this year and 13 in the M.Ed. classes. Besides the Principal and the Vice-Principal, there are eight Lectures and one Reader on the teaching staff of the Institute. The question of having a separate building for the Institute is under consideration.

30 candidates joined the Training Institute at Jamia Millia this year for training in Basic Education. The building of the Training Institute is also nearly complete. The grant of Rs. 500/- per annum per student paid to Jamia Millia for students sponsored by the Government of India, has also been raised to Rs. 650/- per student per annum from 1948-49, due to increased cost of living.

The first session for training teachers in Arts and Crafts and Music and Dancing at Viswa Bharati, Santiniketan, started from July 1948. 24 teachers are
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receiving training in Music and Dancing and 16 in Arts and Crafts. The Basic Training is expected to start from next January when the building will be complete. During 1947-48 some of the teachers of the above Departments of Studies were sent on a study tour to educational centres like Wardha, Pilani, Banaras, Allahabad and Jaipur to study the Basic system and the methods employed in the teaching of Arts and Crafts.

University Education

On the recommendations of the University Grants Committee grants to the extent of Rs. 1,12,547 and Rs. 2,00,000 have so far been paid to the Aligarh and Banaras Universities respectively for 1948-49 for improvement of scales of pay and other development purposes. During 1947-48, a sum of Rs. 1,74,921 non-recurring and Rs. 1,69,044 recurring was also paid to the Banaras Hindu University for its Agricultural College on the recommendations of the University Grants Committee. A somewhat similar grant will have to be made to the University for this purpose during the current financial year also. The Aligarh Muslim University has also put forward a scheme for the strengthening of its Agricultural College and the University Grants Committee has recommended it. The proposal is under the consideration of the Government of India.

The Ministry of Education had originally sponsored a scheme for payment of grants for Fundamental Research to Universities and Research Institutions. The part of the scheme dealing with Research Institutions like the Bose Research Institute, Calcutta, Tata Institute of Fundamental Research and the Indian Association for Cultivation of Science has since been transferred to the Department of Scientific Research. But the subject of Fundamental Research in the Universities will continue to be dealt with in the Ministry of Education. A sum

of Rs. 3,60,000 has been sanctioned for payment to Calcutta University for the Institute of Nuclear Physics and a sum of Rs. 1,00,000 for the Tata Institute of Fundamental Research.

National Central Copyright Library.

The Expert Committee appointed to go into this question met in April and May 1948. Dr. Ranganathan one of the members of the Committee, who proceeded to Europe, was asked to study the organisation, mode of work, etc. of the premier Libraries of some of the most advanced countries of Europe. Dr. Ranganathan has now returned from abroad and the next meeting of the committee is likely to be held by the middle of December, 1948.

Central Library of Educational and Cultural Films.

A separate Films Section has been opened in the Ministry and the following staff has been sanctioned for the purpose.

Assistant Education Officer	1.
Technical Assistant	1.
Junior Technical Assistants	2.
B. Grade Clerk	1.
Mechanics	2.
Asstt. Film Mechanic	1.

The film unit has been arranging film shows in local educational and other allied institutions. The films are also being loaned out from time to time to bonafide institutions in the various Provinces.

Uniform Indian Braille and Central Braille Press.

The Provincial Governments have been requested to see that the Uniform Indian Braille, which has been finally accepted by the Government of India, is introduced in all the Institutions for the Blind under their respective jurisdiction. Some of the Institutions have already adopted the new code.

Preliminary arrangements for setting up of a Braille Printing Press, for embossing suitable literature for the blind, have been completed. Inerts for

supplying the equipment have been placed with the Ministry of Industry and Supply. The Superintendent, American Printing House, Louisville, has been requested to make a plan for the Buildings.

A further provision of Rs. 1,50,000 has been made for purchase of ten acres of land from the Ministry of Defence and for construction of buildings for housing the Press, at Dehra Dun.

A sum of Rs. 12,000/- has also been provided in the current year's budget for training abroad of a Press Manager who will be selected by the Federal Public Service Commission.

All India Council of Social Service.

During the year under review an ad hoc Committee was formed under the Chairmanship of the Educational Adviser to the Government of India to discuss the question of setting up of an All-India Council of Social Service to deal with the question of Social Welfare in both urban and rural areas. The Committee had their first meeting on 26th June and decided that an All-India Council of Social Service should be set up immediately under the Government auspices, with following functions -

- i) To aid and advise the existing Institutions and Bodies dealing with Social Service;
- ii) to collect and disseminate data relating to Social Services in the Indian Union;
- iii) to work as a Clearing House of Information and ideas;
- iv) to devise methods and measures of Social Welfare Work;
- v) to recognise Social Welfare Bodies;
- vi) to disburse Grants to such Bodies; and
- vii) to be the connecting link between Indian and International Social Service Conferences.

It was also decided that the question of the establishment of an Institute for Social Service Research and a School for Practical work in Social Services as well as the drawing up of a specific programme of activities

should be left to the Council, when formed.

In the meantime with a view to assisting Institutions doing useful work in this field, it has been decided to give to the Tata Institute of Social Sciences, Bombay, a recurring grant of Rs. 50,000/- in 1948 and also a non-recurring grant of Rs. 7 lakhs in connection with the development scheme of the Institute. Out of Rs. 7 lakhs, Rs. 3,50,000/- have been provided in the Budget for 1948-49.

Reorganisation of the Marris College of Hindustani Music, Lucknow.

The object of the scheme is to provide facilities for teaching every type of Hindustani Music. The scheme as originally formulated, was to re-organise the Marris College of Hindustani Music, Lucknow and make it an All-India institution with the financial aid from the Government of India and the U.P. Government. The scope of the scheme has now been widened and it is now proposed to establish a National Academy of Hindustani Music. The Marris College of Music will be one of the constituent Colleges of the proposed Academy and the management of the College will be entrusted to the Governing Body of the Academy.

Representatives of the Government of India, the U.P. Government and the management of the Marris College have come to an agreement regarding the main features of this scheme. The constitution of the National Academy has been drawn up and the composition of the Governing Body of the Academy has been decided.

The original estimates of the scheme are as shown below -

	<u>Share of Government of India</u>	<u>Share of U.P. Govt.</u>
N.R.	Rs. 5 Lakhs.	Rs. 3 lakhs.
Recurring	Rs. 40,000	Rs. 40,000

A provision of Rs. 1,25,000 non-recurring and Rs. 20,000 recurring has been made in the current year's

budget of this Ministry for the purpose.

Establishment of a Central College of Karnataka Music in Madras.

It is proposed to establish a Central College of Karnataka Music to be known as the National Academy of Karnataka Music, in Madras, which will function as the Central Training and Research Institute for the study of Karnataka Music. The Academy will be organised as a University and will be the co-ordinating body for all post-graduate studies and researches in the subject.

Sir A.L. Mudaliar, Vice-Chancellor, Madras University, Prof. P. Sambamurti, Head of the Department of Indian Music, Madras University, Shri S. Venkateswaran, I.C.S. and Shri T.K.C. Mudaliar were invited to submit a report on the preliminaries of the scheme. They accepted the invitation and submitted their report on the basis of which it was estimated that a non-recurring sum of Rs. 7,20,000/- and a recurring sum of Rs. 22,000/- for the first year was required in respect of the scheme.

The Madras Government have also agreed to share the non-recurring expenditure to the extent of Rs. 3,00,000 including the cost of land and recurring expenditure to the extent of Rs. 40,000/-. The Standing Finance Committee and the Standing Committee of the Legislature on Education have both approved of the scheme. A Provisional Council has now been formed and has been requested to take steps to organise the college and to function in place of the Governing Body till the latter is set up. The Hon'ble Minister of Education, Madras has kindly agreed to be the President of the Council in his personal capacity.

The Ministry of Finance have sanctioned certain initial expenditure to pay the rent for four months for "Rahmat Bagh" which has been acquired to house the College, pending construction of its own buildings.

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The Government of Madras have also acquired at their own cost, a plot of land in Mamiu Pallawaram in the suburbs of Madras City on which the College building will be erected in due course. The Madras Government have also been approached to explore the possibility of utilizing the resources available with Kalakshetra, Adyar, which is run by Mrs. Rukmani Devi.

Schemes for Overseas Scholarships, Scheduled Caste Scholarships, Aboriginal and Hill Tribes Scholarships and Technical Education.

Detailed Memoranda regarding these are appended under Items No. VII(a) and (b) and XII.

Another important activity of the Committee during the year has been the setting up of the following committees as recommended by the Educational Conference and endorsed by the Central Advisory Board of Education at their last meeting :

1. Committee to consider the Ways and Means of Financing Educational Development, with the Hon'ble Mr. B.G. Kher as Chairman.
2. Committee on Secondary Education in India, with Dr. Tara Chand, Secretary, Ministry of Education as the Chairman.
3. Committee on Medium of Instruction at the University stage, with Dr. Tara Chand, Secretary, Ministry of Education as the Chairman.

Besides these, the Committees on Adult (Social) Education, Physical Education and Institute of Psychology were also established.

The reports of all the six Committees are given under item V of the Agenda.

The Government of India have decided that all the Central Development Plans should be reviewed in the light of the anti-inflationary policy announced by them recently. The Education plans of this Ministry are accordingly being revised.

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CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item II(b) of Agenda.

Place: Allahabad.
January 6, 7, 8 & 9, 1949.

Report on the progress of Educational Development
Plans implemented or proposed to be implemented
by the Provincial Governments.

In this memorandum it is briefly stated what educational schemes from their Five-Year Plans were implemented by the Provinces, viz., Assam, Bihar, Bombay, C.P. & Berar, Madras, Orissa, U.P., W.Bengal and the Centrally Administered Areas during 1947-48. No Progress Report has yet been received from E.Punjab. An indication will also be given regarding the new schemes the Provinces and the Centrally Administered Areas have introduced or propose to introduce during 1948-49.

Assam

Basic system of Education was introduced in some of the Primary Schools in selected areas. Ten men teachers were sent to Jamia Millia and four women teachers were sent to Sevagram, Wardha, for training as instructors for Basic Teachers' Training Schools. A Teachers' Training College was also started in Shillong in March 1948.

During 1948-49, the Government of Assam propose giving grants-in-aid to non-Government Schools for introducing Basic Education and to expand Assam Engineering School, Gauhati,

Bihar.

The number of Senior Basic Schools increased from 36 to 55 and the number of pupils in Basic Schools increased from nearly 4,000 to over 5,000.

The Bihar Legislature has also passed an Act for introduction of compulsory attendance of the pupils of 6 to 14 years of age in the Brindaban area where Basic Education has been introduced.

There were three Basic Training Schools in 1946-47 and four more were added during 1947-48. In all these seven institutions, 424 men and 43 women received training during 1947-48. As for

staff for Training Schools, 45 men and 1 woman were under training in some of the Government Basic Training schools and at the Sadepur Ashram. 8 more were deputed to Basic Training Institute at Sevagram for one year. Research work in problems of Basic Education was carried on at Patna Basic Training School in Brindaban area. ^A Science graduate who was also a Craft Instructor was sent for training in England.

The Kumarbagh Post-Basic High School at Brindaban consisting of 9th and 10th grades was started. In this school the productive activity is directly related to the vocational profession chosen by each pupil. Training is imparted in Agriculture including Animal Husbandry, Textiles, Technology including Wood-work, Metal work and Rural Engineering. Girls are given training in teaching and Home Crafts. Fees are charged from all students attending the school. The school organisation is, however, required to provide opportunity for each student to earn his or her fees by individual or co-operative work in the course of the practical work. The training is so planned that within a period of 3 to 4 years each pupil should be able to earn enough to pay fee, his food and clothing.

A new Degree College was opened at Ranchi. The First Grade College for Women at Patna, recently ~~realised~~ from an Intermediate College, was making satisfactory progress. The Principal for the Mechanical and Engineering College, Sindri was appointed and one of his first duties was to prepare plans of the College in consultation with the Government Architect.

During 1948-49, increased grants-in-aid will be given to High Schools for opening Science classes and for improving teachers' salaries to the extent of 50% in the case of trained teachers and 25% in the case of untrained teachers. The Patna School of Art is to be taken over by the Government. More High

Schools and Libraries with Radio Sets will be opened for the benefit of the backward classes. Arrangements are being made for training teachers in Physical Education. It is decided to appoint a Physical Training Instructor in the Patna Training College and a Superintendent of Physical Training for the whole Province.

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Bombay

53 existing schools were converted into either Junior Basic or Senior Basic Schools and the number of pupils in Basic Schools increased from 6,100 to 7,500 during the year under review. The Provincial Government also opened 225 Primary Schools in Schoolless villages and placed Rs.20 lakhs at the disposal of twenty District Building Committees at the rate of Rs. 1 lakh for each Committee for constructing school buildings.

Seven Training Colleges were started during 1947-48. Short-term courses in spinning and weaving were also organised in almost all the Districts of the Province. 1,997 Primary teachers were trained in spinning, 883 in weaving, 192 in agriculture and 23 in card-board modelling. A Graduates' Basic Training College, Balgaum, with provision for teaching spinning and weaving and card-board modelling and wood-work was also opened in July, 1947. This would provide craft teachers in Primary Training Institutions as well as Inspecting Officers. 36 teachers were in attendance. A Hand-Book has also been compiled for the guidance of Basic School teachers giving tentative but detailed suggestions regarding schemes of correlated lessons.

A sum of Rs.10,00,000 was utilized for paying increased grants to Non-Government Secondary Schools. The recommendations of the Special Committee appointed by Government in regard to the basis of grant and the improvement of the conditions of service of Secondary teachers were also under the consideration of Government of Bombay. A sum of over Rs.40,000 was spent on the Agricultural High School started by the Government in June 1946. Second year classes were added to the four Lokashalas started during 1946-47 and two more new Lokashalas - one for Marathi boys and the other for girls were opened during the year. The standard of education in these schools corresponds to the Matriculation standard minus English. The students passing the Lokashalas Examination would be eligible for admission to Training Institutes for Primary School teachers.

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The Poona University Bill was passed into an Act by the Bombay Legislature and a valuable library was purchased for the University for Rs.35,000. Government appointed two separate Committees to make recommendations in connection with the establishment of Universities in Gujrat and Karnatak. An additional grant of Rs. 1,00,000 was paid to Bombay University and following further grants were paid to colleges and Research Institutions in the Province.

1. Arts and Science Colleges - Private Rs. 90,500.
2. New Engineering College, - Recurring Rs.22,000
Sangli. N.R. - 1,99,914.
3. Research Institutions. - Rs. 18,300.

The first year classes under the re-organisation scheme of the R.C. Technical Institute, Ahmedabad were started with effect from the academic year, 1947-48 for teaching Diploma courses in the following subjects:-

- i) Combined course in Mechanical and Electrical Engineering.
- ii) Combined course in Cotton Spinning and Weaving.
- iii) Combined course in Bleaching, Dyeing and Finishing etc.
- iv) Civil Engineering.

115 students were admitted for the different courses.

The construction work in connection with the Industrial Schools, Satara, Hubli and Bijapur was started during the year under review and a course in Pattern Making was introduced in the existing Industrial School at Satara.

In Bombay City over 39,000 adults attended Literacy classes and 20,000 became literate during the year 1947-48. 25 literacy Centres were opened in different districts of the Province and they organised 980 literacy classes. These classes were attended by over 24,000 adults, while 7682 adults were made literate during the year. The Government of Bombay also purchased 34 sound-projectors and 4 elementary generators at a cost of nearly Rs. 1,00,000 and new films at a cost of another Rs.1,00,000. These films were circulated to the various centres. Over Rs. 1½ lakhs were spent on Library Development Scheme. 16 District Libraries were established during the year.

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Administrative approval was accorded to the inception of School Health Service for the purpose of medical examination of school children and for providing follow-up treatment for those found defective. The Special medical staff was appointed in this connection for the Pardi Taluka. The Government of Bombay also incurred a sum of over Rs.1,00,000 for advancing the cause of Physical Education in the Province. Short term courses in Physical Education were organised for Primary School teachers in 16 Districts of the Province and a short term course in Physical Education for Secondary School teachers was started at Kandivali in March, 1948. Over 700 teachers took advantage of these courses. Rs.60,000 were utilised in paying grants to non-Government Secondary Schools at the rate of 1/3rd of their expenditure on Physical Education and an Inspector of Physical Education and two Assistant Deputy Educational Inspectors for Physical Education were also appointed. 44 additional posts of Assistant Deputy Educational Inspectors were also filled during the year.

During the year under review, two-thirds of the construction of a hostel for students of the backward communities and a building for the Backward Class Officer, Poona were partially completed.

During 1948-49, apart from continuing with schemes already started, it is proposed to open libraries in all villages having full-grade Primary Schools which will be placed in charge of the Headmasters of the schools. The Headmasters will get extra allowance for the purpose. Scholarships are awarded to students for technical training abroad. A few officers are sent to the U.K. for training in Civil Engineering.

C.P. & BERAR.

74 Local Body Indian Middle Schools were taken over by the Government and are being gradually converted into Senior Basic Schools. Basic syllabus was introduced in classes I and II during

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1947-48 and is introduced in class III during the current year.

The Training Institutions in the Province turned out 128 teachers trained in Basic Education during the year 1947-48. In addition, a number of stipends were provided for women teacher-trainees in Normal Schools and in Middle and High Schools for girls who have undertaken to join the teaching profession. Stipends were also sanctioned for training of teachers for Anglo-Indian and European Schools. A grant of over one lakh was also paid to the Nagpur University for its Training College.

Nine High Schools, four for boys and five for girls, were started. Agricultural laboratories in five out of six Government High Schools were nearly completed. Commerce courses were also started in four Government High Schools at Nagpur, Akola, Khandwa and Raipur. A Technical High School was established at Jubbulpore and some of the classes started working. A girls' hostel was built for the High School for Girls at Akola.

The following courses were introduced in the Prantiya Shikshan Mahavidyalaya, Jubbulpore:-

- i) Diploma in Educational Psychology.
- ii) Diploma in Educational Psychology applied to social Service.
- iii) Certificate in Psychometry.
- iv) Certificate in Sociometry.

15 stipends were provided for each one of the courses (i) and (ii) and 15 stipends were provided for courses (iii) and (iv). Grants were paid to Nagpur University for the Department of Geology, to Saugar University and to private colleges for Building and Equipment. Teaching of Geology was introduced in the Mahakoshal, Mahavidyalaya, Jubbulpore and courses in Geography, Post-graduate Teaching and Biology were introduced in Mahakoshal Mahavidyalaya and Vidarbha Mahavidyalaya, Amraoti. The Government of C.P. also spent nearly 7½ lakhs for research work in Government Colleges.

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The Government Engineering School at Nagpur was further expanded.

In May 1948, the Provincial Government started their summer camps for launching their Social Education scheme. Over 7,000 students and teachers volunteered to work in 438 Social Education Camps started for the purpose. The illiterate masses were given an intensive training in 3 R's, Local Geography, General Knowledge and Civics for five weeks. 68,000 men and 33,000 women attended the classes out of whom 41,000 men and 21,000 women were successful in the Adult Education Certificate Examination held at the end of the training period. These summer Camps were the first experimental stage of the implementation of an ambitious Social Education Scheme of the Central Provinces. It is also proposed to have mobile units each with a bus properly fitted up with Cinema Projectors, Generators and Loud-speakers etc. for which necessary capital expenditure has already been incurred. Radio-sets will also be installed in village schools.

Schemes in connection with appointment of Planning Staff for Development Plans, creation of 28 posts of Assistant District Inspectors of Schools and Reorganisation of Inspectorate of Girls' Schools were also introduced. The staff of the Offices of Director of Public Instruction and Divisional Superintendents of Education was also considerably re-inforced.

During 1948-49, instruction in Technical Education will be provided for students of Secondary Schools. Three Junior Technical Schools will also be started at Akola, Nagpur and Raipur. Refresher courses will be started for untrained Primary School Teachers and 62 additional stipends will be given to the girls undertaking to join the teaching profession.

The Development Programme further provides for payment of grants to Nagpur University for Library buildings and equipment, endowment of chairs in Hindi and Marathi and for Compulsory Military Training. Research Laboratories will be constructed at Vidarbha Mahavidyalaya, Amraoti, Mahakoshal

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Mahavidyalaya, Jubbulpore and College of Science, Nagpur. The Central College for Women, Nagpur which is the only residential College for women in the Province, is also to receive a grant *towards the cost of the additional buildings.*

East Punjab.

Progress Reports on schemes implemented during 1947-48 have not yet been received.

During 1948-49, the East Punjab Government propose paying increased grants to the Local Bodies for improving the existing Primary and Middle Schools and to District Boards for maintaining Model Schools and starting agricultural farms and garden-plots in the schools. Two Government High Schools for Refugee girl students and a Government Normal School at Jagraon for training Primary School teachers will be started. Provision of Rs. 1,50,000 has also been made for Schemes connected with Technical, Commercial and Art Education. A Committee is being appointed to work out the schemes in this connection, ^{one} of which will be the starting of an Engineering Department in the Khalsa College, Amritsar.

Madras.

31 Basic Schools were started of which 21 were ^{old} schools converted into Basic schools. The number of pupils in Basic Schools increased from 2900 to 3400 during the year under review. Compulsory Elementary Education was further extended during the year. The Provincial Government have, however, temporarily suspended the further extension of the scheme during 1948-49 in order to review the actual progress made under the scheme so far and also because they have under consideration a proposal of converting all Elementary Schools in the Province into Basic Schools.

Seven institutions for training teachers in Basic Education were started in the Province. The Provincial Government also started one Institution known as Perianaichenpalayam for training staff for Training Schools. 28 trainees were under training last year. The construction work for the Government Secondary and Training School for Women at Erode was completed.

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The Government College for Muslim Women started in 1946-47 was handed over to one Mr. Ethiraj for running it as a Women's College for five years in the first instance. B.Sc. course was also introduced in the Government Muslim College, Madras and the Arts College at Coimbatore was raised to first grade. The work of providing additional buildings for the Government Arts College, Anantapur was also started and grants were paid to Loyala College for an extension of ^{the} present building. The building of a hostel for the Annamalai University was also nearing completion.

Construction of buildings for the College of Engineering and Technology, Annamalai University, Engineering College, Anantapur and A.C. College of Technology, University of Madras was in progress. The Government of Madras also incurred a non-recurring expenditure of over Rs. 3½ lakhs on the Engineering College, Vizagapatam, and of over Rs. 6½ lakhs on the Arthur Hope College of Technology, Coimbatore.

The Provincial Government have sanctioned revised scales of pay of teachers from January 1, 1947. The Government have laid down different scales of pay for teachers of the same qualifications working in Government, Local Body and Private Schools.

During the year 1948-49, the Madras Government have decided to open additional Secondary Schools for Boys and Girls and introduce Hindustani and bifurcated courses-technical and academic in Secondary Schools. The new courses have been introduced in 50 selected Schools so far. With a view to opening additional schools for the education of the deaf, dumb and blind children, six additional teachers for the blind and three for the deaf and dumb will be trained. It has also been decided to take over management of the Victory Memorial School for the Blind at Poonamalle.

Orissa.

783 Primary Schools and 10 Middle Schools were improved in respect of buildings and equipment at a cost of over Rs. 5 lakhs. The salaries of Primary School teachers were also revised. Grants to the extent of over Rs. 1 lakh were made to 30 aided High

Schools for purchase of science apparatus, furniture, equipment and land for buildings and playgrounds. Similarly grants to the extent of nearly Rs. 6000 were made for improvement of Anglo-Indian and European High School Education.

Three Colleges with Science Classes were opened at Puri, Balasore and Maypore.

Additional appointments were made to the staff of Balasore College. Over Rs. 50,000 were paid by way of grants to the aided colleges for equipment and furniture and a grant of Rs. 50,000 was made to the Utkal Christian College. Necessary chemicals, apparatus, books, etc. were purchased for the degree classes in Geography, Geology and Zoology at the Ravenshaw College, Cuttack. The Women's College at Cuttack has become a full-fledged Arts College. Six men and two women candidates were deputed to Institutions of Physical Education in Madras and Lucknow for training in Physical Education. An Inspector of Physical Education was also appointed. A sum of nearly ^{Rs.} 60,000 was spent to provide mid-day refreshments for students in all the recognised High Schools. The headquarters staff of the D.P.I., Orissa was also strengthened. A sum of nearly Rs. 2,00,000 was spent on monthly stipends and annual grants to students of Scheduled Castes, Backward Communities and Hill Tribes in Secondary Schools and Colleges. Books and slates were also distributed free to children of these communities in Primary Schools. One residential Ashram School was started for children of Hill Tribes and the buildings for others have been constructed. In addition, forty Sevashrams were started for day scholars and three Assistant Welfare Officers were appointed for education and welfare of children of these Tribes. 21 new One-teacher Primary Schools were started in Partially Excluded Areas for children of Scheduled Castes. Curriculum of Basic type will be introduced in these schools. Four candidates who had been deputed abroad for higher studies in educational matters have now returned and two more have been sent for training in scientific and educational subjects.

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The Government of Orissa propose spending nearly Rs. 54,00,000 on their Educational Programme during the current year. Apart from continuing with schemes already approved, it is proposed to convert the Government Zila Schools into Technical High Schools, improve the pay of teachers in the Secondary Schools and appoint additional Inspectresses and Deputy Inspectresses of Schools.

U.P.

A number of Local Body schools were converted into Basic Schools and in July 1947, the Government opened 2340 new Junior Basic Schools and in July 1948, 4400 in the Province. This is part of the scheme to open annually 4400 primary Basic Schools to facilitate the introduction of Compulsory Junior Basic Education with efficiency within a period of five years if possible. The number of pupils in Basic schools increased from over 6,000 to over 10,000 during the year under review.

Economy has been effected on school buildings in the Province by erecting kacha buildings with pucca plinth. The Government are promising a subsidy of Rs. 1000/- per school, the balance being provided by the villagers. Six Training Centres for women teachers with accommodation for 30 candidates in each centre were started. The duration of the course was three months. The Provincial Government have also instituted the scheme of Mobile Training Squads for giving training to untrained teachers. There are 26 such squads each consisting of one trained graduate and two teachers with Hindustani Teachers' Certificate. Each squad looks after two districts. Each has gramophone records, pictures, slides, etc. and is trained to take part and introduce improvements in folk-music, folk-dancing, rural painting etc. The untrained teachers are given intensive training in Physical Education, Arts and Crafts and the art of Teaching for at least a fortnight. The Squads are constantly on tour to supervise the work of such teachers and give them fresh directions from time to time. The Government have started four girls' High Schools in Sultanpur, Banda, Basti and Rai Bareilly. General Science

was introduced in the higher classes of four Government Girls' High Schools and vocational training was provided in Government High Schools at Lansdowne and Srinagar. Grants to the extent of nearly Rs.5,00,000 were awarded to educational institutions for improvement of existing optional subjects and for introduction of new subjects. Stipends were also awarded to Inter: and High School students reading Agriculture. Some equipment and machinery were purchased for the occupational Institutes at Lucknow and Allahabad and a portion of the building for the Lucknow institute was also ready. Carpentry and Weaving classes were running smoothly at the Government Polytechnic Institute, Srinagar and arrangements to introduce tailoring classes were also being completed.

No new scheme is to be launched during 1948-49 in the U.P.
WEST BENGAL.

During 1947-48, an expenditure of over Rs.32 lakhs was incurred by way of increasing the salaries of Primary School teachers. A sum of nearly Rs.1½ lakhs was spent for the purchase of Machinery and equipment for Government Colleges. The Berhampur Girls' College was taken up for improvement. The Chemical Engineering Department of the College of Engineering and Technology, Jadavpur was re-organised and new staff was also appointed. The first batch of trained Chemical Engineers will come out during 1949-50. The Bengal Engineering College was improved - new staff was appointed, The number of scholarships was increased and more students were admitted.

With the eleven trainees trained at Sevagram, two Basic Training Schools were opened at Baigachi. A batch of 36 students was also sent to Balrampur Training Centre for one year's training. Additional facilities were provided for graduate teachers in the David Hare Training College.

During 1948-49 the Provincial Government wish to launch their scheme of Universal Free Basic Education for the age-group 6-11. Compulsion will be introduced as soon as enough teachers and administrative personnel and requisite buildings and equipment are available.

and equipment are available. Nursery Schools and classes will also be provided in poorer and congested areas. It is also proposed to start two Technical High Schools. The standard of teaching Science subjects in the Government Colleges would be raised by providing satisfactory equipment. The Presidency College, Calcutta will be extended. The efficiency of the Primary School Inspection will be raised by strengthening the staff. Provision has also been made for Educational Survey and Planning.

The Government have also sent their 1949-50 programme. It consists of providing school meals for needy children in selected areas, improvement and expansion of existing facilities for education and welfare of the handicapped, reorganisation of the Government School of Art, payment of grant-in-aid to existing Art and Music Institutions and provision of library facilities. A sum of Rs.75,000 is being provided for grants to societies who are compiling educational and scientific literature in Indian languages. A further provision of Rs. 6,50,000 is being made for speeding up the progress of the educationally backward classes.

Centrally Administered Areas.

AJMER.

For the Centrally Administered areas of Delhi and Ajmer, two training institutions have been started - one for men at Ajmer and the other for women at Delhi. Matriculated students are in general admitted to the Women's Institute, though in exceptional cases non-Matrices have also been allowed admission. In the case of men no such relaxation is given. The course lasts for one year. There are at present 150 men and 100 women students.

COORG.

In furtherance of the scheme to introduce compulsory education in Hebbale area which is backward in Education, a survey was conducted by the District Educational Officer

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to assess the requirements in respect of buildings, staff; etc. and a sum of Rs.21,000 was spent towards construction and improvement of the Elementary School Buildings.

Three graduates have been deputed to the Government Training College, Allahabad. After training, these teachers will be posted in the Basic Training School proposed to be started for training teachers for Basic Schools in Coorg. Three private High Schools were taken by the Government and the construction of two out of three new High School buildings was started. The expenditure on construction of the above two buildings was met out of the contributions deposited by the people of the locality in which the schools are situated.

DELHI.

A Co-ordinating Committee to expedite Basic Education in the Delhi Province, consisting of representatives of the Ministries of Education, Health, Agriculture, Information and Broadcasting and Labour and the Local Administration has been set up. The various Ministries represented on this Committee have prepared syllabuses for the teacher-trainees in Basic Education. They have also offered to supervise the actual training classes and occasionally send their men to arrange demonstrations, magic-lantern shows and lectures for the teacher-trainees.

Delhi Post-war Educational Development Board have also been set up under the Chairmanship of the Chief Commissioner, Delhi. The Ministries of Education and Finance are represented on this Board. The main function of this Board is to review the schemes from time to time and take necessary measures to expedite them.

45 new Basic Schools including 17 schools for girls were started on 1st July 1948. Out of 50 more Basic Schools which were to be started from 1st November, 1948, 34

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including 5 exclusively for girls have been started and 16 more will be opened very soon; 50 more schools are proposed to be started from 1.4.49. These schools will also be used as Social Education Centres in the evening. Two batches each of 50 trained teachers have already received an intensive refresher course at Jamia Millia. They are for the new schools. Another batch of 50 will be deputed soon. 14 schools were taken over from the Delhi Municipality by the Delhi Administration. In addition the A.V. Middle School, Shahadra was taken over from the Notified Area Committee, Shahadra. The grant-in-aid rules for recognised Secondary Schools in Delhi and Ajmer-Merwara were liberalised. In future grants to the extent of 90% of the net approved expenditure will be given by the two Administrations. The scales of pay of teachers in both Delhi and Ajmer-Merwara were considerably improved, and so were the conditions of service. As far as practicable, a teacher wherever he is, will enjoy the same scale of salary and the same privileges as a teacher in a Government Institution. A three weeks' course was started for training teachers in the technique of Adult Education. 40 Teachers availed of the training and 36 passed in the test held after the training period. These teachers have now been put in charge of 32 centres which have been started in the rural areas of Delhi for imparting Adult Education. The Inspectorate^{of the Province} was also strengthened.

The Approved Development Schemes of the Provinces and the Centrally Administered Areas continued to be financed by the Government of India. But for the year 1948-49, the basis of grant for the provinces has been changed and the Government of India have undertaken to give only 50% of the expenditure incurred on approved schemes, the remaining 50% being provided by the Provinces from their own resources.

The whole question of financing Provincial Development Schemes was reviewed at a recent conference of the Provincial Finance Ministers called by the Centre and the Government of India's future policy in this connection is to be shortly announced.

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Appendix D (d).

MEMORANDUM.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.

Item V (d) of Agenda.

Place : Allahabad: 15th meeting
January 7, 8 and 9, 1949.

Subject:- Report of the Committee on the Ways and Means of
Financing Educational Development.

At their 14th meeting held in January, 1948 the Central Advisory Board of Education recommended that a Committee of Educationists and other experts should be appointed to consider Ways and Means of Raising the Finances required for the implementation of the Post-War Development Schemes. This recommendation was endorsed by the All-India Education Conference, which was convened by the Hon'ble Minister for Education in January 1948. The Government of India then appointed a Committee to go into the question. The Draft Report of the Committee is attached herewith. This Report was circulated to the Chairman of the Committee as well as to all other members for their comments. The Report has been approved by the Chairman, but the comments from other members are still awaited.

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DRAFT REPORT OF THE COMMITTEE ON
WAYS AND MEANS OF FINANCING EDUCATION.

The outline of educational development of the country has been laid down in the Report of the Central Advisory Board of Education known as "Post-War Educational Development in India" published in January 1944. This Report has also supplied estimates of the cost of the various programmes and stages of educational development. The practical experience gained since then in the Provinces as well as at the Centre, however, indicates that the recommendations made in the above Report require to be modified in certain material respects.

2 The question of our future programme of education was raised at the 14th meeting of the Central Advisory Board of Education and at the All-India Education Conference held in January 1948. It was generally agreed that the period of forty years laid down in the Report for introducing a eight years course of compulsory education must be curtailed and, if necessary for the purpose, the stage upto which compulsion should be enforced would also be reduced. It was, however, agreed that the period of compulsion would in no case be less than five years i.e. for the age group 6-11.

3 The estimates of cost, as calculated in the Report, were also out-of-date. Owing to increased cost of living, basic pay must be higher and dearness and other allowances must also be provided for.

4 The following, inter alia, are the resolutions passed by the Conference :-

(i) That the period of forty years contemplated by the Central Advisory Board of Education as necessary for the completion of the work of universal compulsory education should be substantially curtailed.

(ii) That the view of the Central Advisory Board of Education that provision should be made for universal, free and compulsory Basic Education for a period of 8 years be endorsed; ~~but~~ if, for financial and other practical reasons, it is not possible for the Educational Authorities to make provision ~~forthwith~~ for the whole eight-year period, planning in the first instance may be confined to a five-year period.

5 It was decided to appoint a Committee to examine our existing financial resources and the programme for educational development for all Provinces and States and to make suggestions to ensure that

educational.

educational development may not be held up for want of funds.

The Government of India accordingly appointed a Committee consisting of the following members :-

1. Hon'ble Mr. B.G. Kher, M.A., LL.B.,
Premier, Bombay Province.
2. Dr. B.P. Adarkar, M.A., (Cantab),
Ministry of External Affairs & Commonwealth Relations.
3. Dr. Tara Chand, M.A., D.Phil., (Oxon),
Educational Adviser to the Government of India.
4. Acharya Narendra Deo, D.Litt.,
Vice-Chancellor, Lucknow University.
5. Prof. Humayun Kabir, M.A., (Oxon),
Joint Educational Adviser to the Government of India.
6. Sir Rustom P. Masani, M.A., J.P.
7. Mr. V. Narahari Rao, C.I.E.,
formerly Secretary to the Government of India,
Ministry of Finance.
8. The Hon'ble Mr. N.R. Sarker,
Finance Minister, Government of West Bengal.
9. Prof. K.T. Shah, Member, Constituent Assembly.

Dr. Bina Chatterjee, Assistant Educational Adviser, Ministry of Education, acted as Secretary to the Committee.

The Agenda considered by the Committee is given in Appendix 'A'.

The Committee held three sessions in New Delhi, on May 1, July 12 and August 28 and 29 respectively.

Mr. Narahari Rao did not attend any one of the meetings of the Committee, but Mr. Ram Gopal, Joint Secretary, attended the second meeting and Mr. Mathias, Deputy Secretary, attended the third meeting of the Committee on behalf of the Ministry of Finance.

Prof. K.T. Shah did not attend the first meeting and the Hon'ble Mr. N.R. Sarker could not attend the first two meetings. He, however, sent a very useful Memorandum (Appendix 'B') for the meeting of the Committee.

At its first meeting, the Hon'ble Mr. B.G. Kher was elected Chairman of the Committee.

COST.

In order to give an idea of the expenditure involved in launching a full educational programme, statements of expenditure for the various stages of education, based on certain assumptions, have been worked out (Appendix 'C').

BASIC EDUCATION.

It is hoped that compulsion for the 6-11 age group will be introduced throughout the country within a period of ten years by two five years plans. It is then proposed to extend compulsion to the age group 11-14 within a further period of five years.

While the Committee is of the view that the pay scales should be such as to attract and retain the right type of persons to the teaching profession, it feels that only the minima for trained teachers could be laid down. In the opinion of the Committee, no Primary School Teacher, who is trained, should receive a salary of less than Rs.40/- per mensem. The dearness allowance should be 25% in the rural areas and 50% in the urban areas. The individual pay scales would, however, have to be decided by the Provinces in relation to local circumstances and the financial position of the Province. The structure of allowances should also conform to the general structure of allowances prevalent in the Provinces. The figures mentioned above indicate, in the opinion of the Committee, minima to which the Provinces must conform if they are to have the right type of teachers.

SECONDARY EDUCATION.

The estimates are based on the assumption that 20% of the pre-Secondary children will go in for High School education. Here also only the minima for trained teachers can be indicated. Trained graduates should be paid in the scale of Rs.80-220 with a selection grade of Rs.150-300.

UNIVERSITY EDUCATION.

It is assumed that one in ten of the High School pupils will go to the University and the cost per capita will be Rs.400/- per annum.

ADULT EDUCATION.

It is intended that the whole population between 15-30 should be made literate in two periods of eight years each and the cost per capita will be Rs.5/- per annum.

TRAINING OF TEACHERS.

In the initial period, Matriculates may be given only one year's training as an emergency measure but they should be required to come back for refresher courses.

School Medical Service and Physical Education may both be combined and 10% of the gross expenditure at every stage of Education may be assumed to be spent on this item.

The estimates have been prepared on the assumption that a start from complete scratch will be made and that the attendance will conform strictly to the percentages and population as worked out in the tables. This, however, would not give a correct picture as almost half the children who would be brought under compulsion are already attending school on a voluntary basis. As soon as compulsion is applied to any one age group, the number of voluntary pupils will show a tendency to increase. In addition, the cost in respect of all such children would tend to rise, as the revised scales of pay and allowances would have to be applied also to them.

Concentrating only on the five-year programme of Basic Education, it may be said that the total as calculated in Table 'C' should, therefore, be increased by certain percentages because of increased salaries of teachers in existing schools, the cost of educating older children who may voluntarily join the new schools and other expenses which would follow from the increase in the number of pupils at all stages. The following table will give an approximate idea of the expenditure to be incurred during the next five years on Basic Education alone in Provinces and States :

	Expenditure on compulsory Edn. for age group 6-11.	Incidental charges. (in lakhs)	Total Expenditure.
1949-50.	1,148.10	574.05 (= 50% of Col.2)	1,722.15
1950-51.	2,332.24	932.90 (= 40% of Col.2)	3,265.14
1951-52.	3,583.98	1,075.19 (= 30% of Col.2)	4,659.17
1952-53.	4,880.99	976.20 (= 20% of Col.2)	5,857.19
1953-54.	6,215.78	621.58 (= 10% of Col.2)	6,837.36

The percentages of incidental expenses have been reduced year by year on the ground that as more and more students are covered by the compulsory schemes, the margin of excess over the figures shown in the table is bound to decrease.

DIFFICULTIES.

Even a cursory glance at the various estimates will show that it is almost impossible to meet this cost from the Provincial resources supplanted by the Central grants. It is hoped that the Provincial and Central resources will materially improve, but, in any case, the difficulties indicate the determination which is required if the

problem of education has to be solved.

The attached table indicates the position in the Provinces on the basis of 1948-49 budgets. The total sum provided for education comes to Rs.30,42,06,000/- out of the total revenue of Rs. 2,47,35,04,000/-.

At the Centre the expenditure on education is Rs.3,85,22,000/- in a total budget of Rs.3,95,15,69,000/- exclusive of expenditure on Railways.

If the educational programme is to be accelerated, we must on the one hand increase the Provincial and Central resources and on the other exercise every possible economy. A programme of priorities between the various branches of educational development must also be laid down so that the available resources are not frittered.

INCREASE IN RESOURCES.

The existing Provincial budgets are themselves an index of the present inflationary position. There seems little prospect of real increase in the educational allotment in the Provincial budgets in the next four or five years. Even after weighing the difficulties of fixing any definite percentages for expenditure on particular lines of development whether Education, Agriculture, Public-health or other items, the Committee is of the opinion that the Provincial Governments should try and spend about 20% of their total budget on Education.

The amount spent on Education by the Centre is extremely small. This may be partly due to the fact that Education is a Provincial subject under the Constitution, but whatever be the reason the position requires to be reviewed. The ideal may be to increase the resources allotted to Provinces so that they may spend more on Education. The Centre, nevertheless, should be prepared to spend a very much larger amount on Education without disturbing the present constitutional responsibilities. The Committee recommends that the Centre should spend about 10% of its budget on Educational Development both in the Central areas and as grants-in-aid to Provinces. In respect of Provincial plans, the Committee holds that 70% of the expenditure should be borne by the Local Bodies and Provinces and the remaining 30% by the Centre.

The Committee has carefully considered the proposal to raise money by an Education Cess, but past experience shows that the Cess has not produced sufficient revenue for the purpose.

The Committee is of the opinion that the Government may enact

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great reluctance, agrees that only for five years, the teacher-pupil ratio may be 1 : 40 instead of 1 : 30, though from the educational point of view, this change would be most undesirable. The ratio of 1 : 30 should be restored earlier if possible, but in any case the position must be reviewed at the end of five years.

(v) In urban areas, where conditions justify, the same school buildings should be used for two shifts provided different teachers are employed in each shift.

(vi) Some increase in the fees in the post-compulsory stage of Education i.e. Senior Basic, Pre-Secondary and above, may be permitted, provided a substantial number of free places are available to meritorious students in straitened circumstances. (Acharya Narendra Deo did not agree)

(vii) The Government may enact that an adequate percentage of the income of charitable trusts should be allocated towards the expenses of Education provided that the Government may exempt certain specified types of trust, e.g., a medical trust, etc., from the operation of such law.

Adult
(viii) Students, after passing their Matriculation or equivalent examination, should be required to serve as teachers for Adult Education for a period of at least six months and Government may enact necessary legislation for the purpose.

(ix) Voluntary efforts should be encouraged for meeting the capital and recurring cost of Education and voluntary organisations should be induced to run educational institutions with such assistance from Government as may be feasible.

(x) Wherever conditions permit, loans should be raised for meeting the capital cost or such part thereof as may be necessary.

(xi) A fixed percentage of Central and Provincial Revenues - about 10% of the Central and 20% of the Provincial - should be earmarked for Education by the respective Governments.

(xii) About 70% of the expenditure on Education should be borne by the Local Bodies and Provinces and the remaining 30% by the Centre.

(xiii) All contributions for Education approved by the Provincial or Central Government should be exempted from incometax.

(xiv) The expenditure incurred on Education by industrial or business concerns should also, if approved by the Provincial or Central Government, be treated as establishment expenses for purpose of incometax.

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Appendix A.

AGENDA OF THE COMMITTEE TO CONSIDER THE
WAYS AND MEANS OF FINANCING EDUCATIONAL
DEVELOPMENT.

1. To consider in the light of present conditions the finances (recurring and non-recurring) required for the different stages of a comprehensive system of education for India.
2. To consider the ways and means of raising the necessary finances by means of any or all of the following methods:-
 - (i) Central Grants: Allocation of the sources of revenue between the Central and the Provincial Governments under the New Constitution; scope and extent of grants from Central Revenues,
 - (a) to Provincial Governments,
 - (b) for Central All-India Schemes of Development,
 - (c) to Universities and other All-India Institutions.
 - (ii) Levy of an Education Cess: Its feasibility and details of its levy, administration and distribution.
 - (iii) Educational Loans: Purposes for which educational loans may be raised and the terms on which they should be raised and applied.
3. To consider any other feasible suggestions for raising the finances for educational development programme.

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CENTRAL ADVISORY BOARD OF EDUCATION, INDIA.Item X of Agenda.Fifteenth Meeting: Allahabad.
January 6, 7, 8 and 9, 1949.Subject:- Need of taking appropriate steps for evolving
some uniform procedure to record correct age.

1. From an educational point of view knowledge of the correct age of the child is indeed very great. The need of such knowledge in the case of children within the age range 6+ to 14+ is essential for educational reorganisation. Unless children of requisite age groups are determined with sufficient precision, the task of enforcing compulsory education at any stage will be fraught with great legal and practical difficulties. In rural areas, specially, the child being an economic asset, which will continue to be the case till economic conditions in the country sufficiently improve, there will be a tendency, on the introduction of compulsion to evade it, on the part of parents, by giving wrong age, which might be difficult to check in the absence of an authentic record of age.

2. In any progressive scheme of educational reorganisation the importance of measuring intelligence, with fair degree of accuracy, is undoubted. However, the results of any intelligence test will be of no value in the absence of the knowledge of sufficiently accurate Chronological age as :-

$$I. Q. = \frac{\text{Mental age}}{\text{Chronological age}} \times 100$$

The most important practical application of evaluating Intelligence Quotient will be in the bi-furcation at the age of about eleven for diverting children of particular ranges of intelligence to different grades of education, without which no educational re-organisation could achieve its aim. Even the scheme of educational re-organisation drawn up by the Central Advisory Board envisages this bi-furcation on the basis of Intelligence, although in some quarters there is a tendency to post-pone it. However, even for any deferred educational development it is essential that appropriate steps for evolving some uniform procedure to record correct age be taken immediately.

3. While there exists some arrangement for registration of births, it seems that the recording of age or date of birth, for all practical purposes, is mostly unrelated to such registration. In the first instance registration of births is rarely by names which are given later. The usual practice seems to be to inform either the clerk for recording births and deaths, under a Municipal Board, or the Officer-in-Charge of this work at a Police Station in rural areas, that a son or a daughter to someone is born. But this record does not usually refer to name of the baby, with the result that the date of birth in a particular case is liable to be confused with that of subsequent brothers or sisters, as the case may be. The common practice seems to be not to refer to this elementary record of birth at all. Except among Christians who possess authentic record of age in the form of Baptism Certificate, the recording of correct age is usually neglected in a family. Consequently, leaving aside a large majority of children who do not go to any school at all, in the case of children who are admitted to a school, this important business of recording correct age or date of birth is generally done rather at random and may be out by three or four years in great many cases.

4. Thus it would indeed be interesting first of all to make an enquiry regarding the present procedure followed in the various provinces with regard to recording of age, as distinguished from mere registration of births, and find out as to how far it is reliable and what the weaknesses of the various methods are. After this enquiry steps be taken to evolve a uniform procedure for recording correct age and making that record, properly systematised, readily available to educational authorities concerned.

Appendix R(b).

MEMORANDUM.

Central Advisory Board of Education in India.

Item XVIII(b) of Agenda. Fifteenth Meeting: Allahabad.
January 6, 7, 8 & 9, 1949.

Note on the proposal that in regions where Hindustani is not the regional language, Hindustani may be taught in Secondary Schools in the Roman Script and the script of Hindustani may be taught to the children at a later stage when they come to high school or College class.

1. The following memorandum has been received from the Government of Madras:-

"There are a number of advantages arising from the adoption of the Roman Script for Hindustani, while there appears to be no disadvantage of any kind.

(1) The place of script in relation to a Language.- The older languages like Tamil, Telugu, Hindi, Bengali and Urdu have each a script of its own in which words ranked as treasures of the respective languages are written and it will be painful from a sentimental point of view - a point of view which cannot be brushed aside as of little or no value in matters like this - to have to transliterate them in a different script which has no traditional link with the parent language. There is no such consideration operating in respect of Hindustani. This is ostensibly what may be called a utility language with appeals to large sections of the people of India. Its history is short and can call up in the minds of people using it, no such protest.

(2) Rapidity of results.- What is wanted in the propagation of Hindustani is a quick spread of the language. It is difficult to conceive of any script other than Roman which could ensure this result. It is far easier to master

than the Nagari and Urdu scripts, which present difficulties both in the number of alphabets with their several combinations and in the involved nature of the scripts themselves. Another great advantage just now is the striking progress already made in the army in the use of the Roman Script and it will not be sensible to throw away the results already achieved. This work was done at great pressure - no doubt regardless of cost and wastage - and the experience gained could be used to evolve a scheme at once effective and economical.

(3) Universality of the Script.- The Roman Script has this characteristic par excellence. The adoption of the script will give a unity to the nations of the other world. When India is on the high road to an exalted place in the cornity of nations it will not do for its chief political language to be difficult to be negotiated by foreigners except at the cost of great toil. It is not difficult to see that the Roman Script has come to stay as the chief script in the world, and Asia with its multifarious scripts should either evolve one of its own equally good or adopt one ready-made. The latter course is not merely one which provides the line of least resistance; it is also one which it is wisest to follow.

(4) The Roman Script and an Independent India.- It is sometimes said that the adoption of the Roman Script for Hindustani is opposed to the very spirit of Independent India and will mean in reality the ruin of India. It is difficult to see the factual basis for this. In the Army where the Roman Script has advanced to an extent unknown before, it has not produced any such deleterious results. No one will say that the Indian members of the Indian Army are today less national in spirit than at the commencement of the war. The I.N.A. is but offshoot of this larger body. And all this inspite of the rapid spread of Roman Script in the rank and file recruited from possibly the widest area hitherto known in India. Lastly, P.T.O.

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Turkey has certainly not become less national since the adoption of the Roman Script nor can it be said that she has lost her identity as a separate nation.

(5) The Roman Script and the study of a Western Language.- So far as one can visualise now, the time is not far when India could be content with the study of Indian languages alone. The larger the place Indian occupies in the cultural, scientific, commercial and diplomatic activities of the world the greater will be the need for learning, and the wider will be the extent to which we should learn, some European language best suited for keeping India and the Western world in touch with each other. That means the Roman Script will have to be mastered by a large body of Indians and if such a mastery could be used for the purpose of learning two or more utility languages instead of one only, the advantage is all the greater and not diminished.

(6) The essence of Script.- After all there is really not much sanctity about script as script. There is none apart from what is gained by Age. It is at best a mechanism, a vehicle. The essence thereof is the usefulness and that should be the last test to be applied before it is adopted or discarded. In the physical world we have progressed from the ancient chariots to modern conveyances and at no time did a nation hold back the hand of progress by appealing to ancient usages. Why here alone? Language is just one such vehicle - neither more nor less - but on a different plane.

(7) Borrowing a Script.- Is it consonance with the dignity of a nation taking its first steps towards independence to begin by borrowing from the very nations it is abjuring? There is nothing wrong in this. First of all, of Middle East origin, the Roman script is not the monopoly of England. England borrowed it just as much as we shall

P.T.O.

be if we adopted it; or rather it was forced on it by its conquerors, here we shall be adopting it out of our own free will. Secondly, even our present scripts are probably borrowed ones. Thirdly, there is nothing wrong in borrowing itself. It is only a living nation that can borrow and adopt for its own use what it has borrowed. It is only a dead nation that cannot do this any more than a dead man. Indeed borrowing, assimilation, usage and lending would appear to be a Cycle of Life.

(8) Multiplicity of scripts in South India.- The problem of learning a number of scripts great as it is anywhere, is greater still in any part of India and greatest of all in South India. An average ^{of} English or French or American boy can get on with any language with which he may ordinarily have to deal in the West if he has mastered the Roman Script. Not so an Indian boy and the case is far worse in respect of a South Indian boy. A South Indian boy has to study (1) his mother-tongue script; (2) his regional language script, if this happens to be different from his mother-tongue; (3) the Roman Script for his English; and (4) the Nagari script for Hindustani. It is not difficult to see that relief is necessary if the South Indian boy is not to waste his time in more learning processes, while the Northern India boy is able to go ahead with the acquisition of knowledge itself.

(9) The Roman Script and Ancient Indian Languages.- We need not now seriously consider what will be the ultimate results on these languages if Roman Script is once adopted for the utility language of Hindustani".

2. The First Committee of the Central Advisory Board of Education on the Wardha Education Scheme came to the conclusion that "A common language for India is desirable. This should be Hindustani with both the Urdu and Hindi scripts. Option should be given to children to choose the script and provision should be made for teaching them in that script. Every teacher should

P.T.O.

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-5-
know both scripts, viz., Urdu and Hindi. Some members of the Committee suggest that the adoption of Roman script might prove a solution to the language difficulty and greatly minimise the work of both scholar and teacher. The Board considered this recommendation at their Meeting in December, 1939. It was pointed out that the introduction of Hindustani as a compulsory subject in the provinces where Hindi and Urdu were generally spoken might be possible but that its introduction in those provinces where it was neither spoken nor understood would be difficult. Another difficulty, which was urged, was that several provinces had already a number of difficult languages spoken within their jurisdiction, and the introduction of an alien language (Hindustani) as a compulsory subject in these provinces would further add to their language difficulties. It was also stated that it would be difficult to obtain a sufficient number of teachers who could teach effectively in a language which was foreign to them. On the other hand it was argued that if there were no common language like Hindustani, intercourse between the provinces would not be possible. Another suggestion was that there should be not only a common language for the whole of India but a common script also, viz., Roman. The Board recognised the advantage of having a common language for the whole of India and the general feeling was that Hindustani should be this common language and that in those provinces where it was not spoken it should be introduced in schools as a second language.

'SRG'

500-25/11/48-D.

Central Advisory Board of Education in India.

Item XVI of Agenda.

Fifteenth Meeting : Allahabad.
January 6, 7, 8 and 9, 1949.

Subject:- In every Province there should be experimental school for sub-normal children on linguistic basis and expert staff be engaged in each-school.

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The problem of education of sub-normal children should be tackled simultaneously with that of normal children. There can not be any dispute about the point that the type of education which is suitable for normal children can not be of much use to sub-normal children. Hence it is essential that special schools should be started for the latter. These schools should be staffed with teachers who are specially trained for the purpose as well as with psychologists and psychiatrists.

At present there are very few special schools for sub-normal children in the country, the result being that such children are sent to ordinary schools and the education they get there is completely lost on them. The Provincial Governments should, therefore, make efforts to start special schools for sub-normal children. The Local Bodies and various Social Service Organisations may also be approached for help in this direction.

Special courses of studies should be prescribed in these schools and they should have a definite industrial bias.

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A G E N D A.

CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA.
FIFTEENTH MEETING, 1949.

Time: 10-30 A.M.

Place: Allahabad.

Dates: January 7, 8 and 9, 1949.

(The Standing Committees of the Board will meet at Allahabad at 11 A.M. on 6th January, 1949).

- . - . - . - . - . -

- I. (a) To report that the proceedings of the Fourteenth Meeting of the Central Advisory Board of Education held at New Delhi in January, 1948, 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 a report on the progress of the Educational Development Plans implemented or proposed to be implemented by the Government of India.
- (b) To receive a report on the progress of the Educational Development Plans implemented or proposed to be implemented by the Provincial Governments. •
- (Appx. A)
- III. 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) The Report of the Committee appointed to examine the proposals for Educational Development made

P.T.O.

by the Inter-Provincial Board for European and Anglo-Indian Education.

- (b) Report of the Reference Board on Scientific Terminology.
- (c) Report of the Committee appointed to consider the formation of a National Education Commission to cooperate with the United Nations, Educational, Scientific and Cultural Organisation.

(Appx. B)

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

(Appx. C)

V. To receive and consider the Reports of the following committees:-

- (a) Committee on Secondary Education.
(See items XI and XVIII also).
- (b) Committee on Medium of Instruction.
(See items XIV, and XVIII also).
- (c) Committee on Adult (Social) Education.
- (d) Committee on the Ways and Means of Financing Educational Development.
- (e) Standing Committee of the Central Advisory Board of Education on Basic Education.
- (f) Committee on Physical Education.
- (g) Committee on Institute of Psychology.

To consider also recommendations, if any, from the appropriate Standing Committees in connection with (a) and (c) above.

(Appx. D)

VI. To report the action taken by the Government of India in regard to the recommendation of the Board on the appointment of University Education Commission to survey the work of existing Universities in India

P.T.O.

and to plan the programme of future educational expansion.

(Appx. E)

- VII. (a) To receive a copy of the Final Report of the Overseas Scholarships Committee (Roy Committee) for information.
- (b) To receive an up-to-date report on the working of the Scheduled Caste Scholarships Scheme and the Aboriginal and Hill Tribes Scholarships Scheme and to receive a report on the action taken for the continuance of the above two schemes for a further period of five years beginning from 1949-50.
- (c) To consider the legislation of an 'Educational Statistical Act' in order to facilitate expeditious collection of the required Educational Statistics both by the Provincial and the Central Governments.
- (d) To consider the Report of the Audio Visual Education Committee appointed by the Government of India in April 1948 to prepare a scheme whereby visual education may become an organic part of our educational system.

(Appx. F)

VIII. To consider a note on the question of the setting up of a Central Child Welfare Bureau.

(Appx. G)

IX. To consider the Report of the Students' Welfare Committee, Calcutta University, regarding deterioration in the health of (Bengali) students and the measures suggested to combat it.

(Appx. H)

X. To consider the urgent need of taking appropriate steps for evolving some uniform procedure to record correct age and to consider recommendations, if any,

P.T.O.

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from the appropriate Standing Committees in connection therewith.

(Appx. J) (C.C.Ajmer): Appx. J)

XI. To consider the question of recognition by the Intermediate and Secondary Boards and the Universities of the Technical High School Final Examination as equivalent to the Matriculation Examination or the Entrance Examination for purpose of admission into the Universities and Higher Technical Institutes.

(Govt. of W.Bengal): Appx. K)

XII. To report the progress made in the field of Technical Education.

(Appx. L)

XIII. To consider the question of imparting Physical Education in the Universities and making arrangements on a more satisfactory basis in this regard.

(Allahabad University): Appx. M)

XIV. To consider the question of medium of instruction at the University Stage, especially at the Honours, M.A. and Research Stages with special reference to the effect on the maintenance of academic standards, freedom of communication and migration between scholars and students in different Universities, and maintenance and development of the feeling of India's one nationality.

(Delhi University): Appx. N)

XV. To consider -

i) The preparation of suitable literature for children in various languages.

ii) The preparation of suitable types of visual aids

(other than films) for use in schools.

iii) The introduction of special lectures and tutorial P.T.O.

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-5-
instruction for the discharge of civic responsibilities of students.

To consider also recommendations, if any, from the appropriate Standing Committees in connection with (i) above.

(Govt. of Bombay): Appx. O)

XVI. To consider that -

In every Province there should be experimental school for subnormal children on linguistic basis and expert staff be engaged in each school.

(Govt. of Junagarh): Appx. P)

XVII. To consider the question of revision of scales of pay of University teachers so as to bring them more in line with those prescribed for administrative services under the Government.

(Appx. Q).

XVIII. (a) To consider the questions of the medium of instruction and the script in Secondary Schools.

(b) To consider the proposal of the Government of Madras that in regions where Hindustani is not the regional language, Hindustani may be taught in Secondary Schools in the Roman script and the script of Hindustani may be taught to the children at a later stage when they come to High School or College classes.

To consider also recommendations, if any, from the appropriate Standing Committees in connection therewith.

(Govt. of Madras): Appx. R)

XIX. To consider the suggestion that in the compulsory core of subjects given in the Report by the Central Advisory Board of Education on Secondary School Leaving Certificate and Matriculation Examination, Elementary Mathematics and Elementary ... P.T.O.

Science should also be included as subjects of examination.

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

(University of Rajputana) (Appx. S)

- XX. To consider the importance of establishing Anthropological Museums or/of extending them where they exist already, in the Universities to include pre-historic and biological as well as ethnological and sociological material which will illustrate the life of the people of the country, both past and present.

(Director of ^{Anthropology} Archives) (Appx. T)

- XXI. To consider -

that to stimulate advanced studies and researches, to extend the bounds of each individual University and to bring the different universities closer together through mutual work and understanding, the Inter-University Board be requested to organise and to put into operation an annual programme of Exchange of University Teachers among the different Universities of India.

(Calcutta University) (Appx. U)

- XXII. To consider the harm done by private coaching academies and to suggest measures to check it.

(Appx. V)

- XXIII. (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

- 1) Basic (Primary & Middle) Education.

P.T.O.

ii) Secondary Education.

iii) Further Education &

iv) General purposes.

(Appx. W)

- XXIV. To fix the venue of the next meeting of the Board.

'SRG'
500-22/11/48-D.

EDUCATION DEPARTMENT.

From The Director of Public Instruction, Madras. To The Secretary to Government, Education Department, Madras.

Roc.No.1966-E4/49, d/ 1-4-50.

Sir,

Sub: Central Advisory Board of Education - XV meeting Proceedings - Correlation between craft and academic subjects taught in Basic Schools - Remunerative aspect of Basic Education - Making Basic education progressive and effective.

Ref: Your D.O letter No.2928-B-2-49-4 Edn. dated 25-1-50.

—o—o—o—

I have the honour to state with regard to para 1 of the D.O quoted above regarding the remunerative aspect of Basic Education, that out of the 101 Basic Schools which worked during 1948-49, only 53 had earned income from craft work. The remaining 48 schools did not earn any income through craft work. In the 53 schools, 167 basic trained teachers were employed and a sum of Rs.1922/- was realised as actual earnings. This works out to an average of Rs.11-8-0 per teacher per annum or Rs.0-6-6 per pupil per annum. The highest earning shown by a single school with four teachers is Rs.450/- during the year; the average being Rs.112/- per basic trained teacher per annum or Rs.5-13-6/- per pupil per annum.

According to the Basic School syllabus in a five teacher school teaching upto Standard VI, the income expected is Rs.120/- per teacher per annum if the average attendance of children under each teacher is 20. The earning expected of each pupil in the respective classes is as follows.

Standard				Annual earnings per pupil.
I	...	...	...	Rs. 1 2 0
II	...	...	...	Rs. 2 14 0
III	...	...	...	Rs. 5 12 0
IV	...	...	...	Rs. 7 0 0
V	...	...	...	Rs. 15 3 0

It is expected that this standard will be possible of realisation when the craft equipment stores newly opened in the various Government Basic

Basic Training Schools begin to supply the equipment required by basic schools promptly. Basic trained inspecting staff that will be posted by the end of this year will bestow individual attention on all the schools converted into the Basic Scheme and ensure that the above target is reached as early as possible.

2. Regarding para 2 of the D.O a circular is being sent to the Headmasters of Basic Training Schools asking them to prepare correlated schemes of studies for the various classes and subjects in their model schools and submit them to the Director. The material will be collated and placed on the table of the Basic Education Board as suggested in the D.O letter.

3. With reference to para 3 of the D.O. quoted above, I have to state that resolution No.6 of the Standing Committee of the Central Advisory Board contemplates the development of Nai Talim (that is, not only Basic Education but also the other stages of education going before and after that) at selected centres. It is not possible to develop Post-Basic Education until we develop fullfledged 8 grade basic schools. But pre-basic education and adult education can be taken up immediately. Government have already been addressed in this Office Roc.No.1225-M/49, dated 2-3-50 to permit the opening of pre-basic sections in Basic Schools and their orders are awaited. Adult Education may be taken up in all centres where Basic Education has already been started. The objective of Social (Adult) Education that is being pursued by the Department is the same as the objective aimed at by the Talimi Sangh. I shall, therefore, arrange for the simultaneous development of Pre-basic and Adult Education according to the Nai Talim method in all the centres, where the training of teachers is conducted on these lines and in such other centres where similar work can be organised.

Yours faithfully,

Omka Ramani

For Director of Public Instruction

COPY to "M" Section

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separate file

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22:

1225-M/49

The Director of Public Instruction, Government of India, New Delhi.

Roc.No.1225-M/49, dated 2-3-50.

Subject: Basic Education - Making basic education progressive and effective.

Ref: Your D.O letter No.1225-M/49 dated 2-3-50.

I have the honour to state with regard to para 1 of the D.O. quoted above regarding the remunerative aspect of Basic Education, that out of the 101 Basic Schools which worked during 1948-49, only 23 had earned income from craft work. The remaining 78 schools did not earn any income through craft work. In the 23 schools, 167 basic trained teachers were employed and a sum of Rs.1922/- was realised as actual earnings. This works out to an average of Rs.11-8-0 per teacher per annum or Rs.0-8-6 per pupil per annum. The highest earnings shown by a single school with four teachers is Rs.450/- during the year; the average being Rs.11-8-0 per basic trained teacher per annum or Rs.0-8-6 per pupil per annum.

According to the Basic School syllabus in a five teacher school earning upto Rs.1200/- the income expected is Rs.1200/- per annum. It is the earnest hope of the Department that the earnings of the schools will be increased to this level in the near future.

1225-M/49

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(P)

Letter Ref. No. 6489C/50-1 Edn., dated 28-4-50

Copy to the D.P.I.
(w.r.t. his letter
No. 1966-E4/49,
dated 1-4-50.)

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

Sir,

PROCEEDINGS OF THE CENTRAL ADVISORY BOARD
OF EDUCATION - XV Meeting.

In the Memorandum forwarded with this Govt.'s letter No. 27928-B2/49-3-Edn., dated 25-1-50, a further report was promised in respect of Resolutions 4, 5 and 6 under item V (e) of the Proceedings of the XV meeting of the Central Advisory Board of Education. I am directed to offer the following remarks on the resolutions:-

Resolution No. 4: Correlation between crafts and academic subjects at different stages of Basic Education: The Headmasters of Basic training schools have been circularised to prepare correlated schemes of studies for the various classes and subjects in their models schools and submit them to the D.P.I. Their materials will be collated and placed before the table of the Provl. Advisory Basic Education Board.

Resolution No. 5: Remunerative aspect of Basic Education:
Out of 101 Basic schools which worked during 1948-49, only 53 had earned income and from craft work. The remaining 48 schools did not earn any income through craft work. ~~The remaining~~ In the 53 schools, 167 basic trained teachers were employed and a sum of Rs. 1,922/- was realised as actual earnings. This works out to an average of Rs. 11-8-0 per teacher per annum or Rs. 0-6-6 per pupil per annum. The highest earning shown by a single school with four teachers is Rs. 450/- during the year; the average being Rs. 112/- per basic trained teacher per annum or Rs. 5-13-6 per

(A) p-21 & 25 CF

(A) p 13 CF

para 2 p 3 CF

(A) p. 13 CF para 5

pp 1-3 CF

pupil per annum.

According to the Basic School syllabus in a five teacher school teaching upto Standard VI, the income expected is Rs.120/- per teacher per annum if the average attendance of children under each teacher is 20. The earning expected of each pupil in the respective classes is as follows:-

Standard	Annual earnings per pupil
II	Rs. 1 2 0
III	Rs. 2 14 0
IV	Rs. 5 12 0
V	Rs. 7 0 0
VI	Rs.15 3 0

It is expected that this standard will be possible of realisation when the craft equipment stores newly opened in the various Govt. Basic Training Schools begin to supply the equipment required by basic schools promptly. Basic trained inspecting staff that will be posted by the end of this year will bestow individual attention on all the schools converted into the Basic Scheme and ensure that the above target is reached as early as possible.

Resolution 6: Establishment of Centres of Basic

Education: This resolution contemplates the development of Nai Talim, (i.e., not only Basic education but also the other stages of education going before and after that) at selected centres. It is not possible to develop post-Basic education until we develop full fledged 8th grade basic schools. But pre-Basic education and adult education can be taken up immediately. The question of opening of pre-Basic sections is under consideration. Adult education may be taken up in all centres where Basic education has already been started. The objective of Social Education ~~xxxxxx~~ being pursued in this State is the same as the objective aimed at by the Talimi Sangh. Arrangements will be made for the simultaneous development of pre-Basic and adult education according to the Nai Talim method in all the centres where training of teachers is conducted on ~~such~~ these lines and in such other centres where similar work can be organised.

Yours faithfully,

CENTRAL ADVISORY BOARD OF EDUCATION - XV Meeting -
Certain aspects of Basic education.

From the D.P.I., No.1966-E4/49, dated 1--4--1950.

In the letter on pp.7-8 c.f. of G.O.No.512-Edn. dated 17-2-1950, the Govt. of India wanted that action wherever indicated might be taken on certain items of the proceedings of the XV Meeting of the Central Advisory Board of Education held in January 1949. After a detailed examination of these items, a memorandum setting out the views of this Govt. on the action taken on the several recommendations of the Board of Education was forwarded to the Govt. of India with this Dept. letter No.27928-B2/49-3-Edn., dated 25-1-1950. Further reports were promised on the following items relating to Basic education among others - vide p.25 c.f. of (A):-

(1) Actual correlation between crafts and academic subjects at different stages of Basic education - para 4, p.13 c.f./ (A).

(2) Remunerative aspect of Basic education - para 5, p.13 of (A).

(3) Establishment of centres of Basic education consisting of

- Post-graduate Basic Training centre
- Basic Training College
- Practising Basic schools
- Post Basic schools
- Social education centres.

In the D.O. on p.27 of (A) the D.P.I. was asked to submit a report. His reply is on pp.1-3 c.f. and it may be read. A further report may be sent to the Govt. of India on the lines of the Director's remarks. A draft letter is submitted.



Handwritten signatures and dates: 26/4/50, 26/4/50, 26/4/50.

