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FOREWORD

The fifteenth of August 1947 is significant, not only because India on this day attained political freedom, but even more, because she secured on this date, the privilege of making the will of her people the corner-stone of the national edifice. Before the people's voice and the people's will can become a force for good, it is obvious that the people be afforded a right and an adequate system of education which will train them to make the right demands and work for the right causes. In order, therefore, to shoulder the responsibilities that freedom has necessarily brought in its wake, one of Government's foremost duties is to eradicate, with the least possible delay, the great volume of ignorance and illiteracy that in the past has stifled India's progress and development. This ignorance has to be replaced, as quickly as possible, with education for effective citizenship. Conditions that have hitherto prevailed make it imperative that this problem be tackled at both ends: education of children of the age-group six to fourteen; and education of the adult. A perusal of the pages that follow will indicate that a move in this direction has already been initiated. Endeavours towards introducing a system of free and compulsory Basic Education, and accelerating the implementation of a comprehensive scheme of Adult or Social education figure prominently in the development plans of both the Central and Provincial Governments.

Another aspect which has, fortunately, received special attention is the advancement of scientific and technical education. This is well. Development in this direction will open up the industrial potentialities that exist, and that, in its turn, should augment national wealth which would not only help in raising the standard of living, but also, and this is more important, increase our capacity for promoting nation-building projects including education.

It is true, that the progress achieved is not spectacular; but if we recall the inevitable dissipation of the country's energies in endeavouring to piece together the enormous dislocation and displacement which followed Partition, the success which has been achieved so far, may not be considered wholly inadequate. I can only say that despite the tremendous handicaps, the work of nation-building has not been stayed.

Our trials are not yet over. The economic crisis, in the grips of which we find ourselves today, makes our task even more difficult now, than

what it was in the days of stress which immediately followed the division of the country. We are conscious that if we allow the axe of economic stringency and consequent retrenchment to fall upon nation-building items like education, we will be doing so at our own peril. We know that throughout the most terrible years of war and destruction, and economic depression that assailed western nations in recent times, educational and social reconstruction continued apace.

For the harmonious and even development of a national system of Education, in so diverse a country as India, what is essential is co-ordinated planning. Local variations in the component units of the country must of course be reckoned with, but the fundamentals and basic principles on which a national system must be constructed cannot vary. Some over-all cementing agency appears necessary which could adequately coordinate planning and development, not only with a view to maintaining the cultural unity of India, but to prevent waste and over-lapping, particularly in the spheres of technical and higher education. We cannot certainly afford the latter.

An adequately coordinated national system of education is essential for the maintenance of India's hard won unity.

TARA CHAND,

Educational Adviser to the Government of India.

I

ACTIVITIES OF THE CENTRE

One of the main problems that faced the Government of India immediately on attaining independence was that of education. On its proper handling depended the success of all other schemes designed to accelerate the nation's progress. The problem was two-fold:

- (i) To fight illiteracy, by providing facilities for giving elementary Basic Education to 85 per cent. of our population who cannot read and write; and
- (ii) To nationalize our entire system of education so as to train, equip and direct the youth of the country to take their proper share in building a progressive State.

To solve this two-fold problem Government had to contend, from the very outset, with three main difficulties—restricted finance, paucity of trained teachers, and the controversial problem of the medium of instruction.

In order to re-examine the entire problem of education, the Hon'ble Maulana Abul Kalam Azad, Minister for Education in the National Government, convened an All-India Education Conference in January (16th and 17th), 1948. It included representatives of all Provincial and States Governments, Vice-Chancellors of Indian Universities and other prominent educationists of the country. The following important decisions were taken:

(I) The period of forty years as contemplated by the Central Advisory Board of Education in their report on Post-war Educational Development in India, 1944 (known popularly as the Sargent Plan) for the completion of the work of universal compulsory basic education should be substantially curtailed.

(II) The view of the Central Advisory Board of Education that universal free and compulsory Basic Education should cover a period of eight years was fully endorsed. But if, for financial and other practical reasons, it was not possible for educational authorities to make provision for the entire eight-year period, they may, in the first instance, plan for a shorter period, but in no case is this to be for less than five years, i.e. the entire Junior Basic Stage.

(III) To prevent the products of Basic Schools from lapsing into illiteracy, a comprehensive scheme of continuation education through the agency of Adult or Social Education Centres including libraries, open-air-theatres, radio and films etc. should be in operation, in the immediate future.

(IV) The Conference endorsed the recommendation of the Central Advisory Board of Education to appoint a Committee of Educationists and other experts to consider ways and means of raising the finances, required to expedite and implement Basic Education Plans, including the question of Central grants, the levy of an Educational cess and the raising of Education loans.

(V) The Conference recommended the appointment of a Committee for Secondary Education, with terms of reference to be decided by the Central Government. The Committee was required to consider, among other things, the question of providing a system of Secondary Education as would produce leaders for both Civil and Military spheres of National life.

(VI) The Conference also approved the Central Advisory Board's recommendation to appoint a Committee on the medium of instruction.

These three Committees—(i) the Finance Committee under the Chairmanship of Mr. B. G. Kher, Prime Minister of Bombay; (ii) the Secondary Education Committee under the Chairmanship of Dr. Tara Chand, Secretary, Ministry of Education, Government of India; and (iii) the Medium of Instruction Committee, also under the Chairmanship of Dr. Tara Chand—have been at work, and their reports have been submitted to the Government.

Education is a provincial subject in India, that is, responsibility for all forms of education in their areas rests with the Provincial and States Governments. The problem of coordination and planning is, however, of overriding importance in a vast country like India. This imposes on the Ministry of Education at the Centre an overall responsibility to ensure that right patterns are set and research and experiment continued for devising improved systems. It has, in addition, many schemes and activities of its own. There are also institutions of an all-India character which it directly administers. Its main function is to co-ordinate Educational planning for the whole of India and to act as an agency for the collection and dissemination of information on Education. It also undertakes to give financial assistance where necessary. For the proper financing of educational development, the Kher Committee has now recommended that:

- (1) A fixed percentage of Central and Provincial revenues—about 10 per cent. of the Central and 20 per cent. of the Provincial—should be earmarked for Education by the respective Governments.
- (2) About 70 per cent of the expenditure on Education should be borne by Provincial Governments including Local Bodies, and the remaining 30 per cent. by the Centre.
- (3) All contributions for Education approved by the Provincial and Central Governments should be exempted from income tax.

1 BASIC EDUCATION

Campaign Against Illiteracy

The greatest task which faced the Ministry of Education was to plan ways and means to wipe out the 85 per cent. illiteracy which impedes progress in every direction. This could be done only through compulsory Basic Education supplemented by a comprehensive scheme of adult or continuation education.

The plan for Basic education contained in the Sargent Plan of 1944 required 40 years to achieve cent per cent literacy. This was thought to be too long a period by the All-India Education Conference. It laid down that the new Junior Basic Education Scheme should introduce compulsion among children of 6 to 11 within a period of ten years; later the compulsory stage could be extended to children between the ages of 11 and 14.

The Kher Committee has now recommended a scheme by which compulsion will be extended from year to year so that at the end of the first five years a substantial proportion of all children between 6—11 will be compulsorily in schools. The estimated cost of the scheme is:—

1	Expenditure on Compulsory Education for age group 6 to 11 2	Incidental Expenses 3	Total Expenditure 4
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

Figures in lakhs

Incidental Expenses are included to cover (i) the cost of increased salaries of teachers in existing schools, (ii) the cost of educating older children who may join the new schools, and (iii) other expenses which would follow from the increase in the number of pupils at all stages. This percentage has been reduced year by year for the reason that as more and more students are covered by the Compulsory Scheme, the excess of expenditure is bound to decrease.

The Government of India launched the Basic Education Scheme in Delhi Province (a Centrally Administered Area) on July 1, 1948. In the first year, children between six and seven in the rural areas of the Province will be given free and compulsory Primary Education. In the following years, the scheme will be applied to successive age groups. In five years' time, all children between six and eleven will receive the benefit of compulsory and free education. It is then hoped to extend such education to the second stage of Basic Education covering the age-group 11—14. Similar programmes of Basic Education are being prepared for other centrally administered areas.

2 TRAINING OF TEACHERS

Trained teachers are essential for the successful implementation of any education scheme. The Ministry of Education have, therefore, formulated schemes for training of teachers, specially for the Centrally Administered Areas and smaller Provinces.

Arrangements have been made with the authorities of the Jamia Millia Islamia, Delhi, and the Visva-Bharati, Santiniketan, for the training of teachers for Basic Schools. There is provision for training 30 teachers annually at the Jamia Millia. The building of the Training Institute is also nearly complete. At the Visva-Bharati, there is provision to train teachers not only in Basic education but also in: (i) Arts and Crafts and (ii) Music and Dancing. Arrangements have been made for the training of 40 teachers in Basic education, 30 for Arts and Crafts and 30 for Music and Dancing. Some of these teachers are selected by the Centre and some by the Provinces. During 1947-48 a group of such teachers was sent on a study tour to educational centres like Wardha, Pilani, Banaras, Allahabad and Jaipur to study the Basic system, and methods employed in the teaching of Arts and Crafts at these places. After training, the candidates are required to serve their respective Governments.

In December 1947, the Ministry started the Central Institute of Education, Delhi, under its direct administration. This Institute is not only

meant to train teachers for schools and Training Institutions, but also to provide for research in all important aspects of education. Fifty students were trained in the B.T. course during the period December, 1947, to August, 1948. Eighty students have been admitted to the B.T. class this year and fifteen in the M.Ed. course. It is expected to undertake the construction of a building for the Institute very soon. A provision of Rs. 18 lakhs has been made for building the college as well as hostels for men and women.

Budget provision has also been made for training of teachers in Domestic Science, while a scheme to render financial aid to institutions imparting physical education is under consideration. It is proposed to start Degree classes in Domestic Science in the Lady Irwin College, New Delhi, in which practical and theoretical knowledge will be imparted in subjects like Diatetics, Bio-chemistry, Physics, Cookery, Laundry, Housewifery, Needle-work, Elementary Economics, Child Psychology, Parent Craft and Civics. There will also be a teacher's training course of one year after the degree course in Domestic Science. The authorities of this College are at present preparing a detailed scheme.

3 SECONDARY EDUCATION

The framework of Secondary Education, the link between Basic schools on the one hand and the universities and technical institutes on the other, has been prepared by the committee appointed for this purpose by the Government. The main recommendations of this Committee are:—

- (1) Admission to the Degree course should be preceded by a course of Primary and Secondary Education for at least 12 years—of which 5 years should be spent at the Junior Basic Stage, 3 years at the Senior Basic, or Pre-Secondary, and 4 years at the Secondary Stage.
- (2) The teaching of the Federal language should be started at the end of the Junior Basic Stage. English should be compulsory throughout the Secondary stage so long as it remains the medium of instruction in the Universities.
- (3) The pay and conditions of service of teachers should be as recommended by the Central Advisory Board of Education. The scales of pay should be revised in the light of the changes that have since taken place.
- (4) Youth Movement, Scout Movement and other extra curricular activities should be encouraged in all schools.

4 UNIVERSITY EDUCATION

University Grants Committee

The Government of India interests itself with higher education through the University Grants Committee. This was set up in 1945 to look after the needs of the three Centrally administered Universities at Aligarh, Banaras and Delhi, in a consultative and advisory capacity. During 1947, however, the Government of India took up the question of reconstituting the committee to bring in its purview all universities and academic and scientific institutions in the country, ensuring co-ordinated development of university education. The Committee will work in the same way as the University Grants Committee in the United Kingdom and will make enquiries and recommendations regarding (a) the lines on which the universities and institutions of higher learning should develop, (b) the grants-in-aid from public funds required by the universities and (c) coordination of their activities to avoid unnecessary overlapping. It has already been agreed in the first instance to extend the jurisdiction of the University Grants Committee to Technical Education in Provincial Universities.

The following grants were made by the Ministry to the three Centrally administered Universities, on the recommendation of the University Grants Committee:

	1946-47		1947-48		1948-49	
	Recurring	Non-recurring	Recurring	Non-recurring	Recurring	Non-recurring
	Rs.	Rs.	Rs.	Rs.	Rs.	
Aligarh	2,25,000	50,000	95,298	50,000 (actually drawn after the close of 1947-48.)	12,547	...
Banaras	3,00,000	4,00,000	4,00,000	4,25,000	2,00,000	...
Delhi	1,95,000	7,00,000	1,63,146	6,41,729

In addition, a loan of Rs. 11 lakhs was also advanced to the Delhi University. In the Delhi University, a proposal to have a chair of International Affairs has also been approved by the Government of India.

Grants to the Aligarh University have been made to improve the scales of pay of the teaching staff and to expand the Women's College; to the Banaras University, for improvement of scales of pay, and expansion and construction of buildings for the Women's College; and to the Delhi University for improvement of scales of pay, appointment of additional staff, maintenance of Science laboratories, and construction of buildings for

the Arts Faculty, the Biology Department, the University Hall and the Women's College and Hostel.

The Universities Commission

Before making any further grants for development of other Universities it has been decided to undertake a financial and academic survey of the Universities. The Inter-University Board as well as the Central Advisory Board of Education adopted the following resolution:—

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

The Government have accepted the recommendations and appointed a Commission with the following members:—

Professor S. Radhakrishnan—*Chairman*

1. Professor G. D. H. Cole

2. Dr. Zakir Husain

3. Dr. Arthur Morgan

4. Sir A. L. Mudaliar

5. Dr. M. N. Saha

6. Dr. B. Sahn

7. Dr. John J. Tigert

8. Dr. Tara Chand

Professor N. K. Sidhanta will act as Secretary to the Commission.

The Commission is expected to start work in December this year.

5 TECHNICAL EDUCATION

The need for adequate facilities for technical education is as necessary as that for Basic education. If vast programmes of expansion in industry, agriculture and commerce are to be put into effect successfully, there must exist within the country facilities for technological and scientific studies of the highest order. It goes without saying that sufficient funds for nation-building projects in regard to education and health cannot be available unless the country's industrial output is increased through adoption of improved technological methods.

A separate Division in the Ministry of Education looks after Technical Education. The Ministry has also set up the All-India Council for Technical Education to assist the Technical Division in its work. The activities of the Council, and the Development schemes of centrally administered technical institutions will together give a complete account of the work done by the Ministry in the field of Technical Education.

All-India Council—The All-India Council for Technical Education was set up in November 1945 to advise Government on effective organisation and planning of higher technical education on an all-India basis, and to secure all-India co-operation for the new projects. Under its auspices, the following Committees have been formed.

- (i) All-India Boards of Technical Studies, for each of the main subjects in technology, for achieving a uniformly high standard of education in technological subjects. These Boards are required to frame regulations governing the grant of All-India Diplomas, Certificates and the Higher Diplomas of Higher Technical Institutions, and prescribe conditions for recognition of such technical institutions as may wish to prepare students for All-India Diplomas and Certificates.
- (ii) Regional Committees of the Council for the different regions, to perform in general the functions assigned to the Council, and supervise the work of the proposed Higher Technical Institutions, and such other technical institutions, as are not affiliated to the Universities, and may, with the approval of the Provincial Governments concerned, join in All-India schemes.
- (iii) A co-ordinating Committee to co-ordinate the activities of the above Committee and to act as the executive organ of the Council.

Some of the subjects for which the co-ordinating committees and All-India Boards of Technical Studies have been formed are Chemical Engineering and Chemical Technology; Engineering and Metallurgy; Commerce and Business Administration; Architecture and Regional Planning; Textile Technology; and Applied Art.

The question of forming Regional Committees, however, had to be kept in abeyance, owing to the necessity for redemarcation of the regions, in the light of the new financial set-up and the changed geographical and economical situation following the partition of the country.

The work has now been taken in hand. As a first step towards establishment of the Regional Committees, it is proposed to appoint special

officers with necessary staff for each of the four committees which are proposed to be set up in the first instance.

Development of Non-Governmental Institutions—Technical education depends entirely on the quality of technologists who, in turn, can be produced only by a suitable system of higher technical education. Existing facilities for technical education are not only limited, but are deficient in some important respects. This results in poor quality of technologists who are at the same time in short supply.

The Provincial Governments have taken note of this deficiency in their post-war plans, in so far as it concerns the institutions directly administered by them. Further, Government of India have recognised the necessity of rendering financial aid from Central Revenues to non-Governmental institutions.

This measure, it is hoped, will ensure co-ordinated development of facilities for technical education on an All-India basis to meet the requirements of Government services such as Defence, Communications, Works, Mines and Power, and Transport and the demand for trained personnel needed for industry and commerce.

The problem was investigated by Eight Visiting Committees which were appointed on the recommendation of the Co-ordinating Committee to inspect and report upon higher technical institutions in the country. Their reports were considered by the Co-ordinating Committee which has recommended total grants to the extent of Rs. 1.5 crores as capital expenditure and Rs. 30 lakhs as recurring expenditure, to the following institutions :—

1. Engineering College, Banaras Hindu University, Banaras.
2. College of Engineering and Technology, Jadavpur.
3. Victoria Jubilee Technical Institute, Bombay.
4. College of Mining and Metallurgy, Banaras Hindu University.
5. Luxminarayan Technical Institute, Nagpur.
6. Department of Applied Chemistry, Calcutta University.
7. Department of Applied Physics and Radio Electronics, Calcutta University, Calcutta.
8. Jaipur Vikram Deo College, Andhra University.
9. Alagappa Chettiar College, Madras.
10. College of Technology, Banaras Hindu University, Banaras.
11. Department of Chemical Technology, Bombay University, Bombay.
12. Engineering College, Aligarh.
13. Engineering College, Annamalai.
14. Dayalbagh Technical College, Agra.

In addition to these developments steps have been taken to open a Division of General Chemistry in the Department of Pure and Applied Chemistry to expand the activities of the Departments of Metallurgy and Internal Combustion Engineering, to enlarge the scope of the Departments of Pure and Applied Chemistry, Bio-chemistry, Electrical Combustion Engineering, and Metallurgy, and to establish the Department of Economics and Sociology.

The Scientific Man-power Committee—While planning the programme for technical education on the above lines, it was felt that Government should make a survey of technical personnel required for the activities of the State and Industry. This has been entrusted to the Scientific Man-power Committee whose terms of reference are:—

- (i) To assess the requirements for different grades of scientific and technical manpower, taking a comprehensive view over a period of the next ten years, of the needs of Government (Civil and Defence) of teaching and research, industry, agriculture, transport, medicine and other fields dependent on the use of scientific and technical manpower;
- (ii) To make recommendations regarding action to be taken during the next five years to meet these requirements, in particular, with reference to:—
 - (a) the immediate improvement and expansion of facilities for scientific and technical training in Indian universities and special institutions,
 - (b) training overseas in scientific and technical subjects,
 - (c) the promotion and development of scientific and technical research,
 - (d) the utilisation of scientific and technical manpower, and
 - (e) the maintenance of a register of scientific and technical personnel to facilitate their utilization to the best advantage.

The general consensus of opinion is that there should be a four-fold increase in the present output of technical manpower.

When all the Central and Provincial Plans for this quinquennium are implemented, the annual output of Engineers and Technologists is expected to be about 3,879 which should meet the anticipated requirements. A good deal, however, will depend on the rate of industrial progress.

6 ADULT (SOCIAL) EDUCATION

Adult Education, now known as Social Education, is an essential part of the campaign against illiteracy. A Committee appointed by the Central Board of Education has prepared a scheme to impart education to people between the ages of 12 and 45, the target being, at least 50 per cent literacy in this age-group within three years. All provincial Governments are expected to adopt this scheme, or prepare similar schemes to suit their own requirements. The Government of India is required to bear half the cost of Adult Education in the provinces, and perhaps more in the case of educationally backward or economically poor areas.

According to the scheme, literacy and general education are to proceed simultaneously, but greater emphasis is to be laid on general education, in order to enable every Indian to fulfil his true role of citizenship in the New Order. All possible resources of the country in men and money will be mobilized to attain these objectives and whole-time workers, part-time workers and volunteers employed to implement the programme. Owners of mills and factories will be asked to make arrangements for the education of their workers and their families, and the Government will make it compulsory for all its employees to attain literacy within a period of three years.

For this programme, modern media of mass education like radio, films, and open air theatres are suggested. In order to prevent back-sliding, emphasis is also to be laid on further education of literates through clubs, discussion groups, summer schools and similar other agencies.

This programme will, it has been proposed, be directed and co-ordinated by a Board to be called the Board of Social Education. Educationists, it is also recommended, should be sent abroad, particularly to the U.K., the U.S.A., the U.S.S.R., China and Mexico to study the education systems of those countries. The conscription of students, Government servants and other educated personnel may be resorted to, if necessary. April, 1949, is the date proposed for the launching of the scheme in Provinces and States.

Because of financial and other difficulties which made the execution of such a plan on an all-India basis rather difficult, it was decided to start it in Delhi as an experimental measure alongside the programme of Basic Education.

The programme of Universal Education for Delhi would make the village school not only a place of instruction but also a centre for games

and recreation for the entire village. Separate periods would be allotted in the school for children, adolescents and grown-ups, and on certain days in the week the school would be reserved exclusively for girls and women.

Motor vans fitted with projectors and loudspeakers are being made available to visit village schools at least once a week. Films and magic lanterns will be shown and recordings of talks played.

Schools will be provided with radio sets, and arrangements are being made to broadcast special programmes for children, adolescents and grown-ups. The Ministry of Information and Broadcasting have provided 140 radio sets for this purpose and propose to provide another 160 sets.

Popular dramas will be organised in the schools and the singing of national and community songs will be encouraged.

Instruction in handicrafts suited to the locality will also be arranged, as well as lectures on Social Hygiene, Cottage Industries and other topics of interest.

Group games, competitions between schools from different villages, exhibitions, fairs and excursions will also be organised.

This programme is designed to utilise Basic school buildings and staff to the fullest possible extent, by serving as schools for children in the morning, clubs for young people in the afternoon, and education centres for adults in the evening. In order to make these schools, centres for the life of the entire village community a fair proportion of games and group activities will be provided for adolescents. Similarly in the case of adults, emphasis will be more on Social Education than on mere literacy. This will be imparted through audio-visual, and oral methods. The Government of India intend to encourage the production of folk dramas and rural plays by the villagers themselves. Films will also play a great part in teaching lessons of citizenship, social responsibility, personal health, public hygiene, physical drill and other matters of immediate benefit to the community. Plans for fuller utilisation of the film and radio are under consideration. This scheme has been more fully described in the Bureau of Education pamphlet No. 58 (*Basic and Social Education*).

7 MEDIUM OF INSTRUCTION

A Committee on the Medium of Instruction at the University Stage; with the Educational Adviser as Chairman, the Vice-Chancellors of the 24 Universities in the Indian Union, the Joint Educational Adviser, Dr. S. S. Bhatnagar and Dr. Suniti Kumar Chatterjee as members, was appointed in accordance with the recommendations of the Central

Advisory Board and the All-India Education Conference. It met in New Delhi on May, 1, 1948 and resolved that there should be a five-year period of transition, during which English would continue to be the medium of instruction and examination in the universities. This period should be utilised for the preparation of text books and other necessary literature, so that at its close there may be no difficulty in the gradual extension of the regional or State language of the area concerned as the medium of instruction and examination for higher studies by progressive steps.

Regarding the place of a Federal or National language in higher education, the Committee decided that a test in the Federal language finally adopted by the Constituent Assembly will be obligatory for all students, but the result of the test should not affect the academic career of the pupil. The Committee also felt that all universities should provide facilities to students for taking up the Federal language and its literature as an optional subject of study.

The Committee also decided that the process of replacement of English by the regional languages should be gradual. The English language should be a compulsory subject of study at the Secondary stage so long as it is the medium of instruction in universities.

To implement these decisions, the committee resolved that as far as the Natural Sciences were concerned the Central Government should supervise the preparation of standard text books. As regards other subjects, the Centre should give such aid to the Provinces as may be necessary.

The Committee recommended the appointment of a Board of Philologists and Scientists to prepare, in consultation with Provinces and Universities, a common scientific terminology for all Indian languages within five years, making use of international terms as far as possible. It recommended that a substantial sum should be sanctioned by the Centre for this Board.

To help in the solution of the problem of linguistic minorities within a region, the Committee has recommended an examination of the possibility of allowing extra-territorial jurisdiction to the various universities.

Finally the Committee discussed the question of medium of examination for the Federal Public Service, and recommended that the Federal Public Service Commission examinations should be conducted in the State or regional language of the candidate. After qualifying, successful candidates would be required to pass a test in the Federal language.

8 SCHOLARSHIPS AND OTHER FACILITIES

Overseas Scholarships

The Overseas Scholarships Scheme was started in 1945 to provide as quickly as possible, a sufficient number of trained personnel for the various development projects of Government. It was contemplated to send 500 scholars each year at Government expense for higher educational training in technical subjects. The Scheme was essentially a short-term measure, and intended to last only so long as suitable facilities for advanced training in technical and other subjects were not available in India.

Under this Scheme, scholarships have been awarded to scholars, sponsored exclusively by the Central Government and also to those sponsored by the Provincial Governments and the Central Government conjointly. The expenses in respect of the latter are shared equally by the Central and Provincial Governments.

During the three years the Scheme has been in operation 940 scholars were selected. Of these 861 have already been sent abroad. Another 23 have secured admission and are awaiting passages while 54 selected students are awaiting suitable admissions in universities abroad.

Besides, one scholarship is awarded every year to a student from the Centrally Administered Areas. In addition, there are Provincial Government deputationists and Indian States students who have been sent abroad entirely at the expense of the Provincial Governments and the Indian States concerned. In their cases the Government of India assists them in securing their admissions and passages and in looking after their welfare while they are abroad.

1947-48 was the third year of the Scheme, when the scholars already sent in 1945 on a two-year course were beginning to return. The Scheme was, therefore, in full swing during that year. In addition to the fresh selections, securing of admissions abroad and arrangements for sailings, Government had to see that those who returned were being properly placed in employment. With the declaration of independence came the problem of partition of the country. As a result scholars selected till then were allowed to exercise the option of choosing which Dominion they would serve.

In order to survey the working of the Overseas Scholarships Scheme the Hon'ble Minister for Education appointed a Committee under the chairmanship of Dr. B. C. Roy to examine the entire question with a view to effecting improvement. The Committee has completed its en-

quiry and submitted its final report which is under the examination of the Government. The Scientific Man-Power Committee has also surveyed the requirements of scientific and technical personnel for the future development of the country. In the light of recommendations made by these committees it is considered desirable that scholars should continue to be sent abroad for advanced training till adequate facilities are available in India. Although no scholarships were awarded under the Scheme in 1948-49 the question of reviving the Scheme, as recommended by the Roy Committee, is now under the consideration of Government.

A large majority of scholars who have been receiving advanced training abroad have been highly commended for their work by the educational authorities under whom they have worked. Among the various reports we have received from the Universities in the U.S.A. may be mentioned the Michigan University, Cornell University, Lehigh University, Columbia University, State University of New Jersey, Harvard University as well as Manchester College of Technology, (U.K.), and Imperial College of Science and Technology, London, who have stated that our scholars have done outstanding work in their universities and have played a very important part in enabling Americans and the British people to have a better understanding of the new India, and that if they were typical of our students then our country had a great future before it. Some of them have also expressed their appreciation of the work done by our scholars stating that they are proud to have such students in their universities.

One of the scholars in Australia whose work has been highly commended by his Professors has invented (a) a new method of manufacturing a 'spur-gear' suitable for agricultural machines and (b) a 'seed-drill' for sowing seeds of different sizes at different rates per acre and has applied for 'letters patent' for both these inventions to the Government of Australia. Professor Wadham of the School of Agriculture, Melbourne University, remarks about this scholar: 'He has learnt a lot and in return he has taught us something as well.'

It may be stated here that in the case of Provincial Scholars sponsored under this Ministry's Overseas Scholarships Scheme, the responsibility of placing them in employment rests with the Provincial Government concerned. This Ministry, however, lends a helping hand whenever Provincial Governments ask for assistance. According to our present practice, we compel acceptance by scholars of posts, only if the posts are of a gazetted status and offered within three to five months of a scholar's

report of return. The Central Scholars are the responsibility of the Central Government for employment. The position up-to-date about the employment of returned Central scholars is as follows:—

Number of scholars employed including those to whom offers have been made	79
Number of scholars not employed	36
Number of scholars released from the bond	9
Number of scholars called for interview	3
	<hr/>
Total number of scholars returned	127
	<hr/>

The Central Government have been experiencing some difficulty in employing returned scholars. Ministries against whose requirements the scholars were selected and sent abroad were not able to employ some of them on their return because their development plans had not materialised. Secondly, on account of the partition of the country, many of the posts had to be filled in exclusively by refugees. The result was that the scholars on their return could not, in spite of their high qualifications, be appointed to them. Moreover, gazetted posts are normally filled by the Federal Public Service Commission, which often prevents employment of the scholars within three to five months of their return. Every effort, however, is being made to see that the returned scholar is placed in a suitable post.

Partial Financial Assistance

A Scheme was introduced in 1947 to aid meritorious Indian students who had gone abroad for studies at their own expense, but owing to unforeseen circumstances were not in a position to complete their course without assistance. If the Government are satisfied that the courses of study pursued by the students are of national importance and the students are of first rate ability, they are sanctioned loans, or non-refundable grants, to enable them to complete their studies.

Under this Scheme ten students have been granted interest-free loans repayable in easy instalments, spread over a number of years after their return to India. Two have been given free grants.

Private Students

The Government of India also help private students in securing admissions to suitable institutions abroad. Applications from 170 private students for such admissions have been received since the 15th August, 1947, and admissions of more than 60 of them have been arranged by the Ministry.

Welfare of Indian Students Abroad

The Education Department of the High Commissioner for India in London, the First Secretary (Education) and his staff in the Indian Embassy at Washington, and the High Commissioner's Office in Australia look after the educational facilities and welfare arrangements for Indian students in their areas. They arrange for admission of Indian students, and help them to secure accommodation. This service is needed specially in the U.K., where the position regarding accommodation is difficult. Hostels have been established for Indian students in London and Edinburgh, and it is proposed to establish another hostel in London to serve as a Reception and Transit Camp. A hostel for Indian women students has been taken over on lease by the High Commissioner.

Scheduled Castes Scholarships

In 1944, the Government of India approved a grant of Rs. 3 lakhs a year for a period of five years with effect from 1944-45 for scholarships to be awarded to students belonging to the Scheduled Castes. This was to enable such students to pursue courses of studies beyond the Matriculation Stage in scientific and technical subjects in India and abroad. A Board with Sir Maurice Gwyer as Chairman was constituted to assist and advise the Government of India and to administer the scholarship funds.

The following statement shows the progress of the scheme during the last four years:—

Year	No. of applications	No. of fresh scholarships awarded	No. of scholarships renewed	Total No. of scholarships	Total amount sanctioned
					Rs.
1944-45 . . .	130	114	..	114	63,499
1945-46 . . .	350	216	76	292	1,72,895
1946-47 . . .	910	311	216	527	3,52,803
1947-48 . . .	1,450	410	241	651	4,34,382

After the 15th of August, 1947, 1036 applications of students belonging to the Pakistan Dominion were transferred to the Government of Pakistan for their consideration. Later, as a result of the disturbances and for other reasons, many applicants migrated to the Dominion of India. The Government of India decided to consider them for Scheduled Castes Scholarships, if they produced a migration certificate or made

an affidavit before a competent authority that they had migrated and become permanent nationals of this Dominion. About 100 scholarships have so far been granted to such candidates.

As regards the regular selections for this year, 1300 applications have been received for scholarships. Of these about 1000 are eligible according to the rules but the selection is done on merit. It is expected that 400 fresh scholarships will be awarded this year in addition to 300 old scholarships to be renewed.

As this is the last year of the Scheme, the question of its continuance is receiving urgent consideration of the Government and it is expected that its scope will be expanded and more funds placed at its disposal.

Aboriginals and Hill Tribes Scholarships

The Government of India have introduced a similar scheme of scholarships for the promotion of higher education among the Aboriginals and Hill Tribes. The Government has for this purpose set apart Rs. 50,000 for the year 1948-49 and appointed a Board, under the Chairmanship of Sir Maurice Gwyer, to administer the fund. The scheme is in the first instance for one year, but it is expected to be continued with such expansion and modification as may be indicated by the experience thus gained.

These scholarships are available to all Aboriginals and Hill Tribes belonging to the Chief Commissioner's and Governor's Provinces, including the States which have merged in the Provinces. The Selection Committee has since made its recommendations and it is expected that scholarships to nearly 100 candidates will be soon awarded.

9 BUREAU OF EDUCATION, INDIA

The Bureau of Education is the oldest establishment of the Ministry, having come into existence in 1915, and is intended to deal on a federal basis with the educational problems of India as a whole. Following the reorganisation of the Ministry this year, the Bureau's functions have been extended in many directions.

The Bureau's main functions are the maintenance of information services, research, statistics and publications and may be briefly indicated as follows:—

- (a) Collection and dissemination of educational information: The Bureau acts as a clearing house for all educational enquiries including information about education overseas. For this

purpose it maintains calendars and other descriptive literature of Universities and other institutions of higher learning in India and abroad, and literature bearing on all educational matters.

- (b) Collection of information on education in the Provinces and States and foreign countries, to enable intelligent comparisons to be made. This is necessary for the efficient planning and development of educational schemes.
- (c) Collection, interpretation and dissemination of statistics on education, and the preparation of educational surveys required by conferences and the various committees of the Ministry of Education. This work has been entrusted to a separate statistical unit.
- (d) Collection of information for consultative and advisory services through Provincial and State Governments. They refer to all matters of educational interest, including problems of reorganisation, finance, administration and curriculum.
- (e) Preparation and printing of occasional and serial publications of informational nature.
- (f) Printing and publication of literature issued by the Ministry as well as by individuals and societies sponsored by the Government of India.
- (g) Maintenance of an Educational Library (known as Central Advisory Board of Education Library), an Overseas Information Library and the Central Secretariat Library.
- (h) Maintenance of a Film Library in the Audio-Visual Education section of the Bureau.

This year the Bureau has collected material on the following subjects for publication in a suitable form at a later date:

- (a) Educational, Scientific and Research Journals published in India.
- (b) Facilities available in India for teacher's training, and on physical education.
- (c) Endowments providing funds for education of students in India and abroad.
- (d) Indian Universities and other institutions of higher learning.

The Bureau has also compiled a Directory of Educational and Allied Organisations in India. This is in the process of being printed.

Among the monthly publications of the Bureau issued this year are the 'Monthly Bulletin' and a 'Diary of Educational Events in India'. It has also prepared a Decennial Review on the Progress of Education in India for the period 1937-47.

The other activities of the Bureau which relate to the maintenance of libraries and separate Statistical Section are given below.

Statistical Section

This unit which was established only in 1947 has collected educational statistics from the Provinces and Centrally Administered Areas of the country and organised its work for the collection of similar statistics from (i) Indian States, (ii) Educational and Research Institutions which are under the direct control of the Government of India, or receive grants from Central revenues and certain miscellaneous statistics, such as Primary Education, University Education, medical and nutritional inspection of school children, education of backward communities and tribes, education of the physically and mentally handicapped and conditions of service of teachers in schools and colleges.

The Statistical Unit has issued during the course of the year, the following publications:—

- (i) General Educational Tables, British India, 1942-43.
- (ii) General Educational Tables, British India, 1943-44.
- (iii) Education Statistics, British India, 1945-46.
- (iv) 120 tables for the Decennial Review on the Progress of Education in India for the period 1937-47.

The Unit arranged for the exchange of statistical publications of the Ministry with those from foreign countries, in particular from the U.S.A. and the United Kingdom, to enable the Ministry to make a comparative study of educational progress in this country.

Central Advisory Board of Education Library

An Educational library was started in 1937 as an adjunct to the Central Advisory Board of Education, with a nucleus of books on education transferred from the Central Secretariat Library. Since then the library has become one of the foremost educational libraries in the country, and is being maintained as one of the units of the Bureau of Education. It stocks books on all aspects of education and the Fine Arts. Books on Pure and Applied Sciences are being added since 1947 to help the Technical Education Division of the Ministry in their work. The library is

meant for use of the officers of the Ministry of Education, and other educationists, and members of the teaching profession in the country for whom it also provides loan facilities.

Since 1945 the Library has also built up a collection to aid adult education. This collection consists of books in Hindi and Urdu as well as newspapers and magazines for the use exclusively of Class IV servants of the Government of India, the aim being to give recreational and reading facilities to new literates.

Overseas Information Unit

To ensure that Indian students desirous of proceeding overseas for advanced studies benefit to the fullest extent from the educational opportunities available in different countries, the Overseas Information Unit of the Bureau has been functioning as an information and advisory body for advanced studies abroad.

The Overseas Information Unit is also equipped with a fairly large library containing literature on the various accredited universities and institutions in the U.S.A., the U.K., Australia, Canada and other countries. It maintains close contact with various information services of foreign countries and also with the Education Departments of the Indian High Commissioner's Office in the U.K. and the Indian Embassy in the U.S.A.

The Unit has taken necessary steps to fill up gaps in its own collection of literature on courses of studies abroad as also to strengthen such collections in Indian Universities and in Students' Advisory Bureaux in the Provinces and the States.

The Unit publishes a Monthly Bulletin which gives the latest information on overseas education for the benefit of students. It is proposed to publish from the next year a more comprehensive Quarterly Journal in which this Bulletin will be incorporated.

Apart from the Monthly Bulletin, it is also proposed to publish a series of pamphlets under the title of 'Facilities for Advanced Studies Abroad'. A pamphlet on Architecture has been published already, while pamphlets on Teachers' Training, Pharmacy, Public Health, and Social and Welfare Work have been completed during the year and are now in the press.

In addition to acting as a clearing house for enquiries regarding overseas education, the Unit has been working in co-ordination with advisory bodies in the Provinces and the States. As a result a number of such organisations are now functioning in the country. All possible

guidance and help is given to these, in order to enable them to provide effective information and advice to students. In this connection a questionnaire was issued this year to the various advisory organisations to ascertain their difficulties and find out ways in which the Government of India could help them in their work. A Memorandum has been circulated giving suggestions in regard to full-time staff, library, finance, method of dealing with applications, and above all, publicity to be given to educational opportunities obtainable in Indian Institutions so that students avoid going abroad for courses facilities for which exist in the country.

Central Film Library

Prior to 1946-47 a library of films was maintained on a small scale as an adjunct to the Library of the Central Advisory Board of Education, from whose funds films were purchased occasionally. In 1947-48 a sum of Rs. 1,07,000 was provided to set up a Central Film Library as a part of the Central Bureau of Education, primarily to aid the adult education programme. Out of this Rs. 80,000 were earmarked for purchase of films, Rs. 10,000 for films equipment and Rs. 17,000 towards addition to the existing technical staff of the Film Unit. During 1947-48, the first year of the plan, 241 films—documentary, scientific and educational—of 16 mm. width, and film strips of 35 mm. width were added, besides the purchase of film equipment comprising of two film projectors, a Generator and other film accessories.

The Central Film Library has been acting as a loaning agency to educational institutions in the Provinces and the States. Besides film shows are arranged locally for educational institutions and social welfare organisations which do not possess film equipment. As a special case, at the request of the Ministry of Health, film shows were also arranged at the refugee camp at Kurukshetra, last December. These proved a great success and the daily attendance during the three weeks spent by the Film Unit there ranged between eight to ten thousand.

In January 1948 the necessity of developing the Film Library, with the ultimate object of integrating Visual Education with the educational system in its various stages was discussed at the All-India Educational Conference, and also at the meeting of the D.P.I.'s which took place in the same month. Both stressed the importance of Visual Education. Both agreed that the Centre should take the initiative and apart from building up its own library of films, assist the Provinces with suggestions and help them in acquiring films and other equipment. To investigate the problem more fully an *ad hoc* committee on Visual Education was formed and the committee held its first meeting in July, 1948. The main

recommendations of the committee relate to production and distribution of educational films, so that gradually Visual Education may be integrated with our teaching system.

Central Secretariat Library

The Central Secretariat Library which caters to the needs of all Ministries of the Government of India, purchases books on all relevant subjects, but the main emphasis is on the Humanities. The Library is also presented with a large number of publications from different Government Departments and organisations in India and abroad.

The following improvements have been effected during the year 1947-48:

1. A subject catalogue has been introduced in addition to the author catalogue.

2. *Reference Service*—Reference books have been collected together to form a separate Reference Section. The collection of books on Fine Arts has been accommodated in a stack especially made to facilitate easy consultation. Likewise, books on Library Science have been brought together for easy reference.

3. The Library supplied valuable bibliographical data to the different Ministries of the Government of India and assisted the External Affairs Ministry in preparing a list of books on Indian Culture required for Indian Embassies abroad, to serve as a basic collection for reference purposes.

4. *Circulation Service*—The circulation and the reference service, so far confined to the official needs of the different ministries of the Government of India, their subordinate and attached offices and the members of the Indian Legislature, have been now extended to the defence services, non-official organisations, the Embassies and Legations of foreign countries. Close co-ordination is maintained with the U.S. Information Service, the British Information Service, the Australian Information Service and with other Embassies in Delhi with whom the library has developed inter-library loan relations. The circulation service is also now available to Government employees of all ranks.

Since 1945 the library has been supplying books on post-war planning and reconstruction to the Nanking Library in China through the External Affairs Ministry. The reciprocal arrangements by which the Chinese Government are to send books in exchange, however, have not yet materialised.

10 OTHER SCHEMES AND ACTIVITIES

The Ministry of Education is also responsible for the administration of the following:—

- (i) Department of Archæology,
- (ii) Department of Anthropology,
- (iii) Department of Archives and Indian Historical Records Commission,
- (iv) National Library, Calcutta.

Other important activities of the Ministry relate to grants to scientific and cultural organisations, establishment and maintenance of All-India educational institutions, promotion of art and culture, establishing cultural contacts with the outside world, and aiding the preparation of works of national importance. The partition of India has created another problem for the Ministry, that is, the rehabilitation of refugee students and teachers.

(i) Department of Archæology

To explore further the clues of the Indus Valley Civilisation, in continuation of those discovered previously at Mohenjodaro and Harappa, the Government of India are planning to carry on systematic excavations in the Bikaner and Jaisalmer States during this year. Extensive excavations have also been carried out already at Sisupalgarh near Bhubaneswar in Orissa. The Government of India have invited Prof. Frederick E. Zeuner of the University of London, to pay a short visit to India to assist the Archæological Department in developing schemes for environmental archæology and other collateral studies.

The Government of India have decided to depute shortly two senior officials to visit the U.K. and the Continent for further training in archæology, and to gain experience of archæological development in those countries.

A proposal to establish a Training class in the Archæological Department, for imparting training in Archæology both to its employees, and to students from the Provinces and the States is under consideration.

Following the discovery of a 1,000 year old Sanskrit document among the ruins of a temple near Jogjakarta, capital of Indonesia, the Government of Indonesia have extended an invitation to Indian Archæologists to visit sites of archæological interest in their country.

Conservation of Historic National Monuments.—The Government have decided that the famous Somnath Temple in Western India should be preserved as an ancient monument.

A budget provision of Rs. 75,000 during the current financial year has been made for restoration work on the famous Gol Gumbad at Bijapur which is the second largest dome in the world; while a final grant of Rs. 80,000 has been sanctioned for special repairs to the Taj Mahal.

(ii) **Department of Anthropology**

The Department of Anthropology was separated from the Zoological Survey of India in 1945 and is now under the Ministry of Education.

Training Scheme—One of the new functions of the Department is to impart advanced training in the methods and techniques of Anthropology. The scheme forms part of a five year development plan and was primarily meant to train Anthropologists for the department, as advanced training in Anthropology was not available in India. This year four new students were admitted to the post-graduate course in the various branches of Anthropology.

Fellowship for Foreign Anthropologists—A Fellowship of Rs. 500 per month has been created for foreign Anthropologists. This will help the training of advanced students in the Department and at the same time promote the dissemination of correct information about Indian culture and civilisation among scholars of foreign countries.

Andaman and Nicobar Islands—At the instance of the Ministry of Home Affairs the Director, Department of Anthropology, led a party of officials in February, 1948, to the Andaman and Nicobar Islands to conduct a survey of the Jarwas and other backward tribes inhabiting the islands. So far only a partial survey has been conducted.

(iii) **Department of Archives**

The National Archives of India formerly known as the Imperial Records Department has stepped up its programme for preservation of records, research in archival matters and training of Archivists. Suitable arrangements have been made in the National Archives of India to train a limited number of students in Archives Administration.

In March, 1948, some old and rare records of the National Archives were displayed in the Newspapers and Periodicals Pavilion of the All-India Exhibition at Calcutta. These records furnished valuable material for the study of the foundation and early development of the Indian Press and the evolution of public opinion in India and the growth of Press Laws from the time of Warren Hastings onwards.

Very recently a Committee has been set up to devise a workable scheme to co-ordinate archival work in the Provinces and the States for the

better preservation of records, and another is working on the preparation for a five-year plan to compile a comprehensive National Register of Archives and Historical Manuscripts which is estimated to cost Rs. 2,85,000.

The recommendations of these Committees were considered at the 12th meeting of the Research and Publication Committee of the Indian Historical Records Commission which recommended extension of Central Government control over archives and historical manuscripts in the States which have either acceded to the Indian Union or merged with the neighbouring Provinces.

In another resolution the Committee suggested that the Central Government should prohibit physical partition of records and manuscripts in the Provinces.

Indian Historical Records Commission—The 24th session of the Indian Historical Records Commission held in Jaipur in February, 1948, recommended the compilation of important records, published and unpublished, bearing upon the national struggle for freedom.

The Commission requested the Government of India and the Mahatma Gandhi National Memorial Committee either to transfer all the original writings of Mahatma Gandhi and other relevant records to the custody of the National Archives of India for preservation or to associate the Director of Archives with the supervision of measures necessary for the preservation of these records. It was also suggested that the pre-1902 confidential records, Central and Provincial, be thrown open to *bona fide* students of Indian History under such circumstances as the respective Governments may consider necessary.

The 25th Session of the Indian Historical Records Commission is being held at Delhi in December, 1948, and the Government of India have decided to celebrate this as the Silver Jubilee Session of the Commission. Invitations have been extended to several foreign countries to send delegates to the session. Distinguished archivists from Great Britain, France, Russia, Belgium and the United States of America are expected to attend the Session.

(iv) **National Library, Calcutta**

A Bill to rename the Imperial Library, Calcutta, as the National Library was introduced at the last session of the Constituent Assembly held in August, 1948.

The Ministry of Education have taken steps to revise the constitution of the Council of the Library to enable greater representation to interests outside Calcutta.

(v) Institute of Social Research

In 1941 the Central Advisory Board of Education recommended that Government should appoint an All-India Council of Social Service, and establish an Institute for Research and a Training School for Social Workers. Owing to the war the scheme was kept in abeyance until June, 1948, when an *ad hoc* Committee was appointed under the Chairmanship of Dr. Tara Chand to reconsider the question. This Committee has recommended that the Council should be set up immediately under Government auspices, with the following functions:—

- (i) to collect and disseminate data concerning Social Service and to act as an advisory body and a clearing house for Social Service Units;
- (ii) to bring together representatives of the Institutions and Organisations doing Social Service for discussion of their problems;
- (iii) to devise methods and means of Social Welfare Services;
- (iv) to recognise Social Welfare Societies, and recommend disbursement of grants-in-aid to Social Welfare Societies;
- (v) to advise Government on matters relating to Social Welfare and to recommend to Government nominations for representation on International Conferences.

The Committee has suggested that the Council, when established, should prepare schemes for the establishment of an Institute for Research and a Training School for Social Workers.

(vi) Institute of Modern Studies

The Ministry of Education have a scheme for starting a Central Institute of Modern Studies—Asiatic and European—on the lines of the London School of Oriental Studies and the College of Slavonic Studies. In view of the expanding diplomatic contacts of India with the rest of the world, the need for such an institution to train students in foreign languages is urgent. But owing to the present financial difficulties it has been decided to keep this scheme in abeyance and instead help the Universities to encourage studies in foreign languages.

(vii) Education of the Blind

To promote the cause of education, training and welfare of the blind, a special unit has been constituted in the Ministry to co-ordinate the activities of blind-welfare throughout the country.

The activities of the Ministry in this field relate to a proposal to set up a Braille Printing Press and to establish a model institution for the Blind. The Braille Printing Press is proposed to be set up at Dehra Dun. Machinery for the press has already been ordered, and plans for the building are being prepared.

A need for a uniform Indian Braille system had been felt for a long time. This has now been devised with ink-print charts for Indian alphabets and distributed to all institutions catering for the education of the Blind.

A plan to establish a model Central Institute for the Blind has been completed, and it is likely to start functioning at an early date. The Ministry of Education propose shortly to publish a periodical devoted to the education and welfare of the Blind. The periodical will be later transcribed in Braille.

The Government have given financial aid to blind refugee children from Pakistan to resume their studies in Delhi, and have arranged training of a few blind people as Telephone Operators.

(viii) Physical Education

In May, 1948, a Committee was set up under the Chairmanship of Dr. Tara Chand, Secretary, Education Ministry, to prepare a scheme for the establishment of a Central Institute for imparting training in Physical Education. The Committee has in addition prepared a National Programme of Physical Education and Recreation for the country, and has suggested ways and means to raise the standard of sports.

(ix) Research in Psychology

In May, 1948 a Committee was set up under the Chairmanship of Dr. Tara Chand to prepare a scheme for the establishment of an Institute of Psychology. The functions of this Institute as recommended by the Committee will be to formulate and standardize intelligence, aptitude and attainment tests; to devise methods for selecting Primary School Children for Secondary Education, and candidates for Teachers' Training and Higher Technical Institutions; to train career masters; to give vocational and child guidance; to do research in Educational and Child Psychology and finally to co-ordinate research in the various Psychological Bureaux in the country.

(x) **History of Philosophy**

The Government has decided to sponsor the publication of an authoritative work on the History of Philosophy which would aim at tracing the continuity in the development of human thought, and bring out the value of the Indian contribution to the evolution of modern philosophy. An Editorial Board with Dr. S. Radhakrishnan as Chairman, Prof. A. R. Wadia and Dr. D. M. Dutta as members, and Mr. Humayun Kabir as Secretary has been constituted for the purpose. About sixty Scholars in India and abroad have accepted the invitation to contribute to the work and some of them have already sent in their contributions. The work of editing the material and preparing it for the press is expected to be completed by the end of 1949 and it is hoped that the book will be available to the public sometime in 1950.

(xi) **Central Reference Library**

The establishment of a Central Reference Library for India at Delhi was included in the post-war educational development schemes. The Government of India have now recommended that the scheme might be slowed down, or postponed, but that preliminary details of the scheme should be worked out. Accordingly, the Ministry of Education have appointed an expert committee to prepare a report on the proposal. The Expert Committee have held two meetings so far.

Dr. S. R. Ranganathan, one of the members of the Committee who had been to Europe and the U.S.A., has been requested to study the organisation and administration of the premier libraries of some of the most advanced countries. The Committee will meet again after Dr. Ranganathan has reported on the results of his survey.

(xii) **Fine Arts**

Music—As a part of the plan for encouragement and development of Fine Arts, the Ministry of Education is conducting negotiations with the U.P. Government, with a view to reorganising the Marris College of Hindustani Music, Lucknow, as a Central College of Hindustani Music for training of teachers in Music and for advanced studies in Music.

A similar scheme for the establishment of a Central College of Karuatak Music, Madras, has been accepted by the Government of India. The College is likely to start functioning during the course of the year. The College will be located at Zamin Pallawaram in a suburb of Madras city. Pending construction of the building, however, it is proposed to house the college in "Rehmat Bagh" which has been acquired by the Government of Madras.

Small grants-in-aid have already been sanctioned to institutions and individual artists. The Kalakshetra Institute, Adyar, Madras has been granted a sum of Rs. 5,000 while a sum of Rs. 2,500 has been given to Indian Renaissance Artists.

Museum of Art, Archæology and Anthropology

A six-year scheme for the establishment of a Central National Museum of Art, Archæology and Anthropology in Delhi has been prepared. The proposal has been approved by the Government of India.

In the meantime it has been decided that efforts should be made to acquire rare art collections which might otherwise be lost, to be housed, at a later date, in the proposed National Museum. The two collections owned by Miss Ilona Schwaiger and Messrs. Shantivijay of Delhi have been purchased this year at a cost of Rs. 19,900 and Rs. 35,000 respectively. Earlier in 1947 the Government had similarly acquired an important collection known as Treasurywala Art Collection at a cost of Rs. 2,00,000.

Efforts are being made to acquire the paintings of the late Amrita Shergill.

Six scholarships of Rs. 2,500 each were given to six artists during 1947-48 to develop and improve their technique in painting, on condition that each of them undertook to train two students in the particular branch of the art in which he had specialised.

Indian Art Exhibition

Under the auspices of the Royal Academy of Arts, London, an Indian Art Exhibition was held in London in the winter of 1947-48. Priceless objects of art, collected from India, Pakistan, the U. K., France, Holland, and the United States were sent to the Exhibition which aroused great interest. The Ministry have decided that the exhibits before they are disposed will be shown in New Delhi by the winter of 1948-49.

(xiii) Indian Cultural Trust

The Ministry of Education is considering a plan to establish an autonomous body to be called the "Indian Cultural Trust" to stimulate and promote the cultural life of the country. A Committee appointed for the purpose has recommended that:—

- (1) The Trust should be constituted by a Charter or an Act of the Legislature and should be handsomely endowed by Government.
- (2) The main activities of the Trust should be carried through Academies, of which three should be constituted in the first

instance—(a) The Academy of Letters, (b) The Academy of Arts (including the graphic, plastic and applied arts) and Architecture, and (c) The Academy of Music, Drama and Dancing.

- (3) Each Academy should be an autonomous body with separate endowment which may be supplemented by grants-in-aid from the Trust and donations from other sources.
- (4) The Trust will exercise a general control over the Academies in regard to financial matters by means of regulations. In other matters the Academies will be independent of the Trust.
- (5) The initial endowment of the Trust should be not less than Rs. 4 crores, to enable the Trustees to function properly. If the Central Government contributed half of this sum, a quarter should be raised from the Provincial Governments and the balance from the Indian States.
- (6) An interim Standing Committee should be appointed by the Government of India, immediately, to develop cultural contacts with other countries and to co-ordinate the work of organisations already established in India for the purpose.

(xiv) Cultural Relations

The Ministry of Education have been making efforts to establish cultural contacts with foreign countries, in order to promote understanding and cordiality between India and other Nations. To this end, the Government of India have under consideration a comprehensive scheme of scholarship awards for Indians and other residents in Commonwealth and foreign countries to study in India. In the meanwhile, several *ad hoc* scholarships have been awarded during 1947-48 to students from East Africa, Indonesia and Iran.

A scheme for exchange of teachers with foreign countries is also being considered by the Ministry. Arrangements are in progress for such exchanges with Iran, Indonesia, Tasmania, Mauritius and Zanzibar.

The Government of India have sanctioned gifts of books to be presented to the National Roosevelt Library, Nanking, the Sun Yat Sen University Library, Canton, and the Jogjakarta University, Indonesia. A set of 15 paintings of reputed Indian artists have also been presented to the Chinese Government. Small collections of duplicate Indian archaeological specimens have been presented to the Universities of London and

Sydney, to promote Indian cultural and archæological studies in those countries.

Early in 1947, the Government of India endowed, for a period of 2 years, a chair of Indian History and Culture at the National Peiping University, China, and appointed Dr. P. C. Bagchi of the Calcutta University to occupy it. He is also collecting, with the help of the Indian Government, books on Indian subjects from Universities and learned societies in India, in order to establish an Indological Section at the University Library at Peiping.

This Ministry has been aware of the deplorable conditions prevailing in Indian Schools in African countries. In 1947, at the request of the Kenya Government, Mr. Ali Akbar Kazimi, then Deputy Director of Public Instruction, Bihar, was deputed to visit Kenya and to advise the Government of Kenya on the conditions of Indian Education in that country. Measures are being taken to remedy the situation, with particular reference to the recruitment of Indian teachers for service abroad.

The Ministry has also interested itself in the problems encountered by colonial students seeking facilities for education in India. The Government have taken up this matter with the Provincial and State Governments and have advised that students of Indian origin coming from Commonwealth and foreign countries may be given the same privileges and facilities as are offered to students domiciled in the Provinces and States concerned.

Since 1946, the Government of India have deputed a certain number of eminent scientists for advanced research abroad and to study, in particular, the latest scientific developments in Europe and America. Under this scheme, six scientists have been deputed in 1947-48 and another is on his way to Europe and America. This Ministry is also considering the question of sending delegates to various International conferences on Scientific and other subjects. Delegates were sent to represent the Government of India at the International Congress of Orientalists held at Paris recently.

Scholarships for Indian students have been offered by the State College, Washington, the Colorado School of Mines, two U.N. scholarships by Purdue University and 195 studentships in Languages and Culture to be awarded by the British Government to students living in Commonwealth countries. A History Research Fellowship was offered by the Institute of Historical Research, University of London. UNESCO have offered one scholarship on behalf of the Netherlands Government,

to Indian students, to study at a Dutch University, and two fellowships to Indian Mathematicians to study computing machines in Europe and America.

Several grants-in-aid have been given to Institutions abroad. A sum of £200 has been sanctioned for the Royal Asiatic Society, London, and a sum of £1,000 for the London School of Oriental and African Studies. The Federation of Indian Societies in Great Britain and Europe and the London Majlis have also been given small grants for educational purposes.

(xv) **UNESCO and India**

The Government of India and the Indian people have always been deeply interested in International co-operation and world peace, and for some time past they have made a valuable contribution to International Organisations such as the United Nations and UNESCO. The idea of UNESCO which is one of the most important specialised agencies of the United Nations was first mooted in a conference convened in London in 1945, and India played an important part in the formation of UNESCO.

Ever since the foundation of the UNESCO in 1946, the Government of India has taken keen interest in this organisation. It is understood that the Indian delegations to the first and second General Conferences have left a deep impression on all those who participated in these conferences and their contribution to building up the UNESCO as an agency for peace and international co-operation, has been recognised. Various Indian delegates have been elected to important positions in UNESCO. Sir S. Radhakrishnan has been the Vice-President of the Executive Board of UNESCO from its inception. The Indian delegation at the Mexico Conference was responsible for the UNESCO's recognising Hindustani as one of the official languages.

In order to implement the objectives and programmes of UNESCO, the Government of India have recently set up, as required under Article 7 of the UNESCO Constitution, a National Commission consisting of 78 members, representing education, science and culture in the country.

The main function of the National Commission will be to serve as a Liaison agency between UNESCO and National bodies and institutions in India, concerned with the working of the progress of science, education, and culture; and secondly, to act in an advisory capacity to the Government of India, in regard to matters connected with UNESCO.

To begin with, the National Commission will consist of three Sub-Commissions on Education, Science, and Culture, and an Executive Body

of 15 members. The Government of India have agreed to provide the necessary secretariat for the National Commission and the Secretary to the Government of India in the Ministry of Education will be the Chairman of the Executive Board. When this National Commission starts functioning, it will accelerate the various schemes of the Government of India for educational and cultural reconstruction.

Recently, UNESCO appointed a Commission on Technical needs, in the domain of the Press, the Radio and the Film. It has collected all available information on war-devastated and undeveloped countries of the world. The Government of India supplied exhaustive information with regard to the needs of the country in these fields.

From time to time UNESCO holds conference on subjects of importance. Consistent with the financial situation in the country, the Government of India have taken effective part in as many conferences as possible. Last year a delegation was sent to the 10th International Conference on Public Education at Geneva, to the Educational Seminar on International Understanding at Sevres and to the Fundamental Education Conference at Nanking. This year the Government of India have participated in the 11th International Conference on Public Education at Geneva, and the UNESCO Seminar on Teacher's Training in Berkhamstead, England. Government participated in the Conference of University Representatives which met at Utrecht in August, 1948, and in the High Altitude Conference convened by UNESCO at Interlakan.

(xvi) **Refugee Students and Teachers**

An urgent problem which faced the Ministry of Education, related to the work of rehabilitation of students and teachers as soon as it was evident that a mass exodus of Hindu and Sikh population from Pakistan had begun. An account of the progress of work to date relating to teachers, and students is given below :

Refugee Teachers

Consolidated lists containing particulars of 1,200 teachers including 280 professors were circulated to various Universities, Provinces and the States for employment. The Ministry also sent suitable names of refugee teachers to employers. Both these lines of approach, however, proved futile and had later to be abandoned.

In the Provinces of Delhi and Ajmer new schools were opened for refugees and 697 members of the teaching profession were absorbed in different positions. Also 50 Basic schools were opened, resulting in the

employment of another 100 teachers, while 50 more schools will soon be started which will give employment to an equal additional number.

The Ministries of Relief and Rehabilitation, Home Affairs, and Finance were approached to relax rules relating to age and domicile in the case of refugee teachers applying for Government jobs and also in matters of fixation of salaries.

The Ministry also took up the question of transfer of the Provident Fund of teachers from Pakistan. Pending the actual transfer of funds, however, Government permitted concessional withdrawals from post office accounts up to Rs. 1,000 on a security bond. This Ministry together with the Ministry of External Affairs and Commonwealth Relations propose to take up the matter on an inter-dominion level.

Double shifts were started in Hindu College, Ramjas College and Indraprastha College, Delhi. Besides, a Camp College, affiliated to the East Punjab University, was opened in Delhi. The latter has employed over 100 teachers.

In May, 1948 an Inter-Departmental Meeting was convened at the instance of the Prime Minister, to find out ways and means for rehabilitating teachers. As the main problem was that of the East Punjab, a special officer was sent to the East Punjab Government, to ascertain their difficulties and to see how the Central Government could help to solve them.

A separate section for this purpose was started in this Ministry in September, 1948 under the charge of a Chief Liaison Officer assisted by another Liaison Officer. The Chief Liaison Officer visited Simla to contact the D.P.I., East Punjab Government, as a result of which the East Punjab Government have decided to start double shifts in some schools and to take in hand their development scheme for rehabilitating teachers.

Rehabilitation of Refugee Students

The rehabilitation of refugee students from Pakistan has taken the form of:—

- (1) opening of new schools or second shifts in existing schools and colleges;
- (2) giving loans and free studentships;
- (3) helping their admission in schools, colleges and technical institutions in the country.

In Delhi, 10,150 school students and nearly 3,700 college students have been rehabilitated in refugee schools and colleges. This number includes 2,600 students who have been rehabilitated in the Camp College in Delhi affiliated to the East Punjab University.

A considerable number of these students were given facilities of admission in the existing schools or the second shifts of these schools. School students have been placed in 18 High schools, 3 Middle schools and 9 Primary new or double-shift schools. Besides, the Women's Section of the Ministry of Relief and Rehabilitation and Central Relief Committee started 11 schools. In Ajmer-Merwara 3 High Schools and 28 Primary Schools have been opened rehabilitating about 7,000 refugee students.

The Government of India have also schemes for helping students stranded abroad as a result of last year's disturbances, as well as for giving loans to needy refugee students in India. They have sanctioned free-ships to needy students up to 70 per cent of student strength in recognised schools.

Valuable help has been rendered to refugee students in securing by their admission in various schools, colleges, universities and vocational institutions in the country; in securing certificates, and writing to the Universities and Provincial Governments, for continuance of their scholarships. The Ministry has also recommended to Provincial Governments to waive domicile restrictions and capitation fees so far as these students are concerned. At the instance of this Ministry, the University of Delhi has extended admission to students who have recognised degrees and diplomas awarded partially on the basis of a fixed period of Social Service.

Efforts are being made to provide text books to needy school and college students. The International Students Services Organisation has been approached for this purpose and that organisation is proposing to start shortly a Text Book Library for students in Delhi.

The Ministry is advising the Inter-University Board to recognise Social Service Degrees and Certificates awarded by the East Punjab University so as to facilitate their admission in other Universities.

(xvii) **Grants-in-Aid to Institutions**

In order to foster and expand the activities of educational, scientific and cultural organisations which have been doing useful and pioneering

work, Government have decided to make grants from Central Revenues to the following institutions:—

(i) *Indian Statistical Institute, Calcutta.* Consequent on the re-organisation of the Institute, Government have agreed to make a lump sum grant of Rs. 5 lakhs per annum, for a period of three years.

(ii) *Visva Bharati, Santiniketan.* In recognition of the activities of the Visva-Bharati, Government have sanctioned an additional grant of Rs. 45,000 (recurring) in 1947-48, in addition to the normal grant of Rs. 30,000 and a non-recurring building grant of Rs. 4,00,000, spread over a period of two years from 1948-49.

(iii) *People's Education Society, Bombay.* The Society is devoted to the cause of education among the scheduled castes, and Government has given a grant of Rs. 3,00,000 in 1947-48 and also agreed to advance a loan of Rs. 10,00,000 for construction of buildings for the Siddhartha College at Bombay.

(iv) *Rama Krishna Mission Institute of Culture, Calcutta.* Government propose to make a non-recurring grant of Rs. 10,00,000 spread over a period of two years to the institute towards its building programme. Out of this, a sum of Rs. 5,00,000 has been paid during the current year.

(v) *Hindustani Culture Society, Allahabad.* Government have decided to make a grant to the Society, equivalent to what the Society collects from other non-Governmental sources. A lump-sum grant of Rs. 23,000 has been paid in the current year for its publication programme.

(vi) *Banasthali Vidya Pith, Jaipur.* The Government have agreed to give a non-recurring grant of Rs. 1,00,000 and a recurring grant of Rs. 25,000 to the Vidya-Pith for the construction of buildings and other purposes.

(vii) *Gurukul University, Kangri.* Pending the report of the University Grants Committee and the All-India Council for Technical Education, a provision of a sum of Rs. 25,000 has been made in the current year's Budget to aid the University.

(viii) *Indian Women's University, Bombay.* Government have agreed to meet 25% of the total expenditure for the building programme of the University, subject to a maximum grant of Rs. 6,00,000.

CENTRAL DEVELOPMENT SCHEMES FOR THE FIRST QUINQUENNIAL (1947-52)

Serial No.	Description	Financial implications	
		Capital Expenditure	Annual Recurring expenditure when in full operation
1	2	3	4
		Rs.	Rs.
I. HIGHER TECHNICAL EDUCATION			
1.	(a) Development of Delhi Polytechnic, and (b) Training College for Technical Teachers.	91,20,000 for (a) & (b).	9,60,000 for (a) & (b).
2.	(a) Development of the Indian Institute of Science, Bangalore.	40,00,000	3,59,000
	(b) Establishment of High Voltage Engineering Laboratory at the Institute.	23,13,000	45,000
	(c) Establishment of Power Engineering Deptt. at the Institute	40,00,000	3,90,000
3.	Establishment of All-India Boards of Studies and four Regional Committees under All-India Council for Technical Education	...	2,54,000
4.	Central Government Overseas Scholarships Scheme	...	60,00,000
5.	Establishment of (a) Eastern and (b) Western Higher Technical Institutions	3,04,95,000 3,10,70,000	32,00,000 22,00,000
6.	Improvement & Expansion of Existing Technological Institutions	2,25,00,000	42,21,000
7.	Procurement and Distribution of Surplus Stores to Educational Institutions	1,00,00,000	...
8.	Central School of Indian Architecture and Regional Planning	1,00,000	99,000
9.	Administrative Staff College	Details not worked out.	

S. No.	Description	Financial implications	
		Capital Expenditure	Annual Recurring expenditure when in full operation
1	2	3	4
II. TRAINING OF TEACHERS			
		Rs.	Rs.
1	Teachers' Training Scheme at Visva-Bharti, Santiniketan (Arts, Crafts and Music)	4,95,300	75,000
2	Teachers' Training Scheme at Jamia Millia, Islamia, Delhi (Basic)	2,50,000	32,000
3	Central Institute of Education, Delhi	20,45,000	2,00,000
4	Training College for Domestic Science, Delhi	12,00,000	98,000
5	Training Teachers in Hindustani Music at the Marris College for Music, Lucknow	5,00,000	40,000
6	Central College of Karnatak Music	Not worked out yet.	
7	Training College for Physical Education, Delhi	7,72,000	75,000
III. OTHER SCHEMES			
1	<i>Development of Central Universities :—</i>		
	(a) Delhi	60,00,003	13,85,000
	(b) Banaras	38,81,000	8,55,000
	(c) Aligarh	39,75,000	8,56,000
2	Establishment of Anthropological Survey of India	1,86,000	4,48,000
3	Central Library of Educational and Cultural Films in the Central Bureau of Education	4,12,000	15,000
4	Development of National Archives of India	36,60,000	2,03,000
5	Establishment of a Central Institute of Psychology	2,80,260	4,40,000
6	Establishment of an All-India Institute of Social Service	15,00,000	1,50,000
7	Establishment of a Central Braille Press	2,50,000	1,00,000
8	Establishment of a Central Reference Library with Copyright Section	50,00,000	10,00,000
9	Establishment of a Central Museum of Art, Archaeology	1,00,00,000 (Capital Expenditure in first 5 years will not exceed Rs. 5,00,000).	8,48,000
10	Central Institute of Modern Studies	5,00,000	1,50,000

II

PROGRESS OF DEVELOPMENT SCHEMES IN THE PROVINCES AND STATES

The recommendations of the Central Advisory Board of Education, published in their report on Post-War Educational Development in India (1944) has been generally accepted in principle by all Provincial Government and this Ministry keeps itself informed of up-to-date developments in the various Provinces with regard to their Schemes. In the following pages an account of these developments in the various Provinces has been given. Activities only in regard to subjects on which decisions have been made by the Central Advisory Board of Education and the Educational Conference mentioned earlier have been taken into account. These subjects are: (1) Basic Education; (2) Training of Teachers; (3) Secondary Education; (4) University Education; (5) Technical Education; (6) Adult (Social) Education; (7) Health of the School Child; (8) Administration; (9) Education of the Backward Communities; (10) Education of the Handicapped. It may also be pointed out that this information is not complete with reference to many of the Provinces and States. In some instances full information has not been received. In the provinces of the East Punjab and the West Bengal the plans could hardly be implemented during the year on account of the disturbances and unsettled conditions in the areas.

1. Basic Education

A. Provinces—There was an all-round expansion of basic education in the Provinces of Bihar, Bombay, C.P. & Berar, Madras, Orissa and U.P. In all these Provinces and Assam there are Basic Education Boards in-charge of Basic Education; special Basic Education Officers have also been appointed.

Bihar—During the year, the number of senior Basic schools increased from 36 to 55 and the number of students in these schools increased from nearly 4,000 to over 5,000.

The Bihar legislature also passed an Act for the introduction of compulsory attendance of the pupils between 6 and 14 years of age, in the Brindaban area, where basic education has been introduced. It has been calculated that a basic school in Bihar can be self-supporting to the extent of 47 per cent. of the total cost excluding the cost of Administration, loan charges and sinking funds.

Bombay—Government have decided that Basic Education should gradually take the place of the present system of primary education. 53 existing schools were converted either into Junior Basic or Senior Basic schools, and the number of pupils in these schools increased from 6,000 to 7,000 during the year under review. It is proposed that, in due course, the 32,000 existing elementary schools will all be converted to Basic schools. Compulsion by each group is being introduced in areas with a population of above a specified figure all over the Province; compulsion between the ages of 6 and 11 has been accepted by the Bombay Government, though the child may withdraw from school, after passing Grade IV, even though he has not completed his 11th year.

Another scheme in progress is the expansion of elementary schools and introduction of some craft in such schools. Government is encouraging experiments in this direction in some parts of the Province.

Regarding school buildings. Government have welcomed the suggestion that they should invite from all over the country architects who have suitable plans for school buildings constructed with the cheapest available material. It is understood that for this purpose Rs. 20 lakhs, at the rate of Rs. 1 lakh per district, have been placed in the hands of the District Buildings Committees, consisting of local members of the Legislature, District Inspector of Schools, Divisional Education Officer and the Executive Engineer. Government opened 225 primary schools in school-less villages.

Government are also consider it desirable that 1-Teacher schools should be discouraged in all circumstances and that there should be at least 2 teachers to each school.

C. P. and Berar—74 Local Board Middle Schools were taken over by the Government and are being gradually converted into senior basic schools. The basic syllabus was introduced in classes 1 and 2 during 1947-48 and has been introduced in class 3 during the current year.

Madras—31 Basic schools were started in the Province, 21 of them being old schools converted into Basic schools. The number of pupils in Basic schools increased from 2,900 to 3,400 during the year under review. Compulsory Elementary Education was also further extended during the year.

Government have under consideration a proposal for converting all Elementary schools in the Province into Basic schools. One of these is at Perianaickenpalyam where the basic craft used is wood work and

carpentry. This is in some respect an innovation, as most Basic schools in India generally introduce spinning. In addition, there is also some provision for agriculture and gardening. There is a small workshop and smithy, and attempts are being made to introduce tailoring as a craft. The school is run as a self-contained community and pupils carry out most work connected with the school. They run their own Co-operative Stores and Bank.

It is understood that out of 70 lakhs of children of school age in the Province, 35 lakhs are attending elementary schools. The Government intend to bring the remaining 35 lakhs into a scheme of Compulsory Elementary Education within a period of 10 years. The 5-year plan aims at bringing in 2.6 lakhs of children each year to schools in the first 5 years, and to bring 5.6 lakhs during the second quinquennium.

It is estimated that the number of school-less villages in the Province with a population of 500 or more is about 3,500. The cost of opening schools in these villages will be about Rs. 30 lakhs. This is a part of a general plan for Compulsory Elementary Education which is intended to be implemented during the first 5 years.

U.P.—In a number of Districts, Local Board schools were converted into Basic schools. The Government opened 2,340 new Junior Basic schools in July 1947, and 4,400 new schools in July, 1948. This is a part of a scheme for opening 4,400 primary basic schools per year with a view to introducing compulsory Junior Basic education within a period of 5 years if possible. The number of pupils in Basic schools increased from over 6,000 to over 10,000.

The problem of school buildings has been, for the present, solved by having kachha buildings with pucca plinths. Government are prepared to give a subsidy of Rs. 1,000 per school if the balance is provided by the villages. They have taken full advantage of this offer.

Assam, West Bengal and East Punjab—These Provinces propose to start Basic Schools as soon as teachers trained in Basic education are available.

B. Centrally Administered Areas

(a) **Delhi Province**—45 new Basic Schools including 17 schools for girls were started on 1st July 1948 and 15 new schools in November 1948.

(b) **Coorg**—In furtherance of the scheme to introduce compulsory education in Hebbali Area, which is backward in education, a survey was conducted by the District Educational Officer to assess requirements in

respect of buildings, etc. and a sum of Rs. 21,000 was spent towards the construction and improvement of Elementary School buildings.

(c) **Ajmer.**—Ajmer proposes starting Basic Schools as soon as teachers trained in Basic type of Education are available.

3. Indian States

Rampur and Jodhpur have made some progress in either converting old schools into Basic Schools or opening new Basic Schools.

2. Training of Teachers

A. Provinces

All the Provinces continued their programmes for training of Basic Teachers. The duration of training is generally for two years after Matriculation, although it has been reduced to one year by some provinces as a temporary measure. Some Provinces train their teachers for one year, allow them to work as Basic School teachers, under supervision, for one or two years, and then send them again for training for another year. The qualifications for admission were also lowered by some Provinces, either for all candidates, or for women, and members of educationally backward communities.

Bihar—This Province had 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 were receiving training during 1947-48. As for training staff for Training Schools, 45 men and 1 woman were under training in some of the 6 government Basic Training Schools, and at the Sodepur Ashram. Eight more were deputed to the Basic Training Institute at Sewagram for one year. Research work in problems of Basic Education was carried on at the Patna Basic Training School in Brindaban Area. A science graduate and a Craft Instructor were receiving training abroad in England for this work.

Bombay—Seven Training colleges were established in addition to three started in June 1945. In all these ten colleges, 878 students were receiving training. Short term courses in spinning and weaving were also organised in almost all districts of the Province. 1,997 Primary teachers were trained in spinning, 883 in weaving, 192 in agriculture and 231 in card board modelling. A Graduate's Basic Training College, Belgaum, with provision for teaching spinning and weaving and card board modelling and wood work was also opened for providing craft teachers in Primary Training Institutions, as well as Inspecting Officers. 36 teachers were in attendance at this college. A hand book has also been compiled for the

guidance of Basic School teachers giving tentative but detailed suggestions regarding correlation of subjects. It is proposed to convert all training colleges in the province into Basic training colleges, in the course of the next three years. Three new post-graduate Basic training colleges have been established for training teachers for the training schools. The Bombay Government expect that ultimately about 3,000 teachers will be trained every year. Each training college is intended to teach at least two crafts. The scheme of training is one year for matriculates and two years for non-matriculates. Those who are given craft training are given short term courses, ranging from 3 to 9 months, according to the nature of the craft. The Bombay Government also propose to convert existing Primary Training Institutions (about 60 in number) into Basic Training Institutions during the next ten years, and to train every year at least 2,500 Basic teachers, to be utilised for converting the existing Primary Schools into Basic Schools.

O.P.—In the three Diploma Training Institutes, started during 1946-47, 37 students (out of 79) offered Basic Craft (Spinning and Weaving) as their optional subjects during the first year. In the second year classes, a special class of 27 students was started in spinning and of 9 students in weaving. At the Prantiya Shikshan Mahavidyalaya, Jubbulpore, in which increasing facilities were provided for training, 92 out of 155 students offered Basic Craft as one of the optional subjects. In all 128 teachers were trained in Basic education during the year. In addition, a number of stipends were provided for women teachers in Normal Schools, and for girls in Middle and High Schools who undertook to join the teaching profession. Stipends were also sanctioned for training of teachers of Anglo-Indian and European Schools. A grant of over one lakh of rupees was also paid to the Nagpur University for its Training College.

Madras—Seven institutions for training of teachers in Basic Education were started in the Province. The Government of Madras have also utilised the services of the institution at Perianaickenpalayam to train staff of Training Schools. 28 persons were under training last year in the institution.

Orissa—Two training institutions were started in 1947-48 and three more during the first four months of this year. The number of admissions in the five institutions is expected to be well over 150. The Government of Orissa also sent eight graduates during 1947-48, and ten graduates during 1947-48 to Sewagram, for training for ten months, after a preliminary training for about three months at a Provincial Training School.

U.P.—Six centres were started for lady teachers with accommodation for 80 candidates at each Centre, the duration of the course being three months.

The Government Basic Training College, Allahabad, continued its work of training of teachers for Normal Schools catering for the Basic System of Education. 37 men and 3 women passed the B.T. Examination of 1948 with specialisation in Basic Education.

In the absence of the required number of trained teachers, the Government of U.P. had to appoint a large number of untrained Hindustani Final Examination passed teachers. In order to give such teachers some practical experience and training the Government have instituted the scheme of Mobile Training Squads. There were 26 such squads, each consisting of one trained graduate and two teachers with Hindustani Teachers' Certificate. Each Squad was responsible for two districts. The squad went to villages and gave a month's intensive training to the new teachers. The Mobile Squads were equipped with gramophone records, pictures, slides, etc. and were trained to participate in instruction in folk-music, folk-dancing, mural paintings etc. The untrained teachers were given intensive training in Physical Education, Arts and Crafts and Practical Teaching for at least a fortnight. The Mobile Training Squad was constantly on tour to supervise the work of such teachers, and give them necessary directions from time to time.

The Government of U.P. also gave a grant of Rs. 13,000 to Banaras University for training 60 students at the Teachers' Training College.

Assam—Six training institutions, 3 for men and 1 for women, and 2 co-educational schools for training 80 men and 40 women teachers in Basic Education were started. The Government propose to put into effect the complete system of eight years' Basic Education by adding the next senior class each year. It is also proposed to open a College in Gauhati for training staff for the Training Schools.

West Bengal—Some teachers were deputed to Wardha for training in Basic Education. On their return they will be placed on the staff of Training Institutions.

B. Centrally Administered Areas

Delhi and Ajmer—Two training institutes were started one for men at Ajmer, and the other for women at Delhi. Generally, post-matric

students were accepted in the Women's Institute, though in exceptional cases non-Matrices were also allowed admission. The courses extended over a period of one year, and was taken by 150 men and 100 women students.

In order to man the Junior Basic Schools, two batches of 50 trained teachers were given an intensive refresher course at Jamia Milha.

Coorg—Three graduates were deputed to Jubbulpore to learn Hindi before joining the Govt. Training College, Allahabad. After training, these teachers will be posted to the Basic Training School, proposed to be started for training teachers for Basic Schools in Coorg.

C. Indian States.—Rampur (U.P.) and Mysore had training institutions with accommodation for training annually 45 and 30 men teachers respectively. In Jodhpur (Rajputana) a short training of one month's duration on Basic Education was conducted during the summer vacation in which 24 teachers, mostly Matriculates, participated.

3. Secondary Education

A. Provinces

Bihar—The Kumarbagh Post-Basic High School consisting of 9th and 10th grades has been started at Brindaban, with the special object of relating productive activity more directly to the vocation chosen by each pupil. Training is imparted in Agriculture (including Animal Husbandry), Textiles, Technology (including Wood-Work), Metal Work and Rural Engineering, Teaching and Home Crafts for girls. All students attending the school are charged fees. The school organisation is, however, required to provide opportunity for each student to earn his or her fees by working individually or co-operatively. It is expected that in 3 to 4 years each pupil should be able to earn sufficient for his or her livelihood.

Bombay—A provision of Rs. 10,00,000 made in the provincial budget was utilised in paying increased grants to non-Government Secondary Schools. The recommendations of the Special Committee appointed by the Government to go into the question of the basis of grant, and the improvement of conditions of service of Secondary teachers, are also under consideration. A sum of over Rs. 40,000 was spent on the Agricultural High School started by Government in June 1946. The four Lokashalas opened during 1946-47 started second year classes during the years, while two more Lokashalas, one for Marathi boys and the other for Marathi girls, were started. The standard of education in these schools corresponds to the Matriculation standard minus English. Students passing the Lokashala Examination would be eligible for admission to Training Institutes for Primary School Teachers.

One welcome feature of the programme of Bombay Government is the provision of diversified courses at the Secondary Stage. Prior to 1938, Secondary Education in the Provinces was of one pattern. All pupils tended to take the Matriculation Examination with a view to further studies in Universities. Since 1943, the Bombay Government have converted some of the High Schools into Vocational High Schools and have instituted the School Leaving Certificate Examination. At present Government are running 4 Agricultural High Schools, 2 Technical High Schools and 2 Commercial High Schools. 1 Technical High School and 9 Commercial High Schools conducted by private bodies are also receiving grant-in-aid from Government. Government propose to open ten more Technical High Schools and 2 more Agricultural High Schools in the next 5 years. Of these, one Agricultural High School in Surat has already been started and buildings for 2 Technical High Schools at Surat and Hubli are under construction. To help them in implementing their policy in respect of Secondary Education the Government of Bombay have recently passed an Act called 'The Bombay Secondary School Certificate Examination Act.'

G. P.—Nine schools, four for boys and five for girls, were started, and the work of constructing Agricultural Laboratories in five out of six Government High Schools was also nearly completed. Commerce courses were started in four Government High Schools at Nagpur, Akola, Khandwa and Raipur. A Technical High School was established at Jubbulpore; a girls' hostel was built for the High School for girls at Akola.

U. P.—In pursuance of their policy to open four Girls' High Schools every year, four High Schools were started in Sultanpur, Banda, Basti and Rai Bareli. General Science was introduced in the higher classes of four Government Girls' High Schools, and vocational training was provided in the Government High Schools at Lansdowne and Srinagar. Grants to the extent of nearly Rs. 5,00,000 were awarded to educational institutions for the improvement of existing optional subjects and for introduction of new subjects. Stipends were also awarded to Intermediate and High School students studying Agriculture.

Madras—There has recently been a large increase in the number of High Schools in the Province. At present there are over 1,100 Schools, and by the end of next year, about 1,400 Schools are expected to function. It is proposed that there should be at least one High School for boys in each Taluqa. Under the Scheme for reorganisation of secondary education, a provision has also been made for the introduction of teaching Hindustani in High Schools. Another Scheme now being considered by the Madras Government is the introduction of optional courses at the

secondary stage. New courses of preliminary training in secretariat work, engineering, agriculture, drawing and painting, domestic science and cookery and music and dancing are being introduced from Form IV to Form VI. This has been done in 50 selected schools. The work of putting up buildings for the Government Secondary and Training School for Women at Erode was completed during the year.

Assam—Government have decided to take over High Schools at Khowang, Chari-Ali, Saptagram, Howli and Sibsagar, as Academic High Schools and the Public Works Department had been asked to prepare plans and estimates for the improvement of the buildings.

B. Centrally Administered Areas

Delhi-Ajmer-Merwara—The following 14 schools were taken over from the Delhi Municipality and provincialised by the Delhi Administration:—

6 A. V. Middle Schools for Boys.

7 Vernacular Middle Schools for Girls.

1 High School for Girls.

In addition, A. V. Middle School, Shahadara, was taken over from the Notified Area Committee, Shahadara, and provincialised.

The grant-in-aid rules for recognised Secondary Schools in Delhi and Ajmer-Merwara were liberalised. In future, grants to the extent of 90 per cent of the net approved expenditure of these schools will be given by the two Administrations.

The scales of pay of teachers in both Delhi and Ajmer-Merwara were considerably improved.

Goorg—Three private High Schools were taken over by Government and the construction of two out of three new High School buildings was taken up. 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.

4. University Education

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

province:—

- (1) Arts and Science Colleges—Rs. 90,500.
- (2) New Engineering College, Sangli, Recurring—Rs. 22,000; Non-Recurring—Rs. 1,99,914.
- (3) Research Institutions—Rs. 18,300.

C. P.—The following courses were introduced at 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.

Fifteen stipends each were provided for all these courses. Grants were paid to Nagpur University for the Department of Geology, and to Saugar University and some private colleges for buildings and equipment. Teaching of Geology was introduced in Mahakoshal Mahavidyalaya, Jubbulpore and courses in Geography, Post-graduate Teacher's Training, and Biology were introduced both in this institution and the Vidarbha Mahavidyalaya, Amraoti. The Government of C. P. also spent nearly 7½ lakhs for research work in Government Colleges.

Madras—The Government opened a college for Muslim Women, but later on handed it over to one Mr. Ethiraj for five years, in the first instance. B.Sc. courses were introduced in the Government Muslim College, Madras; and the Arts College at Coimbatore was raised to a first grade institution. The work of providing additional buildings for the Government Arts College, Anantapur, was also started, and grants were paid to Loyola College for constructing buildings for B.Sc. classes. The work on a hostel for the Annamalai University is also nearing completion.

5. Technical Education

Assam—Technical Education is normally under the control and administration of the Department of Industries but recently an Engineering School has been opened at Gauhati under the control of the P.W.D., Government have also under consideration the establishment of Junior Technical School at Nowgong.

Bombay—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.

As many as 115 students were admitted for these courses.

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

The Victoria Jubilee Technical Institute, Bombay, has been raised to a Degree College in Electrical, Mechanical and Textile Engineering. The Electrical and Mechanical degree courses were started about 2 years ago and the textile courses 3 years ago. It is proposed to start degree courses in Civil Engineering from the next year. The degree courses are of 4 years' duration. There was originally a provision for a diploma in Electrical and Mechanical Engineering which has now been absorbed in the degree course. In addition, there are about 640 students reading for the diploma, i.e. 160 each year. There is also a proposal to reduce the degree course from 4 to 3 years.

G. P.—The Government Engineering School at Nagpur was further expanded by the appointment of a part-time lecturer in Architecture. One-third of the building work was completed and one of the barracks in the School compound was converted into a hostel.

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

U. P.—Part of the required equipment and machinery for the Occupational Institutes at Lucknow and Allahabad were purchased and a portion of the building for the Lucknow Institute was also ready. Carpentry and Weaving classes progressed satisfactorily at the Government Polytechnic Institute, Srinagar, and arrangements to introduce tailoring classes were completed.

6. Adult (Social) Education

Provinces

Assam —There are at present 350 literacy centres and about 18,000 men and 9,000 women attend these centres. There are also about 70 private

centres which receive grants from the Government. Six centres have been opened in the Garo Hills, while Government have also made arrangements for circulating libraries and post-literacy centres in several places. They are generally in charge of Primary School teachers. Two mobile vans have been fitted with cinema apparatus and radio sets for imparting audio-visual education.

Bombay—Government agreed to pay grant-in-aid at 50 per cent of the expenditure on the ten-year plan of the Bombay City Adult Education Committee. In Bombay City, over 39,000 adults were attending literacy classes and 20,000 became literate during the year under review. 25 additional centres were opened in different districts of the Province where some 980 literacy classes were run. These classes were attended by over 24,000 adults, while 7,682 adults were made literate during the year. The Government also purchased 34 sound-projectors, 4 elementary generators at a cost of nearly one lakh. New films at a cost of another one lakh of rupees were purchased and circulated. They also spent over Rs. 1½ lakhs on their Library Development Scheme and 16 District Libraries were established during the year.

C. P. and Berar—In May, 1948, the 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. Illiterate masses were given intensive training in the Three R's, Local Geography, General Knowledge and Civics, for five weeks. 68,000 men and 21,000 women were successful at the Adult Education Certificate Examination, held at the end of the training period. These summer camps are only the first step in working out a comprehensive Social Education Scheme in the Central Provinces, according to which it is hoped to wipe out illiteracy within a period of five years. It is also proposed to have mobile units, each with a bus properly fitted with Cinema Projectors, Generators, Loud-Speakers, etc., for which necessary capital expenditure has already been incurred. Radio-sets will also be installed in village schools.

Madras.—In the month of September, 1948, the Government had organised a camp for Adult (Social) Education where Education Officers from all over the Province were invited to undertake an intensive course of training. The camp lasted for five days during which these officers discussed the programme of citizenship education, formulated by Government. The Government have sanctioned the opening of six rural colleges for Adult Education in the Province.

Centrally Administered Areas

Delhi—The Administration started a three weeks' course during this

year 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. This scheme is a small beginning of the vast programme of Social Education which is to be implemented in the rural areas of the Delhi Province.

7. Health of the School Child

Bombay—The Government accorded administrative approval to the creation of a 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, appointed for the Pardi Taluka, continued to do work in this connection. The Government of Bombay also incurred an expenditure of over one lakh of rupees for advancing the cause of Physical Education in the Province. Short term courses in Physical Education were organized 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. An Inspector of Physical Education and two Assistant Deputy Educational Inspectors for Physical Education were also appointed.

Madras—The Government has framed a scheme in respect of medical inspection of all students at the Elementary, High School and Collegiate stages. The proposal is that every member of a school or a college will be medically examined at the time of admission, and once again during each of the three stages of Basic, Secondary and Collegiate Education. It is proposed to charge an annual fee of Re. 0-12-0 per pupil in High Schools and Re. 1 at the collegiate stage. Medical inspection in the Elementary stage will be free but will not, at any rate in the initial stages, be compulsory or universal. This is because of the large number of pupils in the elementary stage.

8. Administration

Provinces

A number of Provinces increased their inspecting staff to look after the increased number of schools.

Bombay—Government have decided to create 220 additional posts of Assistant Deputy Educational Inspectors during a period of five years. 44 such posts were filled in during the current year.

G. P. and Berar—Schemes for the appointment of Planning Staff for Development Plans, creation of 28 posts of Assistant District Inspectors of Schools, and Reorganisation of the Inspectorate of Girls' Schools were introduced completely. The staff of the Offices of Director of Public Instruction and of the Divisional Superintendent of Education were considerably re-inforced.

U. P.—Four Assistant Inspectresses of Girls' Schools were appointed.

Centrally administered Areas

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 was set up. The Deputy Secretary, Constituent Assembly, is a member of this Committee. The various Ministries represented on this Committee prepared syllabi for teacher trainees in Basic Education. They also offered to supervise the actual training classes, and occasionally to send their men to arrange demonstrations, magic-lantern shows and lectures for the trainees.

The Delhi Province Educational Development Board was set up under the Chairmanship of the Chief Commissioner, Delhi. The Ministries of Education and Finance are represented on this Board. Its function is to review the training schemes from time to time and take necessary measures to expedite them.

In addition, a Planning Assistant was appointed in the Office of the Superintendent of Education, Delhi, and the inspectorate was strengthened by the appointment of the following additional staff—

- (1) One Additional District Inspector of Schools.
- (2) One Assistant District Inspector of Schools and
- (3) One Assistant District Inspectress of Schools.

9. Education of the Backward Communities

Assam—The Naga Hills, the Lushai Hills, the North Cachar Hills and parts of the Sadiya and Balipara Frontier Tracts constitute the excluded areas. In these areas, schemes of expansion and improvement have been put into operation from 1946-47 when grants for opening more schools were given and an Assistant Inspector of Schools in Class II of the Assam Educational Service was appointed to advise the Director of Public Instruction.

In 1947-48, 85 Primary Schools and 5 Middle English Schools were established in these areas, and a Teacher's Training School was started on

the grant-in-aid basis in the Lushai Hills and the North Cachar Hills. Two Sub-Inspectors of Schools, one on a permanent, and the other on a temporary basis have been appointed in the Naga Hills for the proper inspection and organisation of schools. The inspection and the organisation of Schools in Lushai Hills has been left mostly to the Christian Mission Agencies who provide trained men and Honorary Inspectors.

Bombay—Government have a separate Department called the Backward Class Department for the amelioration of Backward Classes, and have provided Rs. 1 crore for the purpose, for a period of 5 years. During the year under review, work of constructing a hostel for students of the backward communities has been undertaken.

U. P.—Government gave a grant of Rs. 5,200 to 26 libraries, meant for depressed classes, and a grant of Rs. 6,000 to non-official bodies which run hostels providing special facilities for Scheduled Castes children. They also incurred an expenditure of Rs. 40,900 for increasing the number of stipends, and granting free supply of books to students belonging to backward classes.

10. Education of the Handicapped

Delhi—The Lady Noyce School for the Deaf and Dumb, which was being run by a private body, was provincialised.

Madras—The Victory Memorial School for the Blind, Poonamallee has the capacity for further expansion. The School has large grounds and a hostel attached to it, and the question of expansion is under consideration.