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ON PUBLIC EDUCATION GENEVA**

**A REVIEW OF EDUCATION
IN INDIA DURING 1948-49**

BY

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INTRODUCTORY REMARKS:

Our report to the 11th International Conference on Public Education contained a brief record of work done in the various fields of Education since the attainment of independence. Of the many tasks which faced free India, perhaps the foremost was that of providing Education to her teeming millions. Its magnitude may be realized when we remember that the percentage of literacy in pre-Independence India was not even fifteen. Her colossal poverty matched and was the result of her colossal illiteracy. Any improvement of material conditions therefore demanded eradication of ignorance and its accompanying inertia. It was rightly felt that this could be done only through a vast programme of Educational re-construction.

Our report last year has indicated some of the steps contemplated to fight illiteracy on two fronts. It was necessary to provide facilities for universal compulsory education for all children of school-going age. It was equally necessary to remove the burden of ignorance and illiteracy which weighed down the majority of the adult population of the land. If education of children is important for the future welfare of the State, education of adults is essential for the very existence of a democracy. Further, the scope of Adult Education had to be extended not only to provide literacy but to foster mental development which will enable adults to take an intelligent interest in the affairs of the country and the world. To mark this change, it was decided to describe the programme as one of "Social" rather than "Adult" Education.

The post-war development plans prepared in 1944 had prescribed a period of forty years for carrying out the programme of universal compulsory education for children. After attainment of freedom, it was felt that the period must be considerably reduced, and the content of Education altered to suit the changed needs of the day. The difficulties to be overcome were many. There was a shortage of trained teachers. Building materials were scarce and the cost of school-house construction seemed prohibitive. General funds for running the educational programme had also to be adjusted to the economic resources of the land.

An Expert Committee, with the Hon'ble Mr. B. G. Kher, Education Minister of Bombay as its Chairman, was appointed to suggest ways and means of financing Basic Education. This Committee recommended that universal compulsory basic education should be introduced within a period

Information and Broadcasting, Labour and Agriculture, and are incorporated in the pamphlet Basic and Social Education issued by the Ministry of Education.

PROVINCES

Assam:

The Assam Primary Education Act of 1947, introducing Primary Education on a compulsory basis, has now been brought into force. Compulsion has been introduced in thirty areas since the first of February this year, thus bringing one-fifth of the entire province with a population of 150,000 children of school-going age under compulsion. The number of Primary Schools brought under the Scheme is about 1,150.

An interesting innovation is the introduction of a modified scheme of Basic Education among some of the tribal people in the North-Eastern Frontier Agency covering an area of nearly 40,000 sq. miles of mountains, hills, rivers and forest country. Here, the indigenous people have no script and hardly any developed language. A simplified form of the Assamese Script has been introduced in these areas. The first school was started in 1946, but the enthusiasm created has been so great that it is now proposed to start 50 schools by the end of 1949 in only the Mishmi Hill District of the Agency.

Bihar:

Compulsory primary education on basic lines has been introduced in 36 villages around Brindaban in Champaran District, in January 1949 and necessary legislation passed to enforce attendance of pupils of six to fourteen years of age. During 1948-49, the number of Primary Schools in Bihar has increased from 20,260 to 20,850.

Bombay:-

The Bombay Primary Education Act of 1947 was brought into force in April, 1949, and applies also to the partially excluded areas of the Province. Fifty three existing schools have been converted into Senior and Junior Basic Schools and the number of pupils in such Schools has increased appreciably. It is proposed to convert all the 32,000 existing elementary schools in the Province into Basic Schools in due course. Immediate introduction of compulsory education of basic type for children between the ages of 6 and 11 in the five Adibashi (aboriginal) talukhas of Thana District has been recommended by a Committee appointed by Bombay Government. Every ten village schools or gramshalas will have a *kendrashala* or Central school which will be a full-grade school with an agricultural bias and a farm and a hostel attached to it.

Eighty compact areas have been selected for the organisation of Social Education in rural areas. In addition, the city of Bombay has launched a Social Education programme which has already met with considerable success. Similar classes have also been started at Labour Welfare Centres in Ahmedabad, Sholapur, Khandesh and Hubli. The Government are also appointing District and City Committees for Social Education. Special officers have been appointed to organise Social Education in their respective regions to carry on educational programmes and supervise the classes and issue certificates to adults who become literate. On an average, each special officer is expected to make a thousand people literate every year.

C. P. and Berar:

Seventy-four Middle Schools maintained by Local Bodies have been taken over by the Government and are being gradually converted to Basic Schools.

The main emphasis in the Province has, however, been on the spread of adult (Social) education. During the period under review, 451 Social Education Camps were organized which issued certificates to 41,274 men and 20,924 women. Social Education Camps were also organized where voluntary workers as well as village school teachers were given special training. The C. P. Government now propose to grant to village teachers who conduct classes of 20 adults, with an average attendance of 15, a remuneration of Rs. 5 p.m. during the monsoon and winter courses and an award of Rs. 2 for each man and Rs. 5 for each woman who secures the Adult Education Certificate. The Government have also made arrangements for the supply of radios to about one thousand villages in the Province at a total cost of about Rs. 1 lakh.

East Punjab:

The Province of East Punjab has not yet fully recovered from the after-effects of partition. A beginning has, however, been made and many of the old schools restored and new schools founded. Increased grants were paid to Local Bodies for improving existing primary and middle schools, and to District Boards for maintaining model schools and starting agricultural farms and garden plots in the Schools. During the year 1949-50, it is proposed to start 500 schools for introducing Basic Education in the Province.

Madras:

Out of the 70 lakhs of children of school-going age in the Madras Province, 35 lakhs are already attending elementary Schools. The remaining 35 lakhs will be brought under compulsory education by two five-year plans. The Government has decided to make elementary education

compulsory throughout the Province and, as a first step, provide within a period of the next three years, schools for every village with a population of 500 or more.

For provision of Secondary education, the Government depends primarily on local bodies and private agencies. In September 1948, there existed 1,100 Secondary Schools which were expected to increase to 1,400 by the end of 1949. Government have instituted a generous system of grants-in-aid to encourage the establishment of such schools.

As regards Adult Education, a Scheme of Citizenship Training has been drawn up. The Government have sanctioned the opening of six rural Colleges and one hundred Citizenship Schools for adult education. Six training centres, two each in Tamil and Telegu speaking areas, and one each for Malayalam and Kanarese areas, have also been sanctioned for training the staff in adult literacy work. The method followed will be the Laubach method assisted by magic lanterns, community singing and village library movement

Orissa:

The Government have taken over the management of all primary schools from local bodies. Primary schools and Middle schools have been improved in respect of buildings and equipment at a cost of over Rs. 5 lacs. Special monthly stipends have been sanctioned for pupils from the Scheduled Castes and the Hill-Tribes.

U. P.:

The Government sanctioned the introduction of compulsory primary education for boys in 43 Municipal Boards during the year 1948-49. The introduction of compulsory primary education for boys in the other municipal areas has also been sanctioned recently. The Government have further accelerated their programme of providing a school for each village. According to the original Scheme, 2,200 Schools were to be started each year so that the 22,000 additional schools necessary to cover the whole Province would be established in the course of ten years. Demand for education is, however, so great that Government had to revise their plans and sanction the establishment of 4,400 primary basic schools per year. Provision has also been made for constructing 2,200 school buildings during 1949, at a cost of about Rs. 8½ lacs recurring and Rs. 4½ lacs non-recurring.

Secondary education has been completely re-organised, in accordance with the recommendations of the Narendra Deva Committee. The Junior and Senior Basic Courses branch into four types of senior Secondary Schools, viz., the Literary, the Scientific, the Constructive and the Aesthetic.

The Government have also taken steps for an intensive campaign of Social Education and have for the purpose set up a Special Unit. During the year under review there were 49,392 persons enrolled in the Government Adult Schools, 5,219 men in the Aided Adult Schools for men and 997 women in 62 Aided Adult Schools for Women.

West Bengal:

It is estimated that there has been an eight per cent. increase in literacy during the last seven years. Reform of Secondary Education has been taken in hand and a Bill to set up a Board of Secondary Education was introduced in the Assembly in January 1949.

The Education programme for 1949-50 has made increased provision for the salary of primary school teachers. Two training centres for Basic Education have also been started and a Scheme of Social Education is also proposed to be launched.

TRAINING OF TEACHERS, THEIR SALARIES, STATUS, ETC.

I have already stated that one of the greatest obstacles to educational expansion is the absence of an adequate number of trained teachers. The extremely low scales of pay paid to teachers make it more difficult to overcome this obstacle. This is, however, a problem which is not peculiar to India. Society proclaims that the teacher's calling is one of the noblest and yet places it among the lowest paid professions. At the last General Conference of UNESCO, there was, therefore, a suggestion that there should be a Teachers' Charter to guarantee minimum rights to them.

In India, as perhaps elsewhere, the inadequate salaries make it difficult to attract and retain the right type of persons in the profession. It has, therefore, been one of the objectives of the Government of India to work for an improvement in their salaries. Simultaneously, the Government have also attempted to improve their quality by providing facilities for better training. The introduction of Basic Education has made such training even more necessary. The normal length of training for a Basic Teacher in most of the Provinces is two years, but in view of the great shortage of teachers and the urgent necessity of enlarging the supply, the Central Advisory Board of Education at its meeting in January, 1949, recommended that as an emergency measure, the course may be reduced to one year. The Central Advisory Board also recommended that scales of teachers should be improved.

In the areas directly under the Centre, the revision of salaries has been given effect to and scales approved by the Board enforced. The salary scales approved in Bombay are comparable with those recommended

by the Board. In spite of some improvement, the position is still unsatisfactory in most of the other provinces. The main difficulty is financial, as even small increases have imposed a heavy burden on the budgets of Bihar, Madras, the United Provinces and West Bengal. A solution must, however, be found, as a continuation of the present discontent among teachers is fraught with grave social, economic and political risks.

A brief account of the facilities for training provided during the current year is given below:—

Centrally-Administered Areas:

Reference has already been made to the arrangement for short-term refresher courses organised at Jamia Millia, Delhi. Two Basic Training Institutions were started during the year for training of Basic Teachers, one for men at Ajmer with a provision for turning out 150 teachers per year and one for women at Delhi with an annual intake of a hundred. A Training Institute is also to be opened in Coorg shortly. The Government of India have organised at Viswa-Bharati, Santiniketan, a Basic Training Institute, where training will be given in arts and crafts, music and dancing as well as basic crafts for rural schools.

Assam:

Six Basic Training Centres have been opened since November 1948. Three of them are for men and one for women while two are co-educational. A centre for training basic teachers from the tribal areas is also being established in the Naga Hills. Fifteen Training Institutions have also been established in the fifteen plains Sub-divisions, in February 1949 in order to help in the gradual conversion of elementary schools into basic schools. It is proposed to open a College in Gauhati for training the staff needed for the training centres.

Bihar:

Four Training Institutions were added in 1948 to the three Basic Institutions already in existence. 424 men and 43 women received training during 1948. In addition, eight more were deputed to the Basic Training Institute at Sevagram. It is now proposed to establish one Basic Training College and to convert all training institutions of the older type into basic training institutions.

Bombay:

Seven Training Colleges were established in addition to the three already existing. Short-term courses in spinning and weaving were also organised in all districts of the Province. 1,997 Primary Teachers, were trained in spinning, 888 in weaving, 192 in agriculture, 231 in card-board modelling

and 22 in carpentry. The Bombay Government plans to turn out every year 3,000 trained teachers from the various institutions within the Province.

C. P. and Berar:

There are three diploma training institutions where 37 students out of a total of 79 have offered the basic craft of spinning and weaving as their optional subjects during the first year

Madras:

Seven Institutions for training teachers in Basic Education have been started during the year. The Institution at Perianayakkan Palayam is being utilised to train the staff for the training centres.

Orissa:

Three Institutions were started in addition to two already existing. Some Graduate teachers have also been sent to Sevagram after preliminary training at a provincial training school.

U. P

Six centres were started for women teachers with accommodation for 30 candidates at each centre. The Government of U. P. have also given a grant of Rs. 13,000 to the Banaras University to train sixty students at the Teachers Training College. The Government have also introduced a scheme of mobile training squads by which teachers locally recruited are given a short course of intensive training in the centres where they are working. A new Central Pedagogical Institute was started in July 1948 for preparation of Syllabuses, testing them in selected schools and fixing criteria for text-books, and research on methods and techniques of teaching.

Some teachers have been deputed to Wardha for training in Basic Education. On their return, they will be placed on the staff of the two training institutions which have been recently started.

SCHOOL ADMINISTRATION, ORGANISATION AND CURRICULA

There has been little change in the educational structure since our last report. One change worth noticing is the establishment of Post-Basic Schools in certain Provinces. They are meant to replace the usual type of academic high schools and follow a curriculum in which the productive activity is directly related to the vocation chosen by the pupil.

In Bombay, the Government have arranged for the provision of a more diversified course at the secondary stage. In addition to the schools of one uniform pattern, the Government are now running four Agricultural High Schools, two Technical High Schools and two Commercial High

Schools. One Technical High School and nine Commercial High Schools conducted by private bodies are also receiving Government aid. The Government propose to open ten more Technical High Schools and two more Agricultural High Schools during the next five years. Some variety has been introduced in the curriculum of even the ordinary schools. Thus spinning and weaving have been introduced in 748 schools, kitchen gardening and agriculture in 85 schools and cardboard modelling in 11 schools.

The Madras Government also propose to introduce bifurcated courses at the secondary stage by including in the curriculum preliminary work in Secretarial Training, engineering, agriculture, drawing and painting, domestic science and cookery. Music and Dancing are being introduced from Form IV to Form VI. Fifty selected schools have each been permitted to introduce any one of the above technical or practical courses. Reference has already been made to the four types of secondary schools introduced in the United Provinces in accordance with the recommendations of the Narendra Deva Committee.

There has also been a tendency for the Government to take over Secondary Schools. In Assam, schools started by private enterprise—usually called Venture Schools—are being gradually taken over by the Government. Similar process of more governmental aid and control is noticeable in Madras as well. In the centrally administered areas, fourteen schools were taken over from the Delhi Municipality, and provincialised. The Government of India have also recently decided to give grants to aided schools to cover 90 per cent. of their approved deficit.

In spite of the changes noticed in respect of Bombay, Madras and the United Provinces, there has not yet been much change in the curriculum of secondary schools. Hindustani is one of the new subjects which is being introduced in High Schools, particularly in South India. In this connection, mention may also be made of the increasing emphasis on craft at the primary stages of education, either by the establishment of Basic Schools or by giving a craft bias to the ordinary primary schools.

The spread of Basic Education has enhanced the necessity for providing greater diversity at the secondary stage. The gradual elimination of English and its replacement by Indian languages has also created new problems. In a country so vast as India, maintenance of uniformity of standards was difficult even when the medium of instruction was the same throughout the country. With the adoption of different languages as media of instruction, this problem has become even more acute. The growing emphasis on science and technology also demands a re-orientation of secondary education. In order to enquire into all these problems and prepare a programme of secondary education, suited to the needs of the

country, the Government of India have recently decided to appoint a Secondary Education Commission. It is expected that the Commission will start functioning before the end of the current year.

SCHOOL FINANCE

The following table gives some idea of school finance in India up to the end of 1948.

Type of School	Direct Expenditure from				
	Govt. Funds	Board Funds	Fees	Other Sources	Total
	Rs.	Rs.	Rs.	Rs.	Rs.
Primary	10,57,20,939	5,73,54,467	67,08,176	1,07,22,000	18,05,05,582
Middle	1,01,87,803	68,47,049	1,09,85,162	46,38,666	3,26,58,680
High	2,60,63,963	31,44,022	5,52,43,885	1,23,18,399	9,67,70,267
Professional & Others	16,07,87,583	6,81,49,636	7,56,15,513	3,48,57,489	33,94,10,581

£1 = Rs. 13-6-0 approximately

NEW SCHOOLS

I have referred to the demand for new schools at all stages and in all areas. Neither the Central nor the Provincial Governments have been able to meet that demand in full. The following table will, however, show the increase in the number of schools during 1948:

Type of School	Year		
	1947	At the end of 1948	New schools opened during the year.
Primary	34,851	1,39,500	649
Middle	8,266	8,533	267
High	3,633	3,898	265
Other Professional	9,709	10,241	532
Total	56,459	1,62,172	5,713

TECHNICAL EDUCATION

Facilities for Technical Education within the country have till now been very inadequate. This has been one of the factors primarily responsible for the poverty of the country. Provision of increased facilities for Technical Education, therefore, became one of the main concerns of this Ministry after attainment of independence. A separate Division for looking after Technical Education was instituted in the then Department of Education during the latter part of the Second World War. An All-India Council for Technical Education was also set up to assist the Technical Division in its work.

With the attainment of independence, vast programmes of expansion in industry, agriculture and commerce were planned in order to raise the people's standard of life. Re-organisation and development of existing facilities for Technical Education, therefore, became imperative. Two Committees—the Scientific Man-Power Committee and the Overseas Scholarships Committee—were set up to examine the problem. The Roy Committee (Overseas Scholarships Committee) has recommended that (i) scholars should be sent abroad for training only in subjects for which sufficient facilities do not exist within the country and (ii) steps should be taken for strengthening the existing technical institutions and founding new ones so that the need for such deputation abroad is continually diminished. The Scientific Man-Power Committee has also recommended special grants for further expansion in facilities for scientific and technical education within the country. The Government of India have generally accepted these recommendations and provided a sum of Rs. 50 lacs in the budget for 1949-50 for post-graduate training and research in scientific and technical subjects, industrial training of engineers and invitation to foreign scientists. A sum of Rs. 60 lacs has also been provided for improvement and expansion of Technical Education by strengthening the existing technical institutions in pursuance of the recommendations of the All-India Council for Technical Education. Under this head, Rs. 25 lacs were paid to nine out of the 14 selected institutions during the year 1948-49. A revised scheme of Overseas Scholarships is also to be instituted soon in accordance with the recommendations of the Roy Committee.

In our report, last year, we stated that four Higher Technological Institutions are to be founded in accordance with the recommendations of the All-India Council for Technical Education. Further progress has been made towards the establishment of the Eastern Higher Technological Institute at Hijli near Calcutta. The Director of the Institute has been selected and Heads of Departments in some of the important subjects appointed.

In addition to what the Centre is doing in the field of Technical Education, considerable work has also been done by the Provincial Governments for the improvement and expansion of Technical Education within their respective areas. A brief account is given below:—

Assam.

- (1) Establishment of two junior technical schools.
- (2) Establishment of the Assam Civil Engineering School.
- (3) Provision of about Rs. 1½ lacs for advanced technical studies abroad.

Bombay:

- (1) Three industrial schools at Satara, Hubli and Bijapur.
- (2) Establishment of an additional Engineering College at Ahmedabad.
- (3) Re-organisation of the R. C. Technical Institute, Ahmedabad, and
- (4) Special provision for industrial and technical education of artisans and craftsmen.

Bihar:

- (1) Establishment of a Mechanical Engineering College at Sindri. Equipment of over Rs. 5½ lacs has already been provided.
- (2) Provision of Rs. 1½ lacs for the award of scholarships for Technical Education abroad.

C. P. & Berar:

- (1) Establishment of three Junior Technical Schools at Raipur, Nagpur and Akola.
- (2) Establishment of a Provincial Engineering College at Jabulpore.
- (3) Expansion of the Government Engineering School at Nagpur by the introduction of art, architecture and electrical engineering.

Madras:

- (1) Establishment of Annamalai University College of Engineering and Technology.
- (2) An Engineering College at Anantpur.
- (3) The Madras University A. C. College of Technology.

U. P.:

- (1) Expansion of the Government Polytechnic Institute.
- (2) Award of foreign scholarships for the study of Alcohol Technology, Tanning and Leather Chemistry, Glass and Ceramics, Oils, and Automobile Engineering.

West Bengal:

- (1) Grants to the College of Engineering and Technology at Jadavpur.
- (2) Improvement of the Electrical Engineering College.

UNIVERSITY EDUCATION

The most important event in the field of University Education in India during the current year has been the appointment of the Indian Universities Commission. For many years, the need of an exhaustive survey of Indian universities in order to examine how far they meet our requirements has been felt. The Inter-University Board as well as the Central Advisory Board of Education made recommendations to the Government of India to the same effect. Accordingly, the Indian Universities Commission (1948) was appointed with Prof. S. Radhakrishnan as its Chairman and distinguished Educationists from the United States, the United Kingdom and India as its Members. It started functioning on the 6th of December 1948, and has already visited all the Universities in the Union. It is now engaged in drafting its report and expects to submit it by September this year.

The year under review has also seen considerable expansion in University Education. The Universities of Poona and of Jammu and Kashmir are among those which were started during the year. The Universities of Karnataka, Gujrat and Ahmedabad are shortly to be established.

The University Grants Committee was set up in 1945 to look after the requirements of the three centrally administered Universities of Aligarh, Benares and Delhi. During 1947 the Committee was re-constituted with expanded functions and since 1948 it has been allotted the task of ensuring co-ordinated development of scientific and technical education at the University stage for the entire country.

EDUCATION OF THE HANDICAPPED

The Special Unit started in the Ministry of Education for dealing with the education and welfare of the blind has considerably expanded its activities during the year under review. It now deals with the problems of three different types of physically handicapped persons, namely, the blind, the deaf-mute and the crippled.

As stated in our last report, a uniform Indian Braille was evolved and it has now been introduced in a majority of institutions for the blind.

At the suggestion of the Government of India, the Unesco propose to include in their programme for 1950 a proposal to evolve a Uniform World Braille.

The Government's programme to establish at Dehra Dun a National Centre for the Blind has made further progress. It will have three main branches, (1) A Braille Printing Press, (2) A Training Centre for the Adult Blind, (3) A Middle School for blind children with a Central Teachers' Training department. The Blind Centre will provide education and training for about 120 adult blind, 100 blind children and 20 teachers of the blind, in addition to supplying embossed literature in Indian languages at reduced rates.

To further the education of the deaf and dumb, the Lady Noyce School for the Deaf and Dumb, New De'hi, has recently been taken over by Government. It has also been decided to modernize and develop the five existing teachers' training departments in the country. It is also proposed to set up an organisation for speech correction.

The Government of India has also recently taken up the question of dealing with juvenile delinquency and are attempting to provide facilities for the socially handicapped by setting up children's homes, juvenile courts, remand homes and homes for the mentally defective.

SCHOLARSHIPS AND OTHER FACILITIES

I have already referred to the absence of adequate facilities for Technical Education within the country. In order to make up for the shortage of trained industrial personnel required for the post-war development projects, the Government of India instituted a scheme of Central and Provincial scholarships in 1945. A Committee under the Chairmanship of Dr. B. C. Roy, the Premier of West Bengal, was, as already stated above, appointed to examine the working of the scheme and suggest improvements. In accordance with the recommendations of this Committee as well as the interim recommendations of the Scientific Man-Power Committee, the Government of India have decided that scholars should in future generally be persons who have already had some experience of research in their subjects. It has also been decided that they will be sent abroad for study and research only in subjects for which adequate facilities are not available within the country.

Apart from the Overseas Scholarships, a system of internal scholarships has been instituted for assisting the comparatively backward sections of the Indian people. In 1944 the Government had approved grant of Rs. 3 lacs a year for a period of five years for scholarships t

students belonging to scheduled castes. The following statement shows the progress of the scheme during the last quinquennium:

Year	No. of Fresh Scholarships	Scholarships Renewed	Total No. of Awards	Expenditure
1944-45	114	...	114	47,697
1945-46	216 (excluding 22 overseas scholarships)	76	292	2,11,962
1946-47	311	216	527	4,70,397
1947-48	412	243	655	5,39,307
1948-49	295	350	645	4,52,317

The Government have now decided to expand the Scheme and extend it to cover not only the Scheduled Castes but other backward classes including people from aboriginal and hill tribes. An annual provision of Rs. 10 lacs has been made to provide scholarships to remove the social and educational handicaps from which these people have till now suffered. Of the Rs. 10 lacs provided in the scheme, Rs. 4 lacs will be earmarked for aid to aboriginals, hill tribes and other backward classes and Rs. 6 lacs to pupils of the Scheduled Castes.

AUDIO-VISUAL EDUCATION

The programme of Social Education briefly described above has compelled a revision in our ideas of educational equipment. The adult can be taught only if his interest is aroused. Audio-visual methods have, therefore, an overriding importance in schemes of social education. It is also being realised that such audio-visual aids can play a great part in the education of children.

In 1947-48, the Ministry of Education started to build a Central Film Library. An initial grant of one lac has been followed by grants in subsequent years. An ad hoc committee on visual education appointed in 1948 recommended that the Centre should take the initiative in planning, production and distribution of educational films so that visual education may become an integral part of education in the primary, secondary, university and adult stages.

During 1948-49, the film unit of the Ministry of Education has maintained a Central Library of films, acted as a lending agency of films and

other visual material to schools and educational institutions throughout the country and as a clearing house for enquiries regarding visual education.

The Ministry's programme may be briefly described as follows:—

- (1) To encourage the use of audio-visual aids in the class-room and arrange for the training of teachers for the purpose.
- (2) To promote the establishment of regional and local film libraries;
- (3) To promote the preparation of regional catalogues by Provincial and State Governments and to prepare and maintain a Union catalogue on a national scale at the Centre.
- (4) To promote and encourage the production of Indian educational films through private agencies by rendering them educational and technical advice, and
- (5) To co-ordinate the use of audio-visual aids in the field of social education.

A brief reference has already been made to the use of audio-visual aids in the social education programme in Delhi and the Central Provinces. Madras has adopted a programme for exhibition of films to schools and colleges by charging an annual fee of one rupee from Middle School pupils, two rupees from High School pupils and three rupees from College students. Bombay's programme includes the exhibition of films at important educational centres in co-operation with the Headmasters' Association and the provision of mobile units for Social Education Centres in the Province.

MILITARY EDUCATION

The Ministry of Defence maintains about 33 institutions all over the country for the training of recruits to the Indian Armed Forces. Plans for the establishment of a National War Academy near Poona to train officers for the Armed Forces has been finalised. Since the installation of the Academy will take time, the existing Military Academy at Dehra Dun has been converted into an Armed Forces Inter-Services Academy. The most interesting feature of the Academy is that candidates for the Navy, Army and Air Forces receive joint and common preliminary training for two years. The syllabus aims at giving them not only professional training but also a broad general education comparable to the degree standard in a University. The first inter-services course began in January, 1949.

Almost all the Universities have made provision for some military training by maintaining a University Officer Training Corps and some Universities have also an Air Training Corps attached to them.

AUXILIARY AND OUT OF SCHOOL SERVICES

Auxiliary services are still at a comparatively undeveloped stage in India. The Boy Scout and the Girl Guide Movements have till now been functioning on a provincial rather than on an all-India scale. Recently the Government of India has initiated a move for the amalgamation of the two principal Scout Movements in the country. The Government of India have also recently sanctioned the establishment of a National Cadet Corps for the training of young persons in the universities. A proposal is now on foot for establishing a National Union of Students in place of the various All-India Students' Organisations functioning under the aegis of different political parties.

Physical Education is also receiving greater attention at the hands of both the Central and the Provincial Governments. The Madras University has recently instituted a diploma in Physical Education. Bombay has framed an ambitious programme of physical education for the Province. In May, 1948, the Government of India set up a Committee to prepare a scheme for the establishment of a Central Institute of Physical Education. The Committee has also prepared a national programme of physical education and recreation for the country. A sum of Rs. 1 lac has been provided in the current year's budget for meeting the preliminary expenses of organisation.

An interesting innovation was the institution of a Camp for Adult and Social Education held in Madras in September, 1948. The camp lasted for five days when all the principal education officers of the province lived together and discussed the programme of Citizenship Education formulated by the Government. I was impressed by the keenness and enthusiasm of the participants and suggested both to Madras and Bombay that such camps should be held annually, preferably in some healthy locality in the hills. I also proposed that in addition to the Provincial Camp, there should be District Camps where men engaged in actual field work could meet and discuss common problems. In November, 1948, the Headmasters' Association, Bombay, organized at Mahabaleswar, a well known health resort, the first holiday camp in India for Secondary School teachers, which was attended by seventy-five teachers from Bombay and suburbs.

CENTRAL BUREAU OF EDUCATION

Though the task of bringing education to the masses is the immediate responsibility of the provinces, the help of the Centre has proved essential both for maintaining reasonable uniformity among the provinces and preserving the national character of our education. By collection of information and comparison of experience in the different units, the Centre can plan national projects which the provinces can then adapt to their advantage. Central help is also necessary to keep the country, as a whole informed of educational trends and developments in other countries of the world. The Government of India has, for the purpose, maintained a Central Bureau of Education since 1915, but it is only with the attainment of Independence and the consequent diplomatic and cultural contacts of India with other countries that the Bureau has really come into its own.

The Bureau's main functions are:—

- (1) Collection and dissemination of educational information within India and outside.
- (2) Collection, interpretation and dissemination of educational statistics.
- (3) Preparation and printing of occasional and periodical literature on education.

In the last few months, the Bureau has published a Directory of Educational, Scientific, Literary and Cultural Organisation in India, a pamphlet on Basic and Social Education, the first of a Series of Pamphlets on Facilities for Technical Education in India and also the first number of "The Education Quarterly". The second number is now in the press.

The Bureau has also in hand the following publications:—

- (1) Facilities for Teachers' training in India.
- (2) Report on Humanistic Institutions.
- (3) Facilities for Physical Education.
- (4) A Brochure on Indian Universities, and
- (5) Audio-Visual Education.

The Government of India have also accepted the recommendation of the Central Advisory Board of Education made at its meeting in January, 1949, for taking steps to introduce legislation for the timely collection of authentic statistics.

UNESCO AND INDIA

An outstanding event of the period under review was the inauguration of the Interim Indian National Commission for Co-operation with UNESCO. The Commission consists of 78 members of whom 45 represent various important cultural, educational and scientific institutions, 15 are individuals selected by virtue of their pre-eminence in their own fields and 18 represent Central, Provincial and State Governments. The Commission was inaugurated by the Hon'ble Pandit Jawaharlal Nehru, Prime Minister of India, on the 9th of April, 1949. The Hon'ble Maulana Abul Kalam Azad, Minister for Education, was elected President of the Interim National Commission.

The main functions of the Commission are to serve as a liaison between UNESCO and such bodies and institutions in India as are concerned with the progress of Science, Education and Culture and, secondly, to act in an advisory capacity to the Government of India in matters connected with UNESCO.

The UNESCO has accepted the invitation of the Government of India to hold its first Asian Seminar in India. The subject of the Seminar will be RURAL ADULT EDUCATION which is the most urgent problem facing Asian countries. All the Member-States of UNESCO as well as a number of other Asian States have been invited to participate in the Seminar. It is proposed to hold the seminar at Simla from the 2nd of November 1949.

The United Nations Organisation allotted to India 12 Fellowships for studies in Social Welfare, tenable for six months in the United States and the United Kingdom. Ten of the selected candidates have already left for the countries concerned. The UNESCO has also offered a Social Science Fellowship donated by the Government of Belgium to an Indian national.

CULTURAL ACTIVITIES AND INTERNATIONAL RELATIONSHIPS

With the achievement of Indian independence, increasing political contacts have led to a growth of cultural contacts with other countries of the world. India's approach to international problems has been in a spirit of friendship and democracy. India has, therefore, always worked for the elimination of friction in international sphere by encouraging cultural exchange. Indian students, scientists and educationists have in the past travelled to all parts of the world, and she has now made provision for the reception of students, scholars and scientists from abroad.

A scheme which is instinct with great possibilities is the recent decision to award every year 40 scholarships to non-Indian students and 30 scholarships to students of Indian origin domiciled abroad. The first batch of scholars in this scheme will join Indian Universities and other educational institutions in July this year. The Government of Australia have offered three Fellowships and the Government of France 14 Fellowships to Indian students. The Parson School of Design, New York, has offered a tuition-free scholarship to an Indian student for the school-year 1949-50. The National Research Council of Canada has proposed an award of 40 post-graduate Fellowships to foreign students and invited applications from India.

Our Scientists and Educationists have been deputed to attend international conferences and we have also received in our country cultural visitors from abroad. Sir Alfred Egerton, Sir Ben Lockspeiser, Prof. P. M. S. Blackett, Prof. Vallarta and Prof. Renou are some of the distinguished Scientists and Educationists who have recently visited India. A British Debating Team toured India during the last winter, and participated in debates at many University centres. Other recent visitors were the Burmese Education Mission and the Vice-Chancellor of the Kabul University.

A collection of books was presented to the University Library at Peiping. Books have also been collected for presentation to Sun Yat Sen University, Canton and the National Roosevelt Library, Chungking. A collection of Sanskrit books is to be presented to the Jogjakarta University in Indonesia. Gifts have also been made to universities and educational institutions in Turkey, Mauritius, Tokyo and the Oriental Institute of Veina.

One of the most interesting functions performed by the Ministry of Education during the current year was the organisation of the Indian Art Exhibition in the Government House. It may be remembered that the British Royal Academy, with the help and co-operation of the Government of India, organized an Exhibition of Indian Art in London in the winter of 1947-48. This Exhibition was perhaps the finest collection of Indian art objects ever made and received very high praise from competent critics of all countries. It came to an end in February 1948, but the Ministry of Education felt that it would be most unfortunate if the exhibits were dispersed before the Indian people had a chance of seeing this unique collection. Accordingly, the Ministry organised this Exhibition, which was opened by H. E. Shri C. Rajagopalachariar on November 6th, 1948. It created great enthusiasm and was visited by thousands of spectators from all over the country.

An Exhibition of Indian Art has been organized in co-operation with the Ministry of External Affairs and will be held at Kabul at the time of the Afghan Independence Day Celebrations.

The National Academy of Hindustani Music at Lucknow was established in March, 1949. The Central College of Karnataka Music has also been organised and will start functioning from the next academic year. A proposal is also under examination for the establishment of an Open-Air Theatre at a suitable place in Delhi.

Another important work undertaken by the Ministry of Education during 1948-49 is the preparation of a History of Philosophy which will give an account of the development of human thought from the earliest times till today. This work was undertaken as most contemporary Histories of Philosophy deal with either European or Indian or Chinese Philosophy as isolated movements and do not furnish a complete picture of the development of human thought. Sixty contributors from different countries have been invited to co-operate in the task which is being carried out by a Board of Editors with Sir S. Radhakrishnan as its Chairman.

CONCLUSION

I have attempted only a brief account of some of the more salient developments in the field of education during the year under review. Before I conclude, I must, however, mention the splendid work done by voluntary workers and associations in different parts of India who have often stepped in to supplement official efforts. They have rightly earned the Nation's gratitude for their services and deserve the highest praise. A few of them may be mentioned by way of example but many who are doing equally significant work must remain unnamed.

The Hindustani Talimi Sangh, founded under the inspiration of Mahatma Gandhi has been the torch bearer in the field of new education. Its indefatigable Secretaries, Shri E. W. Aryanayakam and Asha Devi Aryanayakam are carrying on and enriching the traditions of basic education and supplying to the Provinces guidance and advice in the light of experience gained at Sevagram. The Jamia Millia at Delhi under the leadership of Dr. Zakir Husain has also maintained its record of service in the field of education. Tagore's University at Santiniketan, the Visva-Bharati, has in addition to the children's school, founded over forty years ago, been carrying out experiments in the field of Social Education and service, in an economically backward area of the country. The Mysore University's scheme of extension lectures in rural areas is also fraught with

great possibilities. Shri B. R. Patel of Satara has proved what the enthusiasm and devotion of a single individual can do. Starting with only a handful of boys he has in the course of three decades built up an organisation which now provides completely free education in 600 Primary Schools, a large number of Secondary Schools and two Colleges on the basis of self-sufficiency and self-help of the pupils.

This survey can, therefore, conclude on a note of considered optimism. The attainment of freedom led to high hopes of immediate realisation of our objectives, but experience of two years has shown that great results cannot be achieved without hard and patient labour of many years. Evils which have accumulated through ages cannot be eradicated by a magic wand but there is no doubt that a beginning has been made and after the first flush of enthusiasm, our educators are now settling down to their task with determination and realism. I cannot do better than end with a quotation from the speech which the Hon'ble Maulana Abul Kalam Azad, Education Minister of the Government of India, made to the Central Advisory Board of Education in January this year:—

“I realise the importance of economy but at the same time feel that education is a matter which cannot brook suspension or even delay.I trust and hope that we in India will not allow considerations of financial stringency to hold up for a day longer than is absolutely necessary the programme of universal compulsory and free basic education which is essential for building up the free and democratic India of our dreams.”

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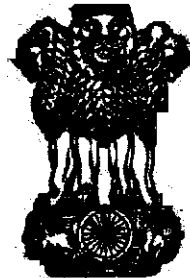
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**MINISTRY OF EDUCATION
BUREAU OF EDUCATION, INDIA**

**A MEMORANDUM ON
EDUCATION IN ASSAM**

SHUMAYUN KABIR



सत्यमेव जयते

In the course of my tours in Assam this year, I visited the Basic Training Centres at Dudhnai, Roha, Nowgong and Titabar near Jorhat. I also saw the Civil Engineering School at Gauhati and the Prince of Wales Technical School at Jorhat. Last year I had visited the School for training of Tribal teachers at Chirapunji. This year, I saw the work undertaken in this behalf among the Abors and Mismies at Sadiya and the Nagas at Kohima. I also inspected the school run by the Assam Oil Co. Digboi, and held discussions with its Welfare Officer as well as the representatives of the Siksha Prachar Samiti, Digboi. I had also discussions with the Political Officer at Sadiya, Margharita and Kohima and later with the Adviser to H.E. the Governor of Assam at Shillong. In Gauhati I discussed the problems of the University with the Vice-Chancellor and at Shillong discussed some of the general problems of Education in Assam with the Education Secretary, the Director of Public Instruction and other officers of the Assam Government. In all, I covered about fourteen hundred miles by road and was able to see some of the little visited or known areas of Assam. I am grateful to the Assam Government who made all arrangements for the tour and particularly to Shri Mahendramohan Chaudhury, Parliamentary Secretary to the Govt. of Assam, in charge of Education and Publicity, who accompanied me throughout my journeys.

GAUHATI UNIVERSITY

In my report last year, I had pointed out that there was a certain lack of co-ordination between the University authorities and the Government. I had then suggested the formation of a small coordinating committee representing the Government and the University. I was glad to find that this had been accepted in principle and a small committee consisting of the Education Minister as Chairman, the Vice-Chancellor, the Advocate General and one representative of the Legislature as members, and the Chief Engineer as Secretary, has been formed to supervise the construction of the University buildings. The Government of Assam have in this connection desired that the construction of University buildings may be financed out of its development grants. We have, at the request of Assam Government, already recommended to the Cabinet Secretariat that the interim building plans for the University costing Rs. 41 lakhs be approved for 1948-49, and have also informed the Government of Assam that we would recommend the approval of the entire programme of Rs. one crore and eighty-six lakhs, if it is forwarded by the Government of Assam, as part of their five year post-war plan.

As yet no construction work has been undertaken at the University site. Actual work of teaching has been started in the Gauhati Law College, the Gauhati Cotton College and other buildings placed at the disposal of the University by the Govt. of Assam. Professors have been appointed in Mathematics, Commerce, Assamese and Botany, while Readers have been appointed in History, Philosophy, Economics, Assamese and Education. The University has also opened Commerce Classes from

the Intermediate to the M.A. standard. The problem of accommodation for teachers and students has been partly solved by developing a colony where houses have been built for the teachers and hostels for the students.

The Vice-Chancellor impressed upon me the necessity of immediately taking in hand the development of the Science Section of the University. He was particularly keen that the laboratories for Physics and Chemistry should be built up as early as possible on the University site. He was also anxious that these buildings should be *pucca* and not the Assam type. He desired that arrangements for at least Chemistry should be taken immediately in hand, so that M.Sc. classes in Chemistry could start from next July. Since laboratories could not be built during that interval, he suggested that classes may now start in temporary premises and be transferred to the University site as soon as the Chemistry laboratory is ready. I am inclined to agree with him and would strongly urge upon the Assam Government to take in hand the construction of at least the Chemistry laboratory and necessary lecture rooms, and in the mean-time make temporary provision so that M.Sc. classes in Chemistry can be started as early as possible.

The question of organising an Engineering and Medical Faculty in the University should also be taken up at an early date. At present there is a complete lack of facilities for education in these subjects in the Province. I refrain from any comments about the medium of instruction or necessary modifications in syllabuses and courses at the University stage in view of the impending report of the Universities Commission.

BASIC EDUCATION

I had commented on the absence of facilities for training of teachers for Basic Schools in my report last year. I am glad to state that this year six centres for training Basic teachers have been started and I was able to visit three of them. At the *Dudhnai* Basic Training Centre, 40 teachers are being trained and two Local Board Lower Primary Schools—one for boys and the other for girls—have been taken over and converted into one Basic practising School with Grade I and Grade II. The pupils are Tribals and though the school has been working only for about two months, I was informed that there has been remarkable improvement in the conduct of the children. Cotton spinning is the basic craft. Gardening on a very small scale has been adopted as a subsidiary one and it is expected to introduce weaving and carpentry from the next session.

The Basic Training Centre at Roha is intended to train women teachers. There are 25 candidates under training who have come from different districts, religions and castes. Here also, the basic craft is spinning and the first two grades of the existing Lower Primary School have been converted into a Basic practising school. There are 32 children in the 1st Grade and 22 in the 2nd Grade. The School is still housed in temporary quarters but new buildings are in process of construction. I was impressed by the earnestness and quiet efficiency of the instructors as well as of the trainees. This School confirms one's belief that for the

early stages of education, women are better teachers than men, and the sooner we can increase the proportion of women teachers in these stages the better for the education of the children of the land.

Of the three Basic Training Centres that I saw, Titabar has been planned on the most ambitious scale. It is also the oldest, as it was started in a rented house in March, 1948. As such, it has completed one year and turned out seven trainees, five of them men and two women. The number of trainees this year is 37, of whom some are women, and thirteen places, I was informed, have been kept vacant for trainees to be deputed from the Naga Hills. The practising school here has Grade III in addition to the first two grade. Here also Spinning is the main craft, though in addition to cotton spinning, there is provision for silk spinning as well. Arrangements have also been made for agriculture and bamboo-work as subsidiary crafts.

All these Training Centres have been started recently. It is, therefore, too early yet to expect any appreciable result on education of the Province as a whole, but in all the Centres that I visited I was impressed by the close co-operation which these Training Centres are seeking to establish with the surrounding villages. For this, a good deal of the credit must go to Miss Omiya Dass, Honorary Adviser to the Government of Assam for Basic Education. She is also the Secretary of the Provincial Kasturba Memorial Fund, and with her record of service in the Congress, has been able to instil a missionary spirit among the inmates. This is extremely hopeful, but care must be taken to see that too great emphasis on the missionary spirit may not, in course of time, provoke any reaction. The spirit of service must in the sphere of education be informed by an atmosphere of happiness, for small children will develop most satisfactorily only where they enjoy their duties.

The centres are run as community centres where all the work is done by the inmates themselves. I was informed that in one or two of the institutions there was at first some opposition to the introduction of the community kitchens but very soon the opposition, wherever it existed, died out. In the Centre at Roba the community kitchen has worked with great success from the very beginning.

My general comments on these Training Centres are as follows:—

1. There is no doubt that the establishment of these Basic Training Centres is a step in the right direction. In the past, teachers from Assam, who were trained at Sevagram or Jamia Milia, suffered from the handicap of language in their work at the practising school. This made their training incomplete for lack of adequate opportunity of actual practice. The establishment of Training Centres in Assam has removed this handicap. Besides, it is desirable that teachers who are going to settle down in the villages and become part of the rural community, should undergo their training in the surroundings which they are going to adopt.

2. It is necessary that these Training Centres should in fact reflect the life of the community all around. From this point of view, it is necessary to expand their purpose and scope. The concentration upon spinning:

and weaving alone contains a danger of throwing out of focus the real significance of Basic Education. The essence of Basic Education is that it should largely consist in the practice of living. Production of yarn and cloth offers children an opportunity to have first-hand acquaintance with an economic process from start to finish. Concentration on fabrics alone does not, however, reflect the varied processes of rural life, which it is the purpose of the Basic Education to recreate in the atmosphere of the school. Unless interest and attention are distributed among a variety of activities, there is a danger that Basic Education may degenerate into a routine with spinning and weaving as its main expressions.

3. What has been said about the need of variety of crafts, applies specially to Assam. Assam is infinitely rich in various types of crafts and village industries of which some of the most important are silks of different types, wood-work, bamboo-work and cane-work. It seems desirable that Basic Schools in Assam should co-relate their teaching more to these indigenous crafts. The experience in Kashmir, where concentration of attention on cotton spinning alone led to total stagnation of Basic Education, should warn other Provinces against repetition of a similar mistake. It, therefore, seems desirable that the Basic Training Centres in Assam should, in addition to cotton spinning and weaving, and agriculture, introduce silk spinning and weaving, cane-work, bamboo-work, wood-work and fruit gardening for all, and perhaps domestic activities like cooking and sewing in the case of girls.

4. The Centres at Dudhnai and Titabar have been well planned and there are ample grounds which would permit the trainees to live as a more or less self-contained community. The Centre at Roha, however, has inadequate grounds. It suffers from the additional defect that while separate quarters have been allotted to instructors and trainees in the Men's Training Centres, in the case of Roha, the instructresses are expected to live along with the trainees. It seems desirable that teachers in these Training Centres—whether men or women—should have their own separate quarters. I pointed this out to Mr. Chaudhury who agreed to take up the matter. It may also be stated, that the teachers' quarters at Titabar are not very well planned and Mr. Chaudhury promised to have the plans revised.

PRIMARY EDUCATION

15 Training institutes have been opened in the 15 plains of division of the Province since February this year. The Government propose to convert the existing Primary Schools into Basic Schools as soon as possible. This would be a move in the right direction. Till, however, this can be done, there should be at least some craft-bias in these schools. Ten instructors from these fifteen Centres have been sent for training to the Basic Training Centres and it is hoped that by the end of the current year, the process of gradual conversion of the ordinary Primary Schools into Basic Schools will be well under way.

Compulsion has been introduced in 30 areas since the 1st of February this year, and I was informed that one fifth of the entire Province has thus been brought under compulsion. As a result, about 1,30,000 children have been brought under compulsion but the problem of schools

and school buildings still remains to be tackled. One method of doing so has been to encourage what are called "venture schools", but from what I saw and heard the "venture school" does not seem to be a desirable experiment. The sooner the Govt. can take over such schools themselves, the better.

TECHNICAL EDUCATION

I visited the Civil Engineering School at Gauhati. At present, this has a two years' course for training Overseers. The school has moved into new premises but there must be considerable improvement in both equipment and accommodation before this can develop into a full fledged Engineering School. I was informed that the Government proposed to have a full fledged Engineering College in the University site at an early date.

The School at Jorhat has greater potentialities. It gives some training in Mechanical and Electrical Engineering. Recently, at the invitation of the Government of Assam, we sent Mr. Fairbourn, the Principal of the Delhi Polytechnic to prepare a complete scheme for the re-organisation of this school. His report is still under the consideration of the Government of Assam. The Principal of the School desired that the School should be helped under the Central Government's scheme of assistance to technical institutions. I pointed out that such grants are made on the recommendations of the All India Council of Technical Education. I suggested that before the School approached the Council in the matter, the Government of Assam should take a decision on the Fairbourn's Report and could go ahead with schemes of development by securing whatever equipment is available from surplus stores. If this were done, the Government could put up a good case before the All India Council and there was no reason why the Council should refuse help.

TRIBAL EDUCATION

Perhaps the most interesting part of my tour this year was to the different tribal areas. I went to Sadiya which is the Headquarter of the North Eastern Frontier Agency and saw there the Night School for adults as well as the Training Centre for teachers. I also visited a Tribal School at Bolung—a small forest settlement about eighteen miles from Sadiya. I was impressed by the keenness and enthusiasm of the tribal people who are literally hungry for education. At the Adult Training Centre at Sadiya, the low-paid employees of the Government attend classes after their day's work in the office. At Bolung—and I was told at all other tribal centres—the school house was built by the tribal people themselves at their own cost. The Chief agreed to supply an additional house as soon as I made the suggestion. I was informed that equal enthusiasm was in evidence elsewhere and the tribal people, wherever necessary, had built not only the school house, but also the hostels and teachers' quarters at their own cost.

A certain amount of education among the tribal people was carried out in the past by the missionaries, but they have generally confined their attention to this Khasis, the people of Lushai Hills and the Nagas. The North-Eastern frontiers inhabited by the Abors and Misimies were left

almost untouched. In 1946, one school was opened at Dambuk in the Mishmi Hill District with one untrained teacher. This created a stir and from 1947, more schools have had to be opened in this area. At present, there are 17 schools opened in the tribal areas in this district in addition to four non-tribal schools run by the Provincial Government.

The starting of these schools has been marked by great enthusiasm and tribal people have not only been pressing for more schools but also shown their earnestness by themselves providing at their own cost school houses as well as hostels and houses for the residence of teachers. The political officer in Mishmi Hills District informed me that there is a demand for nine more schools during the current year and for ten more schools in each of the next two years. This means that the Government would be required to open 50 schools in the course of the Five-Year Plan in Mishmi Hill District alone as against only three provided in that plan.

Part of the great success of the educational drive in this area has been due to the provision of an Education Officer who has combined initiative with imagination. I was greatly impressed by the work of Mrs. Iudira Miri who, in addition to the organisation of these schools, is running a training centre at Sadiya. Some idea of the difficulties she had to face may be had from the fact that there is no standard language in this area, and naturally enough no literature or common script. Tribal dialects vary from zone to zone. She has had to adopt Assamese script for the purpose of expressing the sounds of Abor language. The pictorial method she has used for the purpose may be adopted with benefit for other tribal languages in the area which have no script of their own. I would, however suggest that the script she has adopted may be further simplified. She has herself omitted some of the unnecessary vowels in the Assamese alphabet. Such simplification can be carried further by eliminating letters which represent diphthongs rather than simple vowels.

As for the Naga, Khasi and other Hill Tribes who have already adopted the Roman Script, it seems to me desirable that there should be no interference with their script at this stage. A certain amount of literature in these languages has already been printed in Roman, and, for various reasons, they have accepted the Script as their own. Any attempt to replace Roman by Assamese is bound to lead to friction. In view of the importance of avoiding anything which may cause unrest or opposition among the tribal people and also in view of the fact that some of these tribal people live in territories which continue beyond the frontiers of India, it would be impolitic to attempt a change in the script in these regions. If, in the course of time, there is an agreement about a uniform Indian script and increase of contacts between the tribal and the plain people induces in them an attitude of greater co-operation, it will then be the time to consider whether the Roman Script should be replaced.

One feature in Tribal Education which specially attracted my notice was the possibilities of the use of craft. In a sense, Basic Education has been anticipated by these Tribal people. Their life is much more organic than in the case of more sophisticated societies. Every individual performs a variety of functions which, under division of labour, have been

distributed among different persons in more developed societies. The correlation of craft and letters which is the essence of the Basic System can therefore be applied to Tribal education far more easily than any form of purely literary or academic instruction.

Not only so, but more sophisticated societies can, as I indicated in my report last year, learn valuable lessons from the practice of these simple peoples. One immediate application of a Tribal craft, which in my opinion, would be of valuable not only to these areas but for educational purposes throughout India, is the use of extremely simple Abor loom. This loom, with slight variations, is used by almost all the hill tribes in Assam. It is so simple that it can be manipulated by a child of six or seven years of age, and yet the most beautiful fabrics can be woven on it. The texture is often as soon as that of Irish linen while the colour composition is at times exquisite. At present most Basic Schools face the difficulty that on account of the elaborate looms in use, children cannot be taught weaving till they are at least ten or eleven years old. In consequence, the first three or four years of Basic teaching is centred on spinning alone. It is obvious that spinning, while it is simpler, is a more monotonous and uninteresting activity. If, therefore, weaving could be introduced to small children, it would make for a definite increase in the interest of the school work. The Abor loom seems to me to be the answer to this problem.

The educational set up in Kohima is of a more orthodox pattern. Through the work of the missionaries over a number of years, the Naga language, especially its Angami dialect, has been considerably developed. The language has been systematized and a number of books printed in the Roman script. This places the Naga Hills in a position of comparative advantage, but the earlier start in education has also had some undesirable features. Of these, the first which attracts attention is the tendency to approximate instruction to the modes prevailing in most other parts of India. We now recognize that general education in India requires considerable modification and improvement. Too much emphasis on literacy has prevented the complete development of personality. Our scholars are therefore often unable to adapt themselves to the demands of life. It is unfortunate that in introducing education to the Naga people, attempts have not been made to eliminate these defects.

When the Naga people have a natural aptitude for crafts, music and dancing, it seems a pity that their education should be stereotyped along the lines of the usual academic education in other parts of India. One example would drive home the point I am trying to make. Instead of using the Naga loom which, as I have already stated, is very similar to the Abor loom, I found at the Kohima School an ordinary large loom which was beyond the capacity of small children. It seems to me that introduction of the Naga loom in the school would be a definite improvement.

I refrain from comments about the school buildings at Kohima as these are admittedly unsatisfactory ramshackle structures somehow put up through the efforts of the students themselves after Kohima was destroyed by bombing in the latter part of the war. I was informed that

the foundations of the new school buildings had been laid and it was expected that construction would be completed by the end of the year. Till such time as the school moves into new premises, there must be at least two or three more rooms allotted to the School. Some of the classes are so congested that children were sitting right under the blackboard. Its consequences on the eyesight, especially on the girls sitting in the first row can be easily imagined. I would strongly recommend that material—if necessary by loan from MES—may be made available for the additional accommodation. If the boys of the school with local help have been able to build up the existing structures, there is no reason to doubt that they will undertake the construction of additional temporary rooms once they are supplied with the necessary building material.

I have already referred to the fact that it is proposed to bring trainees from the Naga Hills to the Centre at Titabar. The services of five Naga teachers trained at Sevagram are to be utilised for the purpose. I was informed that there was a great desire on the part of these teachers as well as the tribal people in general that a separate training centre should be opened in the Naga Hills District itself. The Political Officer told me that the villagers are willing to undertake the construction of such a centre and that building material has already been collected for the purpose.

It will certainly be an advantage to have a training centre right in the midst of the territory it is intended to serve. The work for the establishment of the centre in Naga Hills should, therefore, proceed, but till this has been done, it seems to me desirable to attach some of the teachers trained at Sevagram to the Kohima School itself. Thus, if out of the five teachers trained at Sevagram three are attached to Titabar and two at Kohima, a double purpose would be served. The Naga trainees at Titabar would get the advantage of instruction from some of their fellow tribals, while the presence of two basic trained teachers in the Kohima High School would help in the transformation of the character of, at any rate, its lower classes. This seems to me particularly necessary in view of the importance of giving a craft bias to early stages of education where full scale basic education cannot be introduced.

I would make another suggestion in this connection. Even when the Training Centre in the Naga Hills has been established, it would be desirable to send some of the Naga teacher trainees to Titabar and other training centres in the plains. Simultaneously, there should be provision for sending some trainees from the plains to the centre in the Naga Hills. There should also be exchange of instruction so that some of the Naga instructors trained at Sevagram, Jamia or Viswa Bharti may teach in the centres in the plains, while the services of some instructors from the plains are utilised by Centres in the Tribal Area. Thus alone can there be the necessary cooperation and inter-change between plains and hills that is so necessary in the general interest of the province and India.

There is a special reason for this suggestion of inter-change between the people of the plains and the hillmen. Men from the plains are at times apt to adopt an attitude of superiority vis-a-vis their fellows from

the hills, but as I pointed out in my report last year, we have as much to learn from the hillmen as we can offer to teach them. Their codes of conduct, their social patterns and their crafts are in their own ways highly developed, and some of their personal and social values are worthy of emulation by all. Besides, any assumption of superiority on the part of plainsmen immediately evokes among hill tribes an attitude of hostility and suspicion, while a friendly approach meets with immediate and generous response. Inter-change of teachers and trainees between centres in the hills and the plains would make it clear to the hillmen that there is no suggestion of one-way instruction and would contribute to the improvement of relations.

Some idea of the magnitude of the problem can be formed if we remember that the area in the North-Eastern Frontier Agency alone covers nearly forty thousand sq. miles. The original Educational budget for this area was estimated at about Rs. 2,10,000 for 1949-50, but it was, under the prevailing drive for economy, cut down to Rs. 83,000. I was informed by the Education Officer and the Political Agent at Sadiya as well as the Adviser to H.E. the Governor at Shillong that any attempt at reduction of such an order would have the most unfortunate results. Only a beginning in education has been made during 1948-49. Mere continuation of the schemes then undertaken would require an amount nearer to Rs. 2,16,000 than the figure now proposed. And it is obvious that we can be content with mere continuation of what has been begun. These areas are under-developed and yet of the utmost importance because of their location on the frontiers of India. In the past, they have been neglected and unfortunately in certain cases, absence of contacts has led to indifference, if not antipathy. The pilot work done till now has gone a long way in breaking the barrier. Once expectations have been roused among the tribal people of the Government's concern for their welfare and advancement, it would be extremely unfortunate if a contrary impression is created by a short-sighted economy. The salary bill for 1949-50, on the basis of the expenditure incurred during 1948-49, would itself amount to Rs. 1,18,000 excluding compensatory allowances. It is also obvious that new schools must be started during the current year. The salary bill of teachers and grants-in-aid to such schools is expected to amount to Rs. 1,90,000 during 1949-50. This is not a very big amount and yet would represent an extremely valuable investment in earning the goodwill and friendship of these people on one of the almost forgotten frontiers of India. I would very strongly plead with the Ministry of External Affairs that the education budget for this area—representing the small amount of 2.16 lacs—should not suffer any reduction at all.

General

At Shillong I had discussions with the Parliamentary Secretary, the Education Secretary, the D.P.I. and other Officers of the Education Department on the 18th May regarding general problems of education in the province. I had commented on the lack of co-ordination last year and found that there was still absence of complete co-ordination in the Department. The D.P.I. complained that he was not yet fully posted

with Government's plans and programmes for Basic Education. This seems to me an extremely unfortunate state of affairs. The Director of Education should be the Government's principal adviser in matters relating to education. Basic Education is intended to cover the major portion of the population who may never get beyond that stage. Secondary and University education would also in the end depend upon the type and quality of education provided in the early stages. If the D.P.I. remains out of touch with developments in Basic Education, it is bound to lead to confusion and wastage in the educational programmes of the province. I would repeat my recommendation of last year that the Adviser in Basic Education should be given the status of an Assistant or Deputy Director of Education and asked to work in close contact with the D.P.I.

There was also some discussion about the organisation and supervision of technical education in the province. In view of the growing importance of technical education, there should be a competent officer to deal with the problems of technical education in the province. As I have already indicated, facilities for technical education in the province are extremely meagre. In the nature of the case, there must be considerable expansion. This requires that there should be careful planning in order to avoid unnecessary duplication or wastage, and determine the scope and nature of the development. I was informed that the Government of Assam take advice on technical matters on an ad hoc basis, as and when occasions arise. Even the Government's representatives on technical bodies outside, for example, on the Governing Body of the Indian Science Institute at Bangalore, are not necessarily technical officers. In view of the importance of technical education in a province like Assam, I would suggest the creation of a post of Assistant or Deputy Director of Technical Education, if necessary on a temporary basis.

The Education Secretary of the Assam Government informed me that their plans for Social Education were waiting for additional grants from the Government of India. His plea was that in view of the multiplicity of languages in the province and the variety of culture and civilisation of the different peoples inhabiting it, the problem of Social Education in the Province was more difficult and complicated than in other parts of India. Even more decisive was the fact of lack of adequate communications. There were areas which were virgin forests. In any case, the combination of rivers, forests and hills made the organisation of education of any type a more expensive affair for Assam than in other Indian provinces. I assured him that these considerations would be given their proper weight, but till the Government of India had taken a decision as to whether the additional grants are to be made available to provinces with special difficulties it was not possible to make any commitment.

I also discussed the question of continuation of scholarships to certain displaced students from East Bengal. I pointed out that this was an obligation which the other partitioned provinces had accepted. Assam by its refusal to continue scholarships to such non-Muslim students from Sylhet was earning an unenviable distinction. The number of such scholars was very small. So far only two cases had been referred to the

Assam Government involving the Provincial Government in an expenditure of only Rs. 100/- per month. It was therefore all the more unfortunate that Assam should decline to help these scholars for the remaining period of their course. Mr. Chaudhuri, the Parliamentary Secretary, promised to re-open the question and said that he would give his personal attention to it and hoped for a favourable decision.

Since my return from Assam, I have seen fresh receipts in the Ministry that Assam has also refrained from offering appointments to refugee teachers. The Government of India's general policy is to give preference to refugees from Pakistan for all classes of appointments. All Provincial Governments have fallen in line. The Government of India have also recommended that refugee teachers should, as far as possible, be employed on salaries commensurate with what they were drawing before they were forced to migrate from Pakistan. On a reference to Assam Government about the scales of pay offered to refugee teachers, we have received the reply that the question does not arise as no refugee teachers have been employed. At the same time, we have received complaints that advertisements have been issued for fresh recruitment while refugee teachers have been left unabsorbed. As this information was not in my hand at the time I visited Assam, I could not take it up with the Assam Government in order to find out if the complaints were justified and, if so, what measures may be adopted to deal with the situation. In any case, I would very strongly urge upon them the necessity of adopting towards refugees the same generous attitude which other provinces have adopted.

The last question discussed with Mr. Chaudhuri was the vexed one of medium of instruction in the early stages of education. Mr. Chaudhuri had himself attended the last meeting of the Central Advisory Board of Education and contributed to its decision. It was then recommended that the mother tongue would be the medium of instruction for the junior basic stage and that arrangements for teaching through the mother tongue would be made wherever there were at least 30 pupils in such a school. The regional language may be introduced not earlier than Class III and not later than the end of the junior basic stage and should become the medium of instruction at the end of that stage. Even then the children whose mother tongue is other than the regional language should be given the option of answering in their mother tongue for the next two or three years in order to facilitate the switch over to the regional language. It is only at the secondary stage, i.e. after the completion of the 14th year of the pupils that the instruction should be only in the regional language, but here also the Central Advisory Board of Education recommended that provided a sufficient number of pupils were available to run an independent school, such schools using a language other than the regional language may continue.

Mr. Chaudhuri assured me that the Assam Government was prepared to accept this policy in its entirety and that so far as the Government was concerned, this was their direction to their officers.

I welcomed this assurance of Mr. Chaudhuri and said that if the Assam Government followed a generous policy in the matter, it was

certain to be reciprocated and lead to better relations between peoples speaking different languages in the province. It was a matter of special importance to a province like Assam which have so many different languages at so many different stages of development.

Since my return from tour, I have, however, seen complaints from representatives in Dhubri that Local Boards in the District of Goalpara have stopped grants to Primary Schools which did not agree to adopt Assamese as the medium of instruction. The Hon'ble Premier of Assam had issued orders that Assamese may be taught as a second compulsory language where it is not the medium of instruction, but it seems that the Local Bodies have gone a step further and attempted to enforce Assamese as the medium itself. Though Local Bodies have autonomy in certain matters, it is doubtful if such autonomy can be stretched to the point of going against the declared policy of the Central and Provincial Governments. Since the Government of Assam have accepted the policy recommended by the Central Advisory Board of Education, the Assam Government should obviously take steps to see that this policy is enforced, as far as practicable, in all schools within its jurisdiction. The question of practical difficulty has already been considered by the Central Advisory Board of Education in fixing a limit of 30 pupils in a school as the minimum which would entitle such children to the right of being taught in their mother tongue.

During our journey to Dibrugarh, Mr. Chaudhuri and I visited the Vishnu Dole at Jayasagar. This was built to commemorate the sufferings of Queen Jayamati of Assam and is maintained under the Ancient Monuments Preservation Act. We, however, found that the stage of preservation left much room for improvement. Grass and weed had grown on the dome itself and the grounds were also in a stage of neglect. Mr. Chaudhuri requested that we should take steps to improve the stage of maintenance and promised that he would also move the Provincial Government to do whatever was possible in the matter. I have accordingly written to the Director-General of Archaeology to ask his regional officers to visit the place and take steps for its proper maintenance.

I also discussed with Mr. Chaudhuri as well as the representatives of the Sikhsa Prachar Samiti, Digboi, about the functions of voluntary organisations for the spread of education in the province. I suggested that such societies could help the Government in two ways. They should act as a kind of advance-guard and make preliminary surveys of areas and start the first education centres there. Once this preliminary organisation has been completed and schools started, these Societies should hand over the schools to the Government and move into a new area where the process could be repeated. In this way the Societies would continually expand the activities of the Government and help in the advancement of the education in the province. They could render a secondary service by supplementing the activities of the Government wherever necessary, but for this they should be in close contact with the local educational officers of the Government and always act in co-operation with them.

My suggestions and recommendations may, therefore be briefly summarised as follows :—

(1) We would recommend to the Cabinet Secretariat the approval of the programme of one crore and eighty six lacs for the total building programme of the Gauhati University if it is forwarded by the Government of Assam to the Cabinet Secretariat as part of their five-year Post-War Development Plan.

(2) The Government of Assam should undertake the construction of at least the Chemistry Laboratory at the University site as early as possible, and pending the construction of this building should provide facilities to the University to start M.Sc. classes in Chemistry in temporary premises.

(3) The Government of Assam should take advantage of the preliminary work done by the University in preparing plans for the buildings by a competent architect and utilise his drawings and suggestions as far as practicable. So far as the Science Laboratories are concerned, the Government should seriously consider the questions of cost, durability and suitability before deciding for the Assam type of structure.

(4) The Assam Government have taken a right step in opening basic training centres in rural areas and should follow this up by providing more such centres in order to meet Assam's requirements for basic teachers. The Government should aim at converting all the ordinary training schools to such basic training centres as early as possible. As many as possible of such centres should be either training centres for women or at least provide facilities for women teachers, as experience all over the world indicated that women prove more successful as teachers in the first stages of education.

(5) The quarters provided for Instructors at these training centres should be improved. The present anomaly of providing quarters only for men teachers should be removed and married and unmarried quarters provided for women teachers, wherever necessary.

(6) In most of these centres, cotton spinning is the basic craft. In order to reflect the life of the community more truly, additional crafts, especially those which are indigenous to Assam, should be introduced. In particular, silk spinning and weaving, cane-work, bamboo-work, wood-work, clay-modelling, fruit-gardening as well as agriculture, and perhaps domestic activities like cooking and sewing in the case of girls should be encouraged.

(7) Advantage should be taken of the existence of the 'Abor and Naga looms in order to introduce weaving at an earlier stage than is possible with the standard loom. Weaving is intrinsically a more interesting process than spinning and this would introduce children to weaving at a much earlier age.

(8) As the process of converting the preliminary schools into basic schools will take sometime, immediate steps should be taken to introduce a craft-bias in the ordinary schools.

(9) The experience of 'Venture Schools' has not been entirely satisfactory and Government should take them over as quickly as possible.

(10) Steps should be taken to improve the equipment at the Gauhati Civil Engineering School and the Jorhat Technical School by securing necessary equipment as early as possible from Disposals. The Government of India would give as much help as possible in securing such material provided the requirements of the schools are sent to the Ministry immediately.

(11) The Government of Assam should take a decision on the Fairbourn Report for the development of the Jorhat School as early as possible and approach the All-India Council of Technical Education for developing the institution along the lines suggested in that Report.

(12) The educational programme for the tribal areas should not be curtailed or suspended and both the Provincial Government and the Ministry of External Affairs & Commonwealth Relations should try to ensure that this programme is accelerated. I have already recommended very strongly to the External Affairs Ministry to restore proposed cuts in the educational budget for 1949-50.

(13) The Pictorial Method adopted for teaching the alphabet to Aboir and Mishmi tribals should be extended to other tribal areas as quickly as circumstances permit.

(14) A simplified Assamese Script should be introduced for those tribal languages which have no script of their own but tribal languages which have already adopted Roman should continue to use it and should not be disturbed.

(15) The education in the tribal areas would, in the nature of the case, be basic in character and should be built up round the crafts which have a living tradition among the tribal people.

(16) Ordinary types of schools like the one at Kohima should be given at least a craft-bias. Of the five Naga teachers trained at Sevagram, two may be seconded to the Kohima High School in order to give a basic bias, at least in its primary classes.

(17) At least two rooms should be added to the existing Kohima School pending the construction of a new school house.

(18) A basic training centre for tribal people should be opened in the Naga Hills as early as possible. Pending the establishment of the centre, teachers from the Naga areas should be trained at the basic training centres in different parts of Assam and selected teachers may be sent for training to Sevagram, Jamia Milia and Viswa-Bharti.

(19) Even when basic training centres have been established in the hills, there should be inter-change of Instructors and Trainees between the tribesmen and plains-people.

(20) There should be improvement in the co-ordination of education at different stages and the D.P.I. should be brought more closely into the picture in respect of basic education.

(21) The Adviser for Basic Education should be given the status of the Assistant or Deputy Director of Education and asked to work in close co-operation with the Director of Public Instruction.

(22) In order to help in the planning and supervision of technical education, the post of an Assistant or Deputy Director of Technical Education, if necessary on a temporary basis, should be created at an early date.

(23) The Government of Assam should adopt towards all refugees the same generous attitude which other provinces have adopted and, in particular, deal with the problem of scholars and teachers who were forced to migrate from Sylhet more sympathetically.

(24) The Government of Assam should not only themselves conform to the recommendations of the Central Advisory Board of Education in respect of the medium of instruction in the early stages of education, but also ensure that the Local Bodies in the Province do the same.

(25) There should be more active co-operation between the Central and the Provincial Government for the maintenance of the ancient monuments situated within the province.

(26) The Government of Assam should utilise the services of voluntary organisations like the Siksha Prachar Samiti at Digboi in works of preliminary survey and organisation for educational campaigns and for supplementing the Government programme.

BUREAU OF EDUCATION INDIA

PAMPHLET No. 72

REPORT

ON

INDIAN EDUCATION IN EAST AFRICA

AND

**PROPOSAL TO FOUND GANDHI MEMORIAL
COLLEGE IN EAST AFRICA**

BY

HUMAYUN KABIR

**MINISTRY OF EDUCATION
GOVERNMENT OF INDIA**

THE PROPOSED GANDHI MEMORIAL COLLEGE IN EAST AFRICA

Indians in East Africa have, for some years, been agitated over the question of their education in the context of a changing world. Recent developments in Asia and Africa have enhanced their concern while the attainment of independence by India has acted as both a challenge and a promise. The system which is in existence now is a compromise dating in the main from the last 10-year period before the declaration of war in 1939. It provides a system of primary education with an eight-year course, with a further stage of secondary education for those who wish to take it. Though theoretically universal, it is not so in fact. Compulsory (but not free) for boys (but not for girls) between the ages of 7—15 in the three towns of Nairobi, Mombasa and Kisumu, a large number of Indian children are still out of school. Of those who attend schools, about half the children are in Government schools and half in aided primary schools. Government is almost entirely responsible for secondary education which is of a purely academic character. According to figures available, only about 5 per cent of the children in the primary schools proceed to the secondary stage and the number of those who go for higher education is still less.

During the latter half of the war, plans were made for the future development of the territories. Indians were naturally concerned to know what their position in the future set-up would be. Their anxiety was the greater as they had before them the example of South Africa. Indians had the unfortunate experience of helping to open up and develop that country only to be treated almost as pariahs in the end. The intelligent among East African Indians could, not, therefore, help reflecting upon the general situation. It may be mentioned here that different regions of Africa were showing markedly different characteristics in the trend of their development. While South Africa was emphasising more and more the difference between races and seeking to concentrate all power in the hands of Europeans, in West Africa there was a tendency to transfer greater powers to the Africans. The future in East Africa was less definite, and while certain areas were trying to develop a composite culture in which the African, the Asian and the European could play equally important parts. Some of the high officials, with whom we had the privilege of discussing the situation, were strong supporters of such a composite culture.

It was obvious that if Indians were to have an effective voice in the future development of East Africa and contribute to its progress, the educational system which provided for only primary education and rather poor primary education at that, should be overhauled. Some important members of the Government Indian High School Committee in Nairobi waited in a deputation

on the Director of Education in December 1944 and requested that the Government of Kenya should invite a distinguished Indian educationist to come and survey the educational situation in East Africa and advise the Government on future policy of education for Indians. Accordingly, Mr. A. A. Kazimi from Bihar was deputed to East Africa and he submitted a report of which the main features are as follows:—

- (1) A majority of Indians in East Africa are either small traders or employees in subordinate positions and many of them have failed to appreciate fully the need of higher education.
- (2) It is, therefore, not surprising that there is no provision for colleges for Indians in East Africa. What is regrettable is that even the standard of school education is very low and there is tremendous wastage. In Kenya, of nearly 14,000 children in the first eight classes, only 800 are in the last three classes.
- (3) This is due to various factors of which special mention may be made of overcrowding in the schools and the low quality of teachers, some of whom are almost illiterate.
- (4) The knowledge of English is essential and is likely to continue to be so for employment under Government or advancement in trade and commerce.
- (5) This fact as well as the composition of the population require that English should be the medium of instruction in the High School stage. Teaching can, however, be effective only if the right type of teachers are selected. This can be done by recruiting trained graduates on short-term contracts through the Government of India, though ultimately Kenya must make arrangements for training her own teachers in England.
- (6) The standard of teaching for Indian languages should be improved.
- (7) There should be a good secondary school for Indians. Its Principal should be an Indian with British academic qualifications, comparable to those of the Head of a European School.
- (8) There should be an Indian Education Officer or Chief Inspector of Schools, and if necessary, the Government of India may be requested to depute a senior officer for the purpose.
- (9) Suitable women teachers should be recruited through the Government of India; and
- (10) The Government of India should create scholarships and reserve seats in professional and technical colleges in India for Indians from East Africa.

Mr. Kazimi's report was of value in that it pointed out the inadequacies of the existing educational system in East Africa. By drawing attention to the fact that Indians were ineligible for higher positions under the Government and had few openings in industry or big business or export-import or banking

and insurance and its deterrent effect on Indian education, the report raised directly before the Government the question of their future attitude to Indians in the development of East Africa.

The Kenya Government appointed in October 1947 a Committee under the chairmanship of Sir Bertrand Glancy to enquire into and report on the expenditure incurred on the education of Europeans and Asians and advise the Government on the policy to be followed. Its chief recommendations were:

- (1) Expenditure on education should not be less than 7½ per cent of the total revenue of the Colony.
- (2) This amount should be divided in the proportion of 40 per cent. for the education of Africans and 30 per cent each for that of Europeans and Asians.
- (3) Of the Asian quota, 10 per cent. was to be spent for Arabs, 5 per cent. for Goans and 85 per cent. for Indians.
- (4) As the amount so provided would not suffice for the education of the increasing numbers of school children, the Committee recommended that each community should bridge the gap between the cost of educational facilities considered essential by the community and the allotment from general revenues by special taxes.
- (5) The Committee also recommended that there should be an increase in the school fees so that the volume of this gap may be lessened.

One of the members of the Committee, Mr. Chanan Singh, did not sign the report but submitted a minority report in which he protested against the principle of racial taxation for a necessary social service. He pointed out that the allotment of equal amounts to Europeans and Asians would result in further increasing the disparity in educational facilities available to the children of those communities. He quoted from 1946 figures to show that the acceptance of the Glancy Committee's recommendations would raise the expenditure on 3,219 European children from £74,444 to £85,816, while the expenditure of £82,096 on 18,008 Asian children would remain constant. Mr. Chanan Singh suggested that the situation should be met by increasing both school fees and the percentage of revenue spent by Kenya Government on education.

There was great opposition to the proposals of the Glancy Committee by the entire Indian community and some important Europeans. Particular mention may be made of Archdeacon Beecher who, in his evidence, insisted that "capacity to pay should be the determining factor in assessing the liability to taxation; therefore, education along with other so-called 'social services' afforded by Government should be in accordance with need". He also pointed out that experience with the Hospital Rating for Europeans had proved the unsatisfactory nature of special forms of taxation of this kind.

In view of these differences, the Kenya Government decided to review the whole question and appointed in 1949 a Select Committee, under the Chairmanship of Mr. Hartwell, to enquire and report upon the general condition of Indian education and advise the Government on the policy to be followed. Mr. A. B. Pant, Indian Commissioner in East Africa, who was invited to give evidence before this Committee, pointed out that Indians can play a much larger part in the development and prosperity of the Colony than was suggested in Mr. Kazimi's report. He referred to the distinction between education and mere literacy and insisted on the need of emotional and psychological training and adjustment to prepare Indians and other inhabitants of the Colony to play their proper part as citizens of the area. He also pleaded strongly for improvement in the facilities for teacher training, if necessary, at State cost and suggested that help might be secured from India. The last point he emphasised was the need to establish a technical institute in Nairobi, as without improvement in technical education, the economic and industrial development of the Colony would be retarded.

The Hartwell Committee, after considering the reports of the earlier committees and the evidence of the Indian Commissioner and others, stated categorically that it could not agree with Mr. Kazimi's estimate of the situation. Mr. Kazimi had visited "the Colony at the beginning of a period of rapid change and development much of which could hardly have been foreseen at the time his report was written". His opinion that there was no opening in Kenya for highly educated Indians was rejected by the Hartwell Committee who held that "the assistance of the Indian community will be required in the professions on a steadily increasing scale", and "the Colony must make the best possible use of all sections of its people and the Indian educational system must be designed to fit Indians to make the full contribution, of which they are capable, to the success of the development plans and to the needs of the country".

The Committee also recognised the overcrowding in schools in Kenya and pointed out that Government schools alone are short of 6,000 places in permanent buildings. According to the Committee's estimation, there are about 20,000 Indian children in schools and this number is expected to rise to 40,000 by 1955. New Government schools can provide for an increase of 9,500 places and new aided schools for another 2,500 but even then, there will be a large number of children for whom there will be no provision in the existing set-up. The Committee pointed out that at present the net cost per head in Government Indian schools is about £21 a year, while in aided schools it is about £7. The aided schools must be materially improved and required increased grants-in-aid, while even the Government schools were not fully satisfactory. At any rate, a standard lower than that in Government Schools could not be contemplated. Hence even if no improvements were effected in present educational standards, the gross cost to Government for providing accommodation in schools upto the Government standard to these 40,000 children would be something like £850,000 which is about 90% of the total education budget of Kenya and about 9% of the Colony's total budget.

There was, in addition, the need to provide for secondary and higher education, all of which would require additional funds. The Government could not in the opinion of the Committee provide the entire amount for primary education and the Committee recommended that the deficit must be made up from the resources of the community. This could not be done through school fees, as further increases in fees would not lead to an appreciable increase in income. The total amount of fees remitted had in fact increased substantially after the fees were raised at the beginning of 1948.

The Committee, therefore, recommended that the cost of education should be shared between Government and the community concerned. Government should meet all capital costs, including capital grants to aided schools, the cost of teachers' training the cost of secondary schools, technical institutions and trade training, higher education, including bursaries for education abroad of promising pupils and central administration and inspectorate. The responsibility for primary education should be that of the community and, for the purpose, an Education Authority consisting of the Director of Education as Chairman and one of the members of the Finance Department, five Indian elected members of the legislative Council and nine others who would normally be Indians to be nominated by the Governor, should be set up with advisory powers in all fields of education and executive powers in the planning and management of primary schools. It should derive its revenues from an educational cess raised from the community in addition to a minimum annual grant which will be paid by the Government to the Authority for at least the first three years. According to the estimate of the Committee, the education tax should not exceed £10 per head of the population by 1955.

According to the Committee's estimate about 100 to 150 new teachers will be required annually. Provision should be made by strengthening training institutions, and especially the women's Training Centres. The status of the teachers should be improved by abolishing the distinction between the terms of service of teachers in Government schools and in aided schools and introducing a contributory pension scheme.

The primary school course should be of 7 years. The normal age of entry should be seven, but children may be admitted at the age of six. Children who reached the age of 15 should not be allowed to remain at school, unless they were considered fit to go forward to a secondary or training course.

The question of compulsion for girls should be settled by the Education Authority when set up, but the syllabus for girls should provide for courses in mothercraft, housewifery, cooking and laundry.

The Committee felt that a strong secondary section was essential if the educational status of the Indian community was to be improved. At present only 5 % of the Indian school children go to the secondary stage but this percentage should be raised to at least 15 by 1955. Half of them should be in technical schools and the other half in academic schools. The Committee felt

that some foundation of practical instruction should be given in the last two years of primary school in order to enable pupils to benefit by admission to technical institutions. The Committee also stressed the need for a technical institution in Nairobi and pointed out that "technical instruction is required at two main levels:

- (1) The trade school, the purpose of which is to train artisans and craftsmen, and
- (2) The technical institute, the purpose of which is to provide candidates with professional or semi-professional qualifications, e.g., in Electrical, Civil and Mechanical Engineering".

The Committee also pointed out that in the interests of the Colony and in particular of the Indian community, there should be adequate opportunities for suitable Indians to obtain training at University level but for this it was necessary that the gap before the University stage must be filled up as soon as possible.

While Government were engaged in considering these new proposals, an interesting development took place on the initiative of the Indian community. The Indian community in East Africa desired to set up a Gandhi Memorial and proposed that it should take the form of an educational institution which would provide adequate facilities for the education of Indian as well as African children. One proposal was to start a college for giving instruction in Engineering and Medicine to Indians, Africans and others but this appears to have been dropped subsequently.

There was, however, some difference of opinion between the Indians in Nairobi and those in Uganda on this question. Indian opinion in Uganda pressed for institutions of primary and secondary education, while Indians in Nairobi wanted at least an intermediate college affiliated to an Indian University. The Indian Commission in East Africa requested the Government of India to depute some educationists from here to visit the Colony, examine the alternative proposals and advise the local Indian community on the most suitable course of action. The Government of India accepted this suggestion and it was as a result of this decision that Prof. Nirmal Kumar Sidhanta and I visited East Africa in the first week of December 1949.

We reached Nairobi on the 3rd December and left on the 10th December. Immediately after arrival, we met the members of the Gandhi Memorial College-Committee at Nairobi and found that they were extremely keen to go ahead with the proposal of a college. We also met Mr. Patrick, the Director of Education, Nairobi, and Mr. Miller, who is in charge of the Indian education in Nairobi. We visited the Kutchi Gujrati Girls' School, the Government Indian Primary School, Government Indian Secondary School, the Training Centre and Pumwane African School. We had discussions with Mr. Thomby, Deputy Chief Secretary and Member-in-charge of Education in Kenya and also an audience with H.E. Sir Philip Mitchell, the Governor of Kenya.

I may briefly indicate our reading of the situation in Kenya after our discussions with representative Indians as well as high Government officials, and some leading Africans:

(1) Among the Indians, there is a general desire for providing facilities for higher education in the territory itself, but a strong minority were doubtful if the conditions in the Colony would offer scope of employment to a sufficient number of educated Indians.

(2) The members of the Indian community were also divided as to what form higher education should take. While all agreed that it should be professional, there was some difference of opinion as to whether it should be technical in the sense of engineering and medical education, or commercial in the sense of instruction in book-keeping, accountancy, typing and shorthand, etc. There was a feeling that liberal education was not necessary in the immediate future.

(3) There was also some difference of opinion among the Indians as to what shape the proposed institution for higher education should take. As the majority of Indians in East Africa come from Western India, there was a natural desire to have the institution affiliated to the Bombay University. Indians from other parts were, however, a little averse to this, especially as the question of the future policy of Indian Universities was not clear to them. The proposed use of the regional language as the medium of instruction in the future would obviously make it difficult for those whose mother tongue was not Gujarati.

(4) There was also a feeling among the Indians that the dethroning of English in Indian Universities would lead to a lowering of standard of teaching in that language. While this may have no adverse effect in India, the consequences to Indians in East Africa would be serious as the language of Government, industry, commerce and communication in that area was English and was likely to continue to be English for many years.

(5) Some of the officials were a little hesitant in welcoming a proposal to establish an institution affiliated to an Indian University. The Colonial Government could not be expected to welcome a move which was likely to diminish British intellectual and moral influence in the area, make Indians look more and more to India for intellectual inspiration and attract Africans also towards India.

(6) Some of the officials were also apprehensive that an institute of higher education may be a source of spreading unrest and discontent, especially in view of the possibility of increasing the number of educated unemployed. The fact that such an institution would be established under Indian auspices added to these apprehensions.

During our visit to Uganda, we heard criticisms of the proposal from an opposite point of view. The Gandhi Memorial Committee in Kampala was

strongly opposed to the establishment of a college or an institution of higher education on the following grounds :

- (1) A university or even a college would prove beyond the capacity of the Indians in East Africa. Even if capital to found a college was somehow collected—which members in Uganda seemed to doubt—the institution would prove too expensive to run.
- (2) The products of such an institution would be unemployed, as the conditions in East Africa did not offer any hope of industrial development on a sufficiently large scale and scope of employment under Government was limited.
- (3) The condition of primary and secondary education was so unsatisfactory that it would be sheer waste of money to embark on a scheme of higher education without first attending to them.
- (4) It would be more economic to send abroad the relatively small number of suitable Indian students for higher education instead of starting a college in the territories.
- (5) Even if the college were thrown open to Africans and Europeans, it was unlikely that they would come in sufficient numbers. Europeans would not like to study in an Indian institution while Africans, for sometime to come, would find their needs fully met by the Makerere College, especially after its recent re-organisation.
- (6) The Government had decided to establish a technical institute in Nairobi and this would suffice to meet the requirements of the Indian community for many years.

Taking all facts into consideration, we have come to the following conclusions:

- (1) The great changes which have recently taken place in the international political situation and the emergence of India as an independent State have completely altered the background against which Mr. Kazimi's report was prepared. Whatever may have been the attitude of the U. K. Government and people of British origin in East Africa before the war, the changed circumstances have convinced the more politically conscious among them that co-operation of India is essential not only to develop fully the economic and other resources of these territories but also to preserve Great Britain's strategic and economic interests. The improvement in the position of Indians in East Africa has become still clearer after the collapse of the old regime in China. Reasons of security in Asia demand that the U. K. (and also USA) should secure the friendship and co-operation of India. Against this background, it is inevitable that the British Government would, in every way, help to win the goodwill of Indians in East Africa.

- (2) Indians must also help in the process of building up East Africa by identifying themselves with the land and accepting without any mental reservations the fact that they are East African nationals of Indian origin and owe it their first loyalty.
- (3) The immense potential resources of East Africa have been only partially exploited. There is a growing consciousness among both official and non-official Europeans that the co-operation of Asians and Africans is essential for fully developing them. The Hartwell Committee have in their report explicitly recognized this changing situation.
- (4) If Indians are to play their proper part in developing East Africa, it is essential that there should be a good system of education which would enable them to contribute not only to the technical and industrial but also the social and political development of East Africa.
- (5) It is necessary that the educational system should provide opportunities in which Europeans, Asians and Africans can study and live together so that they can develop a sense of common loyalty to the country of which they have now become the nationals.
- (6) Since instruction in the primary stage is through the mother tongue, it would be difficult, if not impossible to arrange for the common teaching of children of all the communities. There would be no such difficulties in the secondary schools and post-secondary stages of education where the medium of instruction must, from the nature of the case, be English.
- (7) The fact that the development of East Africa demand, the co-operation of Africans, Asians and Europeans, makes it necessary to set up secondary and post-secondary educational institutions where students of all communities can study together. Only through living and studying together in these impressionable years can they develop a sense of common loyalty and corporate nationality.
- (8) Another factor which has to be remembered is that the absence of secondary and post-secondary institutions of education in East Africa has had two adverse effects on the life of the community:
 - (a) It has deprived able children coming from comparatively poorer families of the opportunities of higher studies
 - (b) The fortunate few who have gone abroad for higher studies have lived in social surroundings which were completely different from those prevailing in East Africa. They have, therefore, on their return required a period of reconditioning and re-adjustment and, in some cases, failed to adapt themselves to their own country. It is universally recognised that, as far as possible, education should be imparted in conditions similar to those in which the students will later have to live.

- (9) We regret that it has not been possible for us to arrive at accurate figures about the number of students who will be available for post-secondary education. There are certain discrepancies which we have not been able to reconcile. Mr. Kazimi shows the number of Indian school children in Kenya in 1948 as 15,452 on page 15, but 14,276 on page 61. The Hartwell Committee estimate the number of Indian children of school age to be 20,000 on page 5, but Appendices 1a, 1b and 1c add up to about 23,000.

Subject to these remarks, the information at our disposal shows that the number of students in the Secondary Schools in 1948 was as follows:

ZANZIBAR	.	.	.	.	695	(Asians and Africans)
TANGANYIKA	.	.	.	.	6446	Do.
KENYA	.	.	.	.	7209	Do.
UGANDA (1947)	.	.	.	.	861	(only Indians).

In addition there were 27 European children in Tanganyika and 1306 in Kenya. The figures for Zanzibar and Uganda are not available.

The number of candidates who appeared at the Cambridge School Certificate Examination in 1949 is given as (i) 607 in Kenya and (ii) 100 in Tanganyika. In Zanzibar 58 appeared in 1948. Other figures were not available to us.

The number of Asian and African students who went abroad in 1948 is shown as 24 for Zanzibar, 71 for Tanganyika and 144 for Kenya. The number of European students was 98 from Kenya and 3 from Tanganyika. Other figures were not available.

According to our information, the total number of students in secondary schools is, therefore, about 16,500. This number is increasing and is in itself sufficient to justify the provision of facilities for higher education. If we take into account the total number in schools of all types, the need to provide for facilities for higher education becomes even more clear. According to the figures given to us, the number of children in all schools is 6,252 in Zanzibar, 1,59,300 in Tanganyika and 2,91,230 in Kenya. Normally, 20 per cent. of the pupils in primary schools go for secondary education and about 10 per cent. of those in secondary schools go up for post-secondary education. On this basis, the number of pupils in secondary schools ought to be in the neighbourhood of a hundred thousand and in post-secondary institutions about 10,000. Even on the basis of existing figures for secondary schools, over 1,500 students should be available for post-secondary education of some type. This figure would obviously justify the expansion of facilities in the territories.

(10) As already mentioned, some of the Indians in Uganda thought that the Makerere College could meet the demand. This College has, however, at present accommodation for only about 200 pupils and is unable to accommodate the total number of African students who apply for admission. The demand for higher education among Africans is increasing, and with a total population of about 17 millions, they would themselves need additional institutions. If we

add to this the requirements of Asians and Europeans, it seems extremely unlikely that Makerere College will be able to satisfy the needs of the three communities in East Africa.

To sum up. The educational system of East Africa requires re-organisation in the interests of Indian and other nationals of the territories. There must be a good system of primary education as this is basic to any further education—whether technical, liberal, scientific or professional. Primary education by itself cannot, however, meet the requirements of the communities in East Africa and must be supplemented by a good system of secondary education and facilities for higher education for those who have the necessary ability. Besides, there can be no improvement in primary education without good teachers. One of the essential conditions for securing good teachers is a system of secondary and higher education which will give the intending teachers a broad foundation of general knowledge. Teacher training also depends on the quality of the Instructors in such training institutions. For all these reasons it is necessary to strengthen the secondary system of education and provide facilities for higher education as well. There should be provision for higher education both in Science and Arts subjects for general purposes as well as technical education in Agriculture, Medicine and different types of Engineering. The Hartwell Committee's recommendation that there should be some bias towards hand-work and handicraft in primary schools and pre-vocational and technical training in the later stages of secondary school is a move in the right direction. The distinction between technical and trade schools which has been drawn is also an important one. The trade schools will train artisans while the technical institutions will turn out students with scientific or professional qualifications, particularly in different types of Engineering.

The question now arises what part the Indian community can play in the provision of the additional educational services necessary for East Africa. We have referred to the difference of opinion between Indians in Kenya and Uganda on this question and the insistence of the Indians in Uganda that whatever money is collected by the Gandhi Memorial Trust should be utilised in strengthening primary and secondary education. We have given our fullest consideration to their views, but for the following reasons, we are of the opinion that the most desirable course would be to start with an Intermediate College teaching both Science and Arts subjects so that students after completion of the courses may either go to professional colleges of engineering and medicine or take to higher studies in Arts and Science :

(1) It seems to us improbable that any Trust or private organisation can cater to the needs of primary education in a growing community. Conservative estimates place the figure of probable Indian school-going children at 40,000 in 1955 against an estimated figure of about 23,000 at present. Even if there be no increase in the emoluments of teachers or any reduction in the size of classes, the existing type of primary education would cost over eight hundred thousand

pounds a year if the children are taught in Government schools and a sum of about £300,000 if all the children are taught in aided schools of the present standard. It seems to us that neither the Indian nor any other community in East Africa could at present create a Trust yielding an income of even £ 30,000 a year. In fact, the entire corpus of the fund is not in any case likely to exceed four or five hundred thousand pounds yielding an income of about £20,000. This figure is insufficient even for supplementing Government expenditure. We must also remember that education in the primary stages must be through the mother tongue and would require separate schools for the different communities. Even if feasible, such a scheme would, therefore, benefit only Indians and be of no advantage to either Africans or Europeans. The European community may not need such help from the Asians, but Africans who have fewer opportunities and greater needs would certainly benefit by such services. We would, therefore, on these two considerations, namely, that (i) the amount would be totally inadequate, and (ii) there would be no benefit to Africans and Europeans, advise against the use of the funds of the Gandhi Memorial Trust for the purposes of primary education.

(2) With some modifications, the same objection would apply to the proposal to provide for secondary education of the Indian community out of these funds. The number of Indian children alone in secondary schools, is according to figures supplied to us, 324 in Zanzibar, 2,000 in Tanganyika, 1,306 in Kenya, 961 in Uganda or 4,491 in all. As pointed out by the Hartwell Committee, only about 5% of the children go to the secondary schools and the figure must be raised to at least 15% by 1955. It would, therefore, be necessary to provide secondary education to about 13,500 Indian children alone. If only a half of them go to school and even if we estimate the gross cost to be about £50 per head per year, this would mean a cost of about £3,27,500 a year. It is obvious that there is hardly any possibility of building up a fund whose interest would give such an annual income. What has been said above about restricting the use of such a fund for providing primary education to the Indian community alone, would apply with even greater force to secondary education. Besides, it would not be desirable, from both educational and other considerations, to segregate Indian children in separate schools in the secondary stage. We would also refer to the recommendations of the Hartwell Committee that it should be for the Government to provide for secondary education on an enlarged scale.

(3) Considerations of finance, as well as the fact that the Government have decided to set up a Technical Institution at Nairobi, should, in our opinion, dissuade the Gandhi Memorial Trust from using its funds for the purpose. We may give some indication of the cost of a Medical or an Engineering College. According to estimates prepared in India, a Medical College, with an admission of 75 students a year and a hospital of the requisite size would mean a capital cost of about Rs. 2 crores (approximately £1,500,000), and a recurring expenditure of about Rs. 20 lakhs (approximately £150,000). An Engineering College with an admission of 50 students each year to each course of Civil,

Mechanical and Electrical Engineering would mean a capital cost of about Rs. 54 lakhs (Rs. 30 lakhs Equipment ; and Buildings with fittings and services—Rs. 24 lakhs)—(approximately £400,000) and a recurring expenditure of well over Rs. 7 lakhs (approximately £60,000).

(4) There remains then the provision of University education in East African territories for all nationals, irrespective of race. We are aware that Makerere College is providing collegiate education and there is a proposal to expand it, and open it to non-Africans. This, however, is likely to take some time and, in any case, it seems to us improbable that one College could satisfy the entire needs of the country in the matter of collegiate education. We have already indicated that the number of students who are likely to go up for higher education, whether technical or professional if facilities are available locally, would be in the neighbourhood of one thousand. Under no scheme of expansion can the Makerere College, therefore, meet the entire demand of the area.

It may also be pointed out that it is proposed to open Degree classes in the Makerere College as from 1950-51 and allow students to sit for the London University Degree. The provision of Degree classes requires at least duplication of teaching facilities at the Intermediate or pre-Degree stage immediately. All the Committees which have considered this question have pointed out that there is a gap between the end of the secondary stage of education and the University stage, which must be filled up if there is to be satisfactory educational progress in East Africa. We are, therefore, of the opinion that the Gandhi Memorial Trust may best serve East Africa by establishing an Intermediate College which may, in course of time, develop into a Degree College and serve along with Makerere College as one of the units of the proposed East African University.

In recommending the establishment of an Intermediate College, we have borne in mind the two directive principles which were enunciated by Hon'ble the Prime Minister :

- (i) Any institution for the higher education of Indians in these areas must start on a comparatively modest scale and be gradually developed. The dangers of trying to establish a University without adequate preparation are obvious and the best procedure would be to start with an Intermediate College.
- (ii) The institution must provide for education in the light of the requirements of the local community. It must, therefore, cater not only for Indians but also for other communities in East Africa and thus serve as a means for bringing the three East African communities nearer one another instead of becoming a fresh agency for the segregation of Indians.

It is not necessary for us to establish the needs of an Institution of higher education of this type. We found universal agreement that education, even in the primary stages, cannot be improved unless there were better teachers, and

better teachers could be provided only if there was an improvement in secondary and post-secondary education. We also found general agreement that the provision of such facilities in the locality itself would have a two-fold advantage in that (1) it would provide better facilities to a large number, and (2) by imparting education in the environment in which students would have to complete their education, fit them better to serve their country.

We would, therefore, make the following recommendations :—

(i) Taking all the circumstances into consideration, the best use of the funds of the Gandhi Memorial Trust would be to start an Intermediate College, teaching Science, Arts, Commerce and Agriculture, so that students after completion of the course may either go to professional colleges of Engineering, Medicine or Agriculture, or take to higher studies in Art and Science or take up the profession of Agriculture or Commerce or find employment in Government or private concerns.

(ii) We have carefully considered the proposal to affiliate the College to an Indian University but have found ourselves unable to agree for the following reasons :—

(a) The Indian University Commission have recently recommended a thorough overhaul of University Education in India. It is possible that as a result of these recommendations there will be no Intermediate classes in any Indian University. In view of this uncertainty, it seems undesirable to affiliate a new institution to any of them.

(b) There is a strong probability that the medium of instruction in Indian Universities will be a regional Language. In the circumstances of East Africa, it seems to us inevitable that English must continue to be the medium of instruction at least for a long time to come. Since the proposed college is intended to serve Africans and Europeans, in addition to Indians, the case for its medium of instruction being English becomes stronger still.

Taking all facts into consideration, we are therefore of the opinion that it should, in first instance, be affiliated to the London University but should be planned with a view to serve as one of the units of the future East African University. Gandhi Memorial College and Makerere College may, in our opinion, form the nucleus of the proposed University.

(iii) A strong Committee consisting of representatives of the four territories should immediately set up, with perhaps the President of the High Commission as its Patron, in order to collect necessary funds for the College. The aim should be to collect £300,000 and ask from the Government for an equal amount, in addition to a free site in Kenya or Uganda, preferably within five miles of a town.

(iv) The College must, from the nature of the case, cater for Africans and Europeans in addition to Asians. It does not seem necessary to fix any quota but a convention may be established by which about 50% of the pupils will be Indians, and the rest distributed among the other communities.

(v) The first Principal should be a man of established reputation and recruited either from the U. K. or India on a contract of 5 years. It seems to us to be an advantage to have the first Principal from one of the British Universities, and appoint a suitable Indian as Vice-Principal, who could take up the Principalship after a period of 5 years.

(vi) If the site allotted to the College is within reasonable distance of an important town, there may be provision for a percentage of day scholars. Otherwise, the College will have to be fully residential.

(vii) It seems necessary also to provide for residential accommodation for members of the staff. If the site is at a distance from an important town, this would be essential. Even if the site is in or near a town, the quality of the College would improve if the teachers live on the premises.

We now come to detailed proposals about the College.

1. SIZE OF THE COLLEGE.

From the information available to us, it seems that the strength of the College should, in the first instance, be about 400 students, distributed as follows:—

First Year Arts (Including Commerce)	100
First Year Science (Including Agriculture)	100
Total.	200

When the Second Year is started, the number will be doubled. Later on, the number may be increased if there is demand. When degree classes are added, the strength of the College will be about 600.

II. COURSES AND CURRICULA.

Arts including Commerce:—English, Classics, Modern Language, Logic, Psychology, Economics, Anthropology, Civics, Science, Book-keeping, Accountancy, Stenography, Type-writing, Commercial Correspondence, etc.

Science including Agriculture:—Mathematics, Physics, Chemistry, Biology and Geology. Since the Institution will be affiliated to the London University, the curricula will naturally be in conformity with its directions.

III. NUMBER, QUALIFICATIONS AND EMOLUMENTS OF TEACHERS.

	£	£
1. Principal	1,500	2,000
2. Vice-Principal	1,000	1,500
3. Professor of English	800	1,250
4. Associate Prof. of English	700	1,000
5. Prof. of History	800	1,250
6. Prof. of Logic and Psychology	800	1,250
7. Professor of Civics	800	1,250
8. Prof. of Geography	800	1,250
9. Prof. of Mathematics	800	1,250
10. Associate Prof. of Mathematics	00	1,000

	£	—	£
11. Prof. of Physics	800	—	1,250
12. Prof. of Chemistry	800	—	1,250
13. Prof. of Biology	800	—	1,250
14. Associate Prof. of Anthropology	700	—	1,000
15. Associate Professor of Hindi	700	—	1,000
16. Lecturer in Agriculture	600	—	900
17. Lecturer in Commerce	600	—	900
18. Instructor in Stenography	500	—	700

At least in the initial stages, it will be necessary to arrange for the teaching of subjects like classics, or, modern languages by allotting the work to one of the regular teachers in some other subject. Qualifications will be as prescribed by the London University. Teachers should generally be persons with a good Honours Degree and teaching experience.

IV. CAPITAL COST FOR COLLEGE.

(a) *Land* :—About 150 acres, which it is hoped will be donated by the Government.

(b) *Cost of Building* :—Since the Institution is meant for 400 students, the cost of the building is likely to be £120,000 at 150 sq. ft. per student, at the rate of £2 per sq. ft., inclusive of fittings. (In India we estimate an expenditure of Rs. 20 per sq. ft., inclusive of fittings.)

(c) *Cost of Equipment for Laboratories* :—We may estimate at the rate of £300 per student for those using Laboratories, and about £50 for those who will not use Laboratories, giving a total of approximately £70,000, as follows :—

For Science students	£60,000
For others	£10,000
Total	£70,000

V. CAPITAL COST FOR HOSTELS AND QUARTERS.

(a) If the College is near a city, about 25% of the students may be day-scholars, while if it is further away, all the students will be in residence. We may allow about 125 sq. ft. per student ; 400 students would require a building of 50,000 sq. ft. and 300 students of 37,500 sq. ft. The cost of construction of residential accommodation for 400 students would be about £100,000 and for 300 students, £75,000. The Hostel may, however, be built in blocks, with accommodation for 100 students in each block. Each block would then cost £25,000.

(b) We have already indicated the need of providing for residential accommodation for members of the staff. The following specifications may serve as an indication of staff requirements :

(1) Principal's quarters	3,500 sq. ft.
(2) Vice-Principal's quarters	3,000 sq. ft.
(3) 9 Professors' quarters	2,800 sq. ft. each
(4) 7 quarters for Associate Professors, etc.	2,400 sq. ft. each

This would give a total of less than 50,000 sq. ft. and at a cost of £2 per sq. ft. the capital cost would be about £100,000. If the finances do not permit the setting up of all the houses simultaneously, a beginning may be made with quarters for the Principal, the Vice-Principal, and some of the Professors who would be in direct charge of the students.

We have not provided any funds for the maintenance, repairs and other recurring expenses for the quarters, as the rents to be charged should suffice to meet such costs.

VI. RECURRING COST.

Staff salaries constitute about 65% of the total annual recurring expenditure. If all teachers are recruited at initial salary, the total salary bill is £14,200. Hence the total recurring expenditure would be about £21,300 or £22,000 in round figures. When the maximum is reached by all incumbents, the salary bill would be £21,250 or £22,000 in round figures. The total recurring expenditure would, therefore, be about £33,000. We may add to this the cost of board and lodging of 400 students at £125 per head per year or £50,000. The total ultimate recurring cost would, therefore, be £83,000 approximately. In the first year, it should be much less, about £47,000 made up of £22,000 on the College and £25,000 as hostel expenses of 200 students.

VII. PROBABLE INCOME OF THE INSTITUTION.

The annual fees, inclusive of board and residence may be fixed at £250 for Science students; and at £200 for students in Art subjects. This would give an income of £90,000 when the College is at full strength. If we allow for ten per cent of the students to enjoy concessions at full rates—this will in fact allow a larger number to enjoy the privilege, as many will be getting half or quarter freeships—the net income is likely to be of about £80,000. We may, therefore, expect an income of about £40,000 in the very first year.

VIII. CONDITIONS OF ADMISSION AND RELATION WITH EXISTING SECONDARY SCHOOLS.

Since the College will be affiliated to the London University, the conditions for admission will be governed by the rules of that University. It may be desirable to have an 'Entrance Examination' conducted by the College itself so that the best pupils may be selected out of those who have passed the Secondary School Leaving Certificate Examination.

FINANCIAL SUMMARY.

The total financial implication for the College is, therefore, as follows:—

Capital.—

(i) For College buildings, Laboratories and Equipment	Approx. £200,000
(ii) For 4 Units of Hostel, with accommodation of 100 in each	£100,000
(iii) For teachers' Quarters	£100,000

Recurring.—

(i) Maintenance of College	£22,000	—	£33,000
(ii) Maintenance of Hostel	..	..	£50,000

As against a maximum recurring expenditure of £85,000, there will be an expected income of £80,000, or to be on the safe side, of £75,000 when the College is at full strength. The income and expenditure in the first year may be expected to be about £40,000 and £ 47,000 respectively so that the deficit would be about £7,000. It would, therefore, suffice if we provide for a deficit of £10,000 a year. If this is capitalised at 5% the College will be self-supporting from the very outset if it has an Endowment Fund of £200,000 in addition to its own land and buildings. Since buildings, laboratories, etc. would cost about £400,000 while land would be free, the corpus of the fund required would be in all £1600,000, of which the Government may be expected to contribute at least half.

One way of raising this Fund seems to be that while the College will be called Gandhi Memorial College, the Laboratories, Libraries or even Class Rooms, may be named after individual donors. Similarly, Professorships may also be named after a donor who gives a capital out of whose interest the salary of the Professor may be paid. As the maximum of the salary suggested for a Professor is £1,250, a donation of £25,000 should, in this scheme, entitle a donor to have the Professorship named after him. Similarly, the cost of a Laboratory for 50 students, if we allow 30 sq. ft. per student and £2 per sq. ft., would be approximately $50 \times 30 \times 2$ or £ 3,000 for building and $50 \times £300$ or £15,000 for Equipment. A donor of about £ 20,000 should, therefore, be entitled to have a Laboratory named after him.

Our discussions with the President of the High Commission were extremely interesting and profitable. He welcomes the scheme and expressed his strong personal support for a handsome Government grant, if an Intermediate College affiliated to London University was established to serve Africans, Asians and Europeans jointly. He also expressed his sympathy with the request that the Government should give a free grant of land in the highlands of about 150 acres. Sir Phillip also made an extremely practical and helpful suggestion that he would grant a Charter to the Institution and press for a generous donation from the Colonial Government as soon as the members of the Gandhi National Memorial Committee had made a collection of £50,000 or more.

We would conclude by expressing our warm thanks to H.E. Sir Phillip Mitchel, the Officials whom we met in Kenya and Uganda and representatives of the Indian Community for the courtesy and considerations extended to us. Last but not least, we must express our appreciation of the skill and ability with which the Indian Commissioner handled all matters concerned with our visit to East Africa. But for his tact, energy and goodwill, it would have been impossible to arouse so much enthusiasm or achieve so large an agreement between different Sections of Indians, and between Indians, Africans and Europeans.

APPENDIX I

Scheme of an Intermediate College to be later developed into a unit of the East African University, to be named Gandhi Memorial College.

(1) *Scope of the Institution* :—A two year Intermediate Course in Arts, Science, Commerce and Agriculture.

(2) *Affiliation* :—To be affiliated to the London University.

(3) *Strength of the Institution* :—100 in each year of the Science (including Agriculture), and Arts (including Commerce) classes 400

(4) *Number of Admissions in the First Year*.—

Science	100
Arts	100
and thereafter—each year	200

(5) *Subjects* :—

Arts and Commerce.—English, Classics, Modern language, Logic, Psychology, Mathematics, History, Geography, Anthropology, Civics, Science.

Science and Agriculture.—Mathematics, Physics, Chemistry, Biology and Geology.

(6) *Teaching Staff and Cost* :—

	£	£
1. Principal	1,500	2,000
2. Vice-Principal	1,000	1,500
3. Professor of English	800	1,250
4. Associate Prof. of English	700	1,000
5. Prof. of History	800	1,250
6. Prof. of Logic and Psychology	800	1,250
7. Prof. of Civics	800	1,250
8. Prof. of Geography	800	1,250
9. Prof. of Mathematics	800	1,250
10. Associate Prof. of Mathematics	700	1,000
11. Prof. of Physics	800	1,250
12. Prof. of Chemistry	800	1,250
13. Prof. of Biology	800	1,250
14. Associate Prof. of Anthropology	700	1,000
15. Associate Prof. in Hindi	700	1,000
16. Lecturer in Agriculture	600	900
17. Lecturer in Commerce	600	900
18. Instructor in Stenography	500	700
Total Approximately	14,200	21,250 (Maximum)

(7) *Cost of College Buildings* :

For 400 students, 150 sq. ft. per student @ £20 per sq. ft. 120,000

(8) *Cost of Equipment* :

For students using Laboratories @ £300 per student 60,000

For students not using Laboratories @ £50 per student 10,000

(9) *Cost of Hostels* :

For each unit or block of 100 each @ £25,000 per block 100,000

(10) *Cost of teachers' Quarters* 100,000

Total Approximately 390,000

APPENDIX II

ITINERARY

Saturday		Reached Nairobi.
3rd December 1949.		
Sunday 4th December.	2-30 P.M.	<p>Attended Meeting of the Gandhi Memorial Committee where the following members participated in the discussion :</p> <ol style="list-style-type: none"> 1. Mr. Chanan Singh 2. Dr. Adlaja 3. Mr. Gathani 4. Mr. Nazareth 5. Mr. Byramjee 6. Mr. Meghjiabhai Shah 7. Mr. Kirpal Singh, and 8. Mr. Puri.
Sunday 4th December	5-00 P.M.	Met Mr. Patrick, Director of Education, and Mr. Larby, Assistant Director of Education.
Monday 5th December	10-00 A.M.	Called on Mr. Patrick, Director of Education, and had discussions with him and Mr. Miller, in charge of Indian Education.
"	11-30 A.M.	Visited Cutchi Gujarati Girls School, Government Indian Primary School, Government Indian Secondary School, Training Centre, Pumwani African School, etc.
"	3-00 P.M.	Discussions with Mr. Thornley, Deputy Chief Secretary and Member for Education.
"	7-30 P.M.	<p>Buffet Dinner and discussions with :</p> <ol style="list-style-type: none"> 1. Hon'ble Mr. Ibrahim Nathoo, Member of Council and Chief Administrator of Education Council of H. H. the Aga Khan. 2. Mr. Wadley, Deputy Director of Education. 3. Mr. Richards, Secretary of the Bureau of Literature. 4. Mr. Dattoo, former President of the Indian Chamber of Commerce. 5. Mr. Tom Mbotela, Vice-President of Kenya African Union, and 6. Mr. Kaitithi, Secretary of Kenya African Union.
Tuesday 6th December	8-00 P.M.	Discussions with Hon'ble Mr. Patel, Member of Executive Council (without portfolio).
"	9-30 P.M.	Interview with His Excellency the Governor of Kenya (Sir Phillip Mitchell).
"	10-30 A.M.	Press Conference.
6th December	3-00 P.M.	Discussions with Rev. Archdeacon Beacher.
"	6-00 P.M.	Discussions with Hon'ble Mr. Ibrahim Nathoo and Mr. Eboo Pirbhai.
"	7-30 P.M.	Discussions with Hon'ble Mr. A. N. Maini of Kampala.

Wednesday 7th December.	9-00 A.M.	Left for Kampala.
Wednesday 7th December	2-30 P.M.	Attended meeting of the Gandhi Memorial Committee, Uganda, where the following members participated in the discussion : <ol style="list-style-type: none"> 1. Mr. R. S. Shah 2. Mr. Marphatia 3. Mr. A. G. Mehta 4. Mr. Jaswant Singh. 5. Mr. S. C. Desai. 6. Mr. B. D. Gupta 7. Mrs. Hira. 8. Mr. Ishwarbhai Patel 9. Mr. Jayantilal Madhwani 10. Mr. Muljibhai P. Madhwani 11. Mr. Tribedi 12. Mr. R. L. Patel.
Thursday 8th December	9-00 A.M.	Visit to Makerere College; discussions with Mr. De Bunsen and other members of the College staff.
„	3-00 P.M.	Visited King's College, Budo.
„	7-30 P.M.	Met His Highness the Kabaka; His Highness the Nabagirika; Mr. Vershi and Major Deen.
Friday 9th December	11-25 A.M.	Left for Nairobi.
„	2-30 P.M.	Visited Training Centre at Guthsengori.
„	4-00 P.M.	Meeting with Gandhi Memorial Committee, Kenya.
„	6-30 P.M.	Addressed Public Meeting organised by East African Congress.
Saturday 10th December.	10-00 A.M.	Discussions with Sir Reginald Robins.
	1-00 P.M.	Left for Cairo.

APPENDIX II

ITINERARY

Saturday		Reached Nairobi.
3rd December 1949.		
Sunday	2-30 P.M.	Attended Meeting of the Gandhi Memorial Committee where the following members participated in the discussion :
4th December.		
		<ol style="list-style-type: none">1. Mr. Chanan Singh2. Dr. Adlaja3. Mr. Gathani4. Mr. Nazareth5. Mr. Byramjee6. Mr. Meghjiibhai Shah7. Mr. Kirpal Singh, and8. Mr. Puri.
Sunday	5-00 P.M.	Met Mr. Patrick, Director of Education, and Mr. Larby, Assistant Director of Education.
4th December		
Monday	10-00 A.M.	Called on Mr. Patrick, Director of Education, and had discussions with him and Mr. Miller, in charge of Indian Education.
5th December		
"	11-30 A.M.	Visited Cutchi Gujarati Girls School, Government Indian Primary School, Government Indian Secondary School, Training Centre, Pumwani African School, etc.
"	3-00 P.M.	Discussions with Mr. Thornley, Deputy Chief Secretary and Member for Education.
"	7-30 P.M.	Buffet Dinner and discussions with : <ol style="list-style-type: none">1. Hon'ble Mr. Ibrahim Nathoo, Member of Council and Chief Administrator of Education Council of H. H. the Aga Khan.2. Mr. Wadley, Deputy Director of Education.3. Mr. Richards, Secretary of the Bureau of Literature.4. Mr. Datoo, former President of the Indian Chamber of Commerce.5. Mr. Tom Mbotela, Vice-President of Kenya African Union, and6. Mr. Kaitithi, Secretary of Kenya African Union.
Tuesday	8-00 P.M.	Discussions with Hon'ble Mr. Patel, Member of Executive Council (without portfolio).
6th December		
"	9-30 P.M.	Interview with His Excellency the Governor of Kenya (Sir Phillip Mitchell).
"	10-30 A.M.	Press Conference.
6th December	3-00 P.M.	Discussions with Rev. Archdeacon Beacher.
"	6-00 P.M.	Discussions with Hon'ble Mr. Ibrahim Nathoo and Mr. Eboo Pirbhai.
	7-30 P.M.	Discussions with Hon'ble Mr. A. N. Maini of Kampala.

Wednesday	9-00 A.M.	Left for Kampala.
7th December.		
Wednesday	2-30 P.M.	Attended meeting of the Gandhi Memorial Committee, Uganda, where the following members participated in the discussion :
7th December		<ol style="list-style-type: none"> 1. Mr. R. S. Shah 2. Mr. Marphatia 3. Mr. A. G. Mehta 4. Mr. Jaswant Singh 5. Mr. S. C. Desai 6. Mr. B. D. Gupta 7. Mrs. Hira. 8. Mr. Ishwarbhai Patel 9. Mr. Jayantilal Madhwani 10. Mr. Muljibhai P. Madhwani 11. Mr. Tribedi 12. Mr. R. L. Patel.
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9th December		
"	2-30 P.M.	Visited Training Centre at Guthsengori.
"	4-00 P.M.	Meeting with Gandhi Memorial Committee, Kenya.
"	6-30 P.M.	Addressed Public Meeting organised by East African Congress.
Saturday	10-00 A.M.	Discussions with Sir Reginald Robins.
10th December.		
"	1-00 P.M.	Left for Cairo.