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PROGRESS OF EDUCATOIN IN INDIA

1937–1947

DECENNIAL REVIEW

Vol. I

With a Foreword and Introductory Survey
by
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CENTRAL BUREAU OF EDUCATION
MINISTRY OF EDUCATION

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FOREWORD

In issuing to the public of India this survey of what has happened in the field of Education during the ten years preceding 15th August, 1947, I hope I shall not be regarded as evading my responsibility for it, if I take this early opportunity of making clear how much of the material on which it is based is the work of others. For the things which might have been done but have not been done, I must accept sole responsibility, except in so far as I can unload a share of it on the mills of Government which grind so slowly or on events beyond the control of any of us like the War, which covered a large proportion of the period under review. For what has been accomplished—and I feel that the record under the circumstances is not an unimpressive one—the main credit must go to my colleagues. And by colleagues I do not mean only my associates in the Department—or Ministry, as it now is—of Education. The credit together with my gratitude for the help and co-operation which I have received in such generous measure must also extend to all those administrators and teachers, up and down this vast country, who have borne the main burden and heat of the day and in many cases have faithfully served the cause of Education in the face of difficult and discouraging circumstances. Praise is also due to those responsible for establishing and maintaining those private or semi-private institutions which have opened the doors of opportunity to many students in many branches of knowledge, sometimes with but meagre assistance or encouragement from official sources.

It would be an invidious, if not an impossible, task to attempt to mention by name all those who have deserved well of India in the field of Education during the decade under review. Apart, therefore, from the few personal references which I am permitting myself in this Foreword and from occasional flourishes of my own trumpet, which have crept into the Introduction and for which I ask forgiveness, I have done my best to make this an impersonal record, as I suppose a document of this kind should be.

I feel, however, that I must pay a special tribute to the Members of the Central Advisory Board of Education. Those who read this survey will realise how much of what is recorded therein has been directly or indirectly their work. But apart from producing its main Report and the many subsidiary reports upon which that was based, the Board has achieved something else which in my opinion is not less valuable or commendable. It has shown that an all-India body, necessarily large and mixed in its membership, can weld itself into an effective instrument for the service of the nation as a whole. The particular importance of this achievement lies in the fact that Education being largely a Provincial subject and likely to remain so for reasons given in the Introduction, there is a paramount need for a national body which cannot only evolve a national plan and establish national standards but can also indicate how local efforts to give effect to these can be co-ordinated in the interests of efficiency and economy. It is gratifying to record that in spite of its brief existence the All-India Council for Technical Education under the skilful guidance of a former Hon'ble Member for Education shows promise of a similar satisfactory development and I am confident that the Inter-University Board will fulfil a not less admirable function in its own sphere when it is equipped with an adequate secretariat.

During the ten years eight Hon'ble Members or Ministers have been in charge of Education at the Centre, two of whom died shortly after relinquishing office. I must acknowledge with sincere gratitude the kindness, encouragement and forbearance which I have experienced from them.

And then a few very inadequate words of thanks to all my colleagues in the Department. I am conscious that the loyalty and assistance which I have received from them far exceeds anything that I had any right to expect, particularly under the exceptional circumstances in which the Department has grown up. Indeed to all of them and the senior members especially, I feel I owe a parting word of apology and explanation. When I was offered the post of Educational Commissioner ten years ago, I was told that it was the firm intention of Government to tackle the all-too-long-deferred issue of providing India with a comprehensive and up-to-date system of public instruction. The extent to which this intention was frustrated by the outbreak of war will be apparent from the pages of this Review and I need not refer to it here. In spite of that, however, I tried to keep steadily in view what I conceived to be my main function; it was the twofold one of first helping to produce a practicable scheme which could be brought into operation as soon as circumstances permitted and then the machinery for implementing it. How the scheme came into being is described at length in the pages that follow and so is the abnormal growth of the educational administration at the Centre. What increases my gratitude to my colleagues for their loyalty but gives me at the same time an uncomfortable feeling that I have not deserved it, is the fact that owing to the conditions governing recruitment in the war and post-war periods I have not been able—or at any rate had not been up to 15th August, 1947—to secure for them the security of tenure and other terms and conditions of service to which in my opinion public servants are entitled.*

My senior colleagues, or some of them, may also feel that I have handed over to them too large a share of work and responsibility. This, however, was quite deliberate. It was clear to me from the start that if Government adopted any plan of development which was worth the name, it would not be possible under the most favourable circumstances to do more than make a beginning with it in my own time. Consequently, the most useful service I could render would be to train administrators with initiative and a sense of responsibility to carry on when I had gone. This I believe I have succeeded in doing. Apart, however, from India's urgent need for a first-class educational administrative service, my own administrative experience, for what it is worth, suggests that under almost any circumstances the head of a large office is wise to give his senior assistants, within the limits of the policy generally laid down, the widest freedom to run their sections in their own way. His function is not to cumber himself with the jots and tittles of detailed administration but to give advice, encouragement and, when necessary, reproof and to shoulder the blame when things go wrong. For all these reasons I owe a special debt of gratitude to my earliest colleagues, who have grown up with the Department and now occupy key positions in the educational service either at Delhi or elsewhere. They have already done much for Indian education and I am confident

*I am glad to say that just before I went on leave preparatory to retirement the new Government decided that the Ministry of Education should be put on a permanent basis and I am sure that my successors will lose no time in doing an act of belated justice to those who have rendered such loyal service.

that given the opportunity they have service of even greater value still to offer.

Nor are my thanks or my hopes confined to the "Old Guard". I much regret that owing to my absence from India in 1946 just when the most rapid expansion of the office was taking place and to other reasons since then I have not been able to get to know the newer recruits as well as I should like to have done but I have seen enough of most of them and of their work to be satisfied that I leave behind the nucleus of an organisation which, if properly treated and inspired, will stand up with loyalty, devotion and ability to the requirements of the future.

To all engaged in the solution of what I regard as the greatest of all India's long-term problems, whether as teachers or administrators and wherever they may be, I leave my sincerest good wishes.

JOHN SARGENT

March 1948.

PART I

Chapters I–V

CHAPTER I

THE FORM AND CONTENT OF THE DECENNIAL REVIEW, 1937–47

ONE of the first tasks which I found myself called upon to undertake when I reached India in 1938 was the compilation and editing of the Quinquennial Review of the Progress of Education for the period 1932–37. About my last duty, so far as I can foresee at the moment, will be to send to the Press this Decennial Review covering the years 1937–47.

There have been times when in common with many other people I have regretted that owing to shortage of paper, pressure of work both at the Centre and in the Provinces and various other good and sufficient reasons during wartime, it proved impracticable to publish the Quinquennial Review which was due in 1942, or indeed any of the annual, statistical and other surveys which it was customary to issue in pre-war days. While I sympathise with those who used to depend on these publications for material for doctorate theses or assaults on the administration, or invidious comparisons between India and other countries or a multitude of other more or less laudable purposes, I am inclined to think that on this particular occasion the enforced hiatus may prove to have certain compensatory advantages. Ten years, of course, in the ordinary way is far too large a gap in the issue of authoritative factual material in relation to a subject so vital as education in a changing world. The public have a right to know at more frequent intervals what is being done and what is not being done. Nevertheless, since it is now necessary to cover as long as ten years, it is some offset that the decade in question has a certain completeness as regards both the world in general and India in particular. In the case of the former it covers the last hopeless efforts to preserve peace, the war itself and its immediate after-effects; in that of the latter it embraces the climax of the struggle for independence and its final attainment. This volume, therefore, carries the story of educational progress in India from 1937 up to 15th August, 1947, when responsibility for its future passed into the hands of the new Indian and Pakistan Governments.

The decade falls conveniently into two periods, the former from 1937 to January 1944, when the Central Advisory Board of Education finally approved their Report on Post-War Educational Development and the latter from January 1944 to August 1947. Arthur Bryant in his fascinating study of Britain's struggle against Napoleon has entitled his first volume "Years of Endurance" and his second "Years of Victory." These titles would not inappropriately describe the two periods which this survey covers, except that for the second I should prefer the title "Years of Hope," since final victory in the struggle to put India on the educational map is as yet by no means assured and is in any case a long way off.

For a strictly practical reason I have decided not only to add a separate introduction to the two parts dealing with the two periods referred to above but also to compile the parts themselves on somewhat different lines. Some people may remember that in my preface to the last Quinquennial Review I apologised for the fact that it was not published until two years after the end of the period to which it referred and promised

to do my best to reduce this time-lag in future. I have discussed on several occasions with the Directors of Public Instruction and others concerned, the possibility of accelerating the collection of the Provincial material, including statistics, on which the Review is mainly based and they have satisfied me that while something might have been done in this direction under normal conditions, the pressure on their staffs due to the war and particularly to the preparation of schemes for post-war development would render any acceleration, so far as the present Review is concerned, altogether beyond their capacity. Partition has done nothing to reduce this particular difficulty.

I have accordingly decided to publish Part II of the Review dealing with the years 1937–44" in very much the old form, since detailed statistics for that period are now available but to save delay in publication and to avoid embarrassing the Provincial Education Departments, Part III of the Review (1944–47) will concern itself mainly with the Central Advisory Board's scheme, the interim and 5-year plans drawn up by the Provinces and Local Administrations for implementing it and the progress made up to 15th August, 1947, in the carrying out of these plans. It will also contain some reference to local events of interest and importance, which are not directly concerned with development plans, as well as to such more general matters as the Overseas Scholarship Scheme, the Scheduled Caste Scholarships, Cultural Relations with foreign countries and so on.

Then a word of explanation in regard to the nature and length of this Introduction. It is by no means an easy task to survey a decade during which so little has happened in some ways and so much in others. However hard I may try to avoid it, it is inevitable that the personal aspect will creep in and that I may give to those matters with which I have been personally concerned a greater prominence than they may actually deserve. In particular I fear that some of my friends and colleagues in the Provinces or connected with non-governmental institutions may justly feel that this survey gives the impression that where there has been progress or the idea of progress, the inspiration has usually come from the Centre, whereas both the initiative and the achievement have actually been theirs. If I prove to be guilty in this respect, I tender in advance a general and very sincere apology.

I should also make it clear that lengthy as this Introduction may finally become, it is not my intention to attempt to refer to all the events of importance that have happened during these ten years. Many of the matters recorded in Parts II and III of this survey will, I think, bear their importance so clearly marked upon them that no comment or emphasis on my part will be called for. I have in mind, for instance, the development schemes prepared by the individual Provinces, the arrangements which have been made or are in contemplation for encouraging

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* Wherever available, materials for 1944–47 from Provincial Reports have also been incorporated.

(*N.B.*—Although it falls outside the period under review, I feel bound to record that just before I handed over my charge as Secretary, the present Government of India endorsed practically all the schemes for educational development, both Central and Provincial, which had been approved by their predecessors involving a total expenditure up to 31st March, 1952, of about Rs. 132.72 crores. I have at any rate the satisfaction that I have left the way clear for developments to begin in earnest, should circumstances permit.)

advanced study and research at such places as the Indian Institute of Science, Bangalore, the Bhandarkar Research Institute, the Bose Institute, the Statistical Institute and the Royal Asiatic Society, to mention only a few. My intention is to confine myself to certain main issues about which misconceptions still appear to exist, which ought to be removed, if possible. I shall also try to call attention to some present-day tendencies which may not be to the ultimate advantage of Indian education.

I have departed from the praiseworthy brevity of my predecessors, reluctantly I admit but for what I believe to be adequate reasons. For the events recorded in the Quinquennial Review 1932–37, which issued in my name, I had no sort of responsibility, as I was not in India during the time to which it related. In the case of this Decennial Review, however, I have during nearly the whole of the period occupied the offices of Educational Commissioner or Educational Adviser as well as that of Secretary of the Education Department, since a separate department was created in 1945. Consequently I cannot evade my responsibility for what has been done on my advice or at any rate with my connivance. I am interested to find that I have held the post of Government's chief educational adviser for a longer period than any of my predecessors since 3rd November, 1938, and I have, therefore, more sins of omission and commission to defend.

Finally I must make it clear that this Review is the responsibility of the Educational Commissioner or Educational Adviser, as I became in 1943. In so far as it contains expressions of opinion in regard to what has happened or is likely to happen, these are my own and not necessarily those of Government. In order, however, that the risk of misunderstanding may be reduced to a minimum, I have confined my commentary to this Introduction. In it I have analysed the tendencies and events which have led to the present situation so far as educational development is concerned, and as a swan song and in the hope that my forecast may be of some use to those who come after me, I have set out my hopes and fears for the future.

CHAPTER II

IMPORTANT DEVELOPMENTS IN THE DECADE NOT DIRECTLY CONNECTED WITH THE CENTRAL ADVISORY BOARD OF EDUCATION REPORT

THERE are several important matters not directly connected with Central or Provincial plans for educational development about which I ought to say something, before I pass on to what is the main topic of this Introduction, *viz.*, the Central Advisory Board of Education's Report on Post-War Educational Development and my analysis of various factors and tendencies which may affect the chances of its being brought into early or effective operation.

A. The Overseas Scholarship Scheme

The most interesting, perhaps, of these is the Scheme for Overseas Scholarships for advanced technical training, which was inaugurated at the end of 1944. Those who wish to know exactly what it is and how it has worked during the three years of its operation should consult Chapter VI of Part III of this Survey. The Scheme has excited a great deal of public interest and has inevitably been subjected to a certain amount of criticism. In some cases the criticism has been justified but in others it has been only too clear that the critics have failed to appreciate the scope and objects of the scheme, the circumstances in which it was launched and the difficulties which have had to be faced ever since its inception.

The idea of sending a large number of Indian students overseas for technical training, so that they might be available to fill key-posts in connection with various post-war development schemes, originated with the then Department of Planning and Development towards the end of 1944. That this was not only sound but also inevitable in the circumstances, there can be little reasonable doubt; the experts required to implement the schemes in question, if they were to be available in time, had to be obtained either by importing foreigners or by sending Indians for intensive training abroad or both. The obvious alternative, in theory at any rate —some people still think that it should have been adopted—was to provide the necessary training in India. This possibility, I need hardly say, was carefully explored, but unfortunately for many of the subjects most urgently in demand no training facilities whatever were then available in India, while in the case of others the facilities which existed fell far short both in quality and quantity of what was required. To provide training facilities where they did not exist or to bring those existing up to the necessary standard would obviously take time even if, as was extremely doubtful under post-war conditions, the necessary instructors and equipment could be obtained. The most optimistic survey indicated that experts of the calibre required could hardly begin to be produced locally under seven years and so this time-factor alone made the sending of students abroad for training inevitable as an emergency measure. That the alternative of providing the necessary facilities in India as quickly as possible was not overlooked or neglected, those who read the account of what has already been achieved by the All-India Council for Technical Education will, I am

sure, agree. The idea, therefore, as conceived by Planning and Development Department of sending 500 students abroad annually for advanced scientific and technical training, until such training could be provided in India, was fully justified, on the assumption, of course, that the development plans approved or in contemplation could not be carried out without their assistance. Practical difficulties, however, arose when the Planning and Development Department, having produced their baby and advertised its arrival, deposited it at the door of the Education Department without previous warning or giving the latter time to make even preliminary preparations for undertaking such an onerous and unexpected responsibility. For in view of the liberal character of the scholarships offered and of the opportunities which were likely to be open to the holders, it was clear that the applications would be numerous, and that the task of making a careful and impartial selection would be a very complicated one. It was not made any less complicated by the fact that it was decided—rightly in my opinion —that every effort should be made to secure a fair distribution of the scholarships among the minority communities. Moreover, in addition to the difficulties at the Indian end, there was the even more serious problem of securing places for the selected students in suitable institutions in the U.K. and the U.S.A., which with the possibility of some help from Canada, Australia and New Zealand were the only countries where in the immediate post-war situation training facilities were likely to be available. Even those countries were faced with exceptional pressure on their higher educational institutions owing to the return of their own students from the fighting forces, and there was little or no prospect of their universities and technical institutions being prepared to allocate places in advance to Indian students without knowing the qualifications and specific requirements of the individual students who were to occupy them. This was perfectly reasonable on their part but it meant that in most cases the selection in India had to be completed before the placing abroad could be done. Even then the question of getting the placed students to their destinations had to be faced and probably only those actually engaged in it realise the grim nature of the struggle that was waged to secure passages for Indian students against the competing claims of members of the fighting forces awaiting repatriation. To solve these problems satisfactorily at both ends, very efficient machinery was required, whereas in fact when the scheme was started, little or none existed. The Education Department of the Government of India, which had begun to expand in 1944, was inadequately staffed to cope even with its immediate development schemes and had no reserves with which to meet a new responsibility of this magnitude. The High Commissioner's Office in London was in the beginning at any rate incapable of dealing with a problem which particularly in regard to finding places in educational institutions or even residential accommodation was entirely beyond anything which it had been called upon to tackle before. In the U.S.A. and in other countries, no machinery of any kind was in existence. Everything had to be improvised in a hurry and it is because what was in fact accomplished was in itself a feat of administrative improvisation of which no department need be ashamed—and which by the way has received very little recognition—that I am referring to it at some length.

The sort of problems which arose both at this end and abroad, the way they were tackled, the mistakes that were made, the improvements that were devised, etc., are described in some detail in Chapter VI of Part III. Those interested may also be referred to the Annual Reports

of the Central Selection Board and to the Report of the Roy Committee, which was set up by the Minister of Education in 1947 to enquire into the working of the scheme. I will content myself here with one observation and a tribute. I have often been told that the practice of "sifarish" is so commonly accepted in India and so deeply embedded in all forms of public activity that it is impossible to eradicate it. All I can say in answer to this is that the Central Selection Board announced from the start that canvassing was forbidden and they stuck to it, as will be seen from the following quotation from their first Report :—

"In conclusion, the Board wish to say a word on the subject of canvassing. This was strictly prohibited and the warning was conveyed in capital letters in the brochure. The Board are glad to say that there were surprisingly few attempts to canvass. There were, however, several letters advocating the claims, sometimes on curious grounds, of particular candidates, and most of these letters came from people who should have been in a position to know that by flouting a clear and unequivocal instruction they were destroying and not aiding the chances of their protégés. The Board hope that, having drawn attention thus publicly to the matter, the practice of canvassing or of recommendation will disappear for good, to the great advantage of the public service and the encouragement of all honest candidatures."

The result has been that though in 1945 there were some letters of recommendations the number of improper letters in 1946 and 1947 was practically nil.

My tribute is a twofold one, first of all to the members of the Central Selection Board, all busy people, who devoted many weeks to the work and spared no pains in the endeavour to select the best candidates, and secondly to those members of the staff of the department who were called upon to work an almost incredible amount of overtime in the effort to cope with the urgent responsibility which had been thrust upon them and did it without complaint.

B. The Indian Students Abroad

I have devoted some space to the Overseas Scholarship Scheme because it is a new development which has taken place during the decennium and because it has been and still is a matter of great topical interest. At the same time I must emphasise the fact that it is only a part, if an important part, of a much larger problem which will remain long after the causes, which led to the Overseas Scholarship Scheme, have ceased to operate. This problem, of course, is that of making adequate arrangements for the guidance and assistance of all Indian students who go abroad for study, whether they go on deputation or with Government or other scholarships or are sent by firms or other private agencies or simply go at their own expense. In almost every case they require advice as to the foreign institutions most likely to satisfy their needs, the conditions of entry for the course selected, the cost of maintaining themselves abroad and so on, while in the great majority of cases assistance as well as advice is also needed, whether it be actual financial help or only aid in securing admission, exchange facilities, passages, residential accommodation, etc., etc. To provide reasonable assistance of this kind for the large numbers involved and to ensure so far as possible that the students who do go abroad will derive the maximum benefit themselves and at the same time do their country credit, well-designed administrative machinery is needed both in

India and in the countries to which the students go. The fact that the number of countries with facilities to offer will rapidly increase as the ravages of war are repaired—offers to receive Indian students have been received in recent months from France, Czechoslovakia and other European countries—will certainly ease the immediate difficulty of finding places but it will create a new problem in regard to looking after students so widely scattered.

This most important question has received careful consideration on two occasions and no one regrets more than I do the delay there has been in giving effect to certain of these recommendations, particularly those relating to the setting up of Students' Advisory Bureaux in the different Provinces and Universities of India and to the general strengthening of our Educational Liaison Offices in foreign countries. As will be seen in the Review, a good deal has been done in recent years to extend and improve cultural relations between India and other countries. All this is most desirable for the fact remains that a really good student is the best of all cultural ambassadors.

C. Attached Offices

Although some account will be found in the Review itself of what are curiously termed the Attached Offices, *viz.*, the Anthropological and Archæological Surveys, the National Archives (formerly the Imperial Record Department) and the National Library (formerly the Imperial Library), and of what has happened to them during the decennium, I want to make a brief reference to them here, if only to try and remove the idea that because they are Attached Offices and because for some mysterious reason, which I shall leave India without having discovered, their staffs are, generally speaking, treated worse than other Government servants, they are in fact less important in the contribution which they make to the public service. Taken severally or collectively, they constitute a very vital sector in the cultural life of India and although steps have been taken during the period under review and others are in contemplation to place them in a better perspective, it will, I fear, be some time yet before India has the National Museum, the National Gallery, the Archives Office, and the Central Library and other provision of this nature, which civilised countries regard as essential. It is certainly satisfactory that during recent years the Archives Office under the direction of a distinguished historian has ceased to be a repository of unwanted files and has become an active centre of research where the vast historical riches latent in Government records and elsewhere are being diligently explored by scholars and made available to the public. Archæology and Anthropology have only been within my official purview for the last two years, but even that brief experience has confirmed my previous belief that in these particular fields India offers almost greater possibilities to the research student than any other country. The reorganisation of the two surveys, which is now proceeding, affords some hope that their full possibilities may be realised before long and I am only too glad to be able to congratulate their Directors on the work which they have done in the face of financial and other obstacles. The extent and importance of these developments will, I am sure, be at once apparent to those who study Chapter VII of Part III of this Review.

CHAPTER III

THE REPORT OF THE CENTRAL ADVISORY BOARD OF EDUCATION ON POST-WAR EDUCATIONAL DEVELOPMENT : ITS AIMS AND OBJECTS AND SOME CRITICISMS

THE Report of the Central Advisory Board of Education on Post-War Educational Development in India, which was published early in 1944, is a document of outstanding interest in more ways than one. While experience, as the Report itself recognises, will no doubt suggest the need for many modifications and improvements, it is difficult to conceive any system of education suited to the needs of a modern democracy, whether in India or elsewhere, which will diverge to any serious extent from the general principles upon which the Report is based. Its influence on such developments as have taken place all over India since its publication has been considerable and inasmuch as Part III of this Review is mainly concerned with these developments, I have thought it advisable to begin that Part with a summary of the Report's main conclusions and recommendations. I shall confine myself here to giving some account of the circumstances in which the Report was prepared and of its subsequent adventures before it finally received the general approval of the Central Government.

The importance of the Report was quickly recognised by all those who felt that a really serious effort to provide India with a system of public instruction roughly comparable with those available in progressive countries could no longer be delayed. It is significant that even in a period when most people's minds were concerned with war, the aftermaths of war and, in the case of India, with the complicated problems of approaching independence, it should have achieved the status of a best-seller. Five editions in English amounting to 19,000 copies have been issued and but for the paper shortage this number could have been greatly increased without fully satisfying the demand. The Report has been translated into Hindi and Gujerati and popular and abridged versions have also been published.

Although it can fairly claim to be the first comprehensive attempt to indicate with facts and figures what was needed over the whole field of education and how this need could be satisfied, it has certainly not ignored or disdained the important contributions which have been made by others towards both planning and actual achievement in various sectors of that field. In this connection I should like to endorse the tribute paid in the Report to the Wardha Scheme, issued under Mr. Gandhi's auspices in 1937. Although not directly concerned with the higher stages of education, this scheme had indicated ways and means of establishing the lower stages on a sound and realistic basis. Those who study carefully the chapters in the Board's Report which deal with Basic Education in Primary and Middle Schools will appreciate how much they owe to the original report of the Wardha Committee. This is all the less surprising in view of the fact that the Committees responsible for preparing these reports had a number of members in common, but it is worth emphasising because it would appear from statements made from time to time in the Press and

at Education Conferences that there are still people who think that Basic Education as set out in the Board's Report and Basic Education as contemplated by the Wardha Committee are fundamentally different and should be regarded as rival candidates for popular approval. So far as educational policy and principles are concerned, there is little or no divergence between them; it is only on the economic side that the Board have not felt able to agree with the Wardha Committee that the cost of education can be met wholly or largely from the sale of articles produced by children. Even here it is only fair to point out that the latter have emphatically stated that educational considerations must on no account be subordinated to production, while the former are only too ready to welcome such sources of income as may be derived from the sale of school products.

There is, however, one warning note which I feel that I ought to sound. While it is unquestionably desirable from every point of view that in craft as indeed in all other work children should be taught to aim at the highest standard of which at their age they are capable, it is at the same time a serious psychological mistake to create in them the impression that they are as skilled as their elders or that their products have the same market value. Moreover, it is as dangerous from the social point of view to give children of 14 the idea that they are master craftsmen as it is to encourage university students to think that they are the last word in political wisdom.

The Board's Report received a good deal of indiscriminate praise in the Press and elsewhere from those who had read it as well as from those who obviously had not. What it has really lacked has been constructive criticism; there have, of course, been critics and plenty of them, but far too many of these appear either not to have studied the Report or to have failed to appreciate what its real objects and intentions are. As stated quite clearly in the Introduction to the Report itself, the Board's object was . . . . " to indicate in broad outline the minimum educational requirements of this country and to show how long it would take to satisfy them and roughly what it would cost. It is clearly beyond their (the Board's) power at this stage to prescribe the precise lines which future developments should follow, though they have endeavoured to lay down principles for general guidance. It will be for the various authorities entrusted with the administration of education at its different stages to work out detailed schemes suited to the particular needs of the areas or institutions for which they are responsible." This in my opinion makes it perfectly clear that the Board's object was to lay down certain general principles which can be regarded as valid and indeed axiomatic so far as the establishment of an efficient system of public instruction in any democratic State is concerned but not in any way to circumscribe the freedom of Provincial Governments and other responsible authorities to implement these principles in the way or ways best suited to the requirements of the Independent India of to-day.

With some of the more important and valid criticisms I shall endeavour to deal at a later stage but before doing so I ought to say something about the origin of the Report and the material on which it was based. First of all, however, what may be called a word of personal explanation. The Board's Report is often referred to as the " Sargent Report." While I appreciate the compliment and am proud to be associated in this way with a document, the value of which will, I believe, be increasingly realised as time goes on, honesty compels me to admit that the implication that I am

solely or mainly responsible for the Report is unjustifiable and prudence makes me feel that it is undesirable, since it may suggest, and in fact some of our critics have exploited the suggestion, that the Report is not only non-Indian in its origin and conception but is also yet another attempt by a foreigner to foist western ideas on this long-suffering country. One ingenious person went so far as to propound the theory that the cost of the scheme set out in the Report was deliberately inflated with a view to frightening Governments and so postponing educational development to the Greek Kalends. Even a generally favourable reviewer described it as a "Gesture of British goodwill." I cannot, therefore, too strongly emphasise the fact that the Report was approved by a body, all the members of which had had first-hand experience of Indian educational problems and needs and the great majority of whom were Indians. It may be worth while to record that of the 34 persons who signed the Report (subject to notes of dissent in regard to certain recommendations in seven cases), 11 were Hindus, 9 Muslims, 2 Sikhs, 2 Indian Christians, 1 Parsee and 9 British. I, therefore, find it very difficult to sympathise with those who in order to evade facing the formidable issues which the Board's Report raises, try to dismiss it as a foreign and consequently irrelevant essay. I have yet to be convinced that India's educational needs or the best ways of satisfying them differ essentially in their wider aspects from those of the rest of the world.

What is still more important, the material on which the Board's Report was based was largely the outcome of the work of the Committees, which since its reconstitution in 1935, the Board had set up to study and report upon certain main branches of educational activity. The subjects dealt with by these Committees are set out below :—

1. Wardha Education Scheme (two reports).
2. Adult Education.
3. Social Service and Public Administration.
4. School Buildings.
5. Medical Inspection of School Children and the Teaching of Hygiene in Schools.
6. Recruitment of Education Officers.
7. Training, Recruitment and Conditions of Service of Teachers (other than University Teachers).
8. Technical Education.

Their reports were published in a separate volume at the same time as the Board's Report. I wish to call special attention to this, because some critics of the Report have complained that it does not give a clear enough indication of what exactly is to be taught at the different stages of education in the proposed new structure and how it is to be taught. The reason for this was set out in the Introduction of the Report itself and it may be well to repeat it here :—

> "Since the primary object of this report is to place a practicable plan of post-war development before the Reconstruction Committee of the Viceroy's Executive Council, which will

hardly have the time or the desire to concern itself with matters of educational method or technique, only such reference will be made to the contents of these reports as may be necessary to elucidate the general principles upon which the Board's present recommendations are based. For the sake, however, of those who will not be satisfied merely to inspect the general plan of the proposed structure but will also want to know in detail how it might be built and equipped throughout, it has been decided to reprint in a slightly abridged form the reports of the Committees referred to above."

Since the Report was adopted the Board have appointed further Committees to study and report upon the following subjects :—

1. Examinations.
2. Examinations (Technique of Examinations).
3. Textbooks.
4. Training, Recruitment and Conditions of service of teachers in Universities.
5. Educational Administration.
6. Agricultural Education.
7. Religious Education.
8. Selection of Pupils for Higher Education.
9. Conditions of Service of Teachers.

References to the findings of these Committees will be found in the appropriate sections of Part III of this Review. I shall not attempt to comment on them here, except to say that as one who believes that all education worth the name must be inspired by religion in the truest sense of the word, I share the regret of many that the report on Religious Education contains so little in the way of constructive suggestions. I can only testify that the Committee, or rather Committees, which struggled with this most controversial issue over a period of two years, spared no pains in the attempt to reach an agreed solution but in the end found the task too much for them. I regret this particularly because apart from my own views in this connection, which since I am a non-Indian may be regarded as irrelevant, a number of people have expressed regret that the question of Religious Education did not receive greater attention in the Board's Report. The Board had a perfectly good reason at the time for confining themselves to a very general recognition of the importance of the subject since, as was explained, they had appointed a Special Committee to consider it and were awaiting the Committee's Report. The fact that this Committee after so much labour produced such a small mouse will not, I hope, deter the Ministry or the Board or both from trying again.

The complaint has also been made that the Board's Report deals only cursorily with the all-important subject of the education of girls and women. With this complaint I have much less sympathy; in fact, I think that the line which the Board took was a sound one and that the words in which they recorded their attitude could hardly have been more emphatic or have done

greater justice to the urgency of the matter, even if they had been spread over many pages. I repeat them here :—

> " Some apology or explanation may be required for the absence of much specific reference in this Report to the question of education for girls and women. This is certainly not due to any failure to recognise the magnitude of this issue; in fact quite the opposite. The past tendency to treat girls' and women's education as a problem of its own—it still enjoys a chapter to itself in many Provincial education reports—has distracted attention from the fact that in any modern community it is even more important for the mothers to be educated than the fathers and that consequently all educational facilities *mutatis mutandis*—and the differences are by no means so fundamental as the old-fashioned imagine—should be equally available for both sexes. It is, therefore, assumed in the following pages that whatever is needed for boys and men, not less will be required for girls and women. This may even apply to technical education not many years hence."

While, however, the Board could hardly have given a more definite lead, I do recognise the danger that just because female education has been treated in the past as a separate issue, it may continue to be so treated in the future and that the responsible authorities, though paying lip service to the idea of equal opportunities for both sexes, may in practice give priority to the provision of facilities for boys and men because it is easier or more popular or avoids difficulties inherent in the conventions which still obtain in many sections of Indian society. That this would be as unwise as it would be unjust, it should not be necessary to point out. If there is to be real acceleration in social progress, it can only come through educated mothers. Moreover, if workers are to be recruited in adequate numbers for those services which it is generally admitted that women do better than men, *e.g.*, nursing and the teaching of girls and young children of both sexes and many other types of welfare work, how can this happen unless a really determined effort is made not only to remove as quickly as possible the great disparity which now exists but also to ensure that in all future development programmes the needs of girls and women receive at least as much attention as those of boys and men ? So many of the Indian women with whom I have worked either as administrators or teachers have been so outstandingly good that I can hardly overestimate the contribution to India's prosperity which would result from the early and thorough exploitation through education of the vast potential resources of brain power now latent in India's womanhood.

Before I pass on to the more salient features of the Report, I feel I ought to make a brief reference to a very complicated problem which the Central Advisory Board have not so far tackled in any detail but which in the new India there is no excuse for postponing any longer. This is of course the language problem and in particular the question of what should take the place of English as the medium of instruction at the more advanced stages of education. It is true that the Board many years ago adopted the principle that instruction up to the end of the High School stage should be given in the mother-tongue of the pupil and this principle has now been generally put into operation in most parts of the country. In multilingual areas it adds to the difficulty and cost of school organisation, but this is unavoidable, unless and until Hindustani or some other single

language becomes not merely the *lingua franca* but the actual mother-tongue of all Indians. The Board also favoured the extension of the same principle to the higher stages of education as soon as it was practicable, but conceded the difficulty of doing it until a number of obstacles, *e.g.*, the lack of high-grade textbooks in Indian languages, had been removed. It is because I believe that one of the main contributory causes of the comparatively low standards in many Indian Universities is the fact that the students are taught in a language other than that in which they are accustomed to think, that it seems to me essential to relieve them of this disability as soon as possible. Until English becomes the language in which all the world thinks or until Hindustani becomes the language in which all Indians think—neither of which is likely in the near future—there will be no alternative to giving instruction in the mother-tongues, which means the provision of adequate textbooks as well. This is going to create serious economic and other problems for Universities and other advanced institutions, particularly where they draw their students from more than one linguistic area, and it is because I realise the practical difficulties in the way of a speedy solution of these problems that I must give my strong support to those who deprecate too rapid a change from the English medium before the ground has been properly prepared. It could only result in a further lowering of standards, which it might take a long time to repair.

I have been interested to note recently that some Indians, whose patriotism none could possibly doubt, are inclined to deplore the giving up of English as the medium of instruction at the higher stages of education on the ground that it may deprive Indians of certain advantages which they have hitherto enjoyed at international gatherings or in those countries where English is commonly used. I cannot say that I share these apprehensions, though it is certainly true that owing to their familiarity with English Indians have been given a certain preference, *e.g.*, in admission to advanced institutions in English-speaking countries. There can also be little doubt that English will increasingly become the medium of international communication. On the other hand, I cannot help feeling that there is a good deal of muddled thinking about the place of English in the future Indian system of education. It has hitherto enjoyed a special pre-eminence in the syllabus and in the eyes of parents because it has been a *sine qua non* for Government employment. There is no reason whatever why this should continue. In view of its difficulty, it seems to me to be as undesirable as it is unnecessary to include English in the curriculum of the Basic Schools in which the great majority of the future citizens of India will complete their education. These children will in many cases have to learn two languages, their mother-tongue and the Indian *lingua franca,* whatever it may be, and I can see no justification for requiring them to master a third language which very few of them will ever use. In any case, apart from the question of competent teachers, they could hardly master English by the age of 14, unless they devoted an entirely disproportionate amount of time to it at the expense of other subjects.

The position, however, is different in regard to the boys and girls of above-average ability, with whom it is to be hoped the High Schools and Universities of the future will be filled. They should not merely know English but should have a real mastery of it. This they should be able to attain during a High School course of six years, provided that the subject is well taught. This will mean that all High School pupils will have to learn at least two languages thoroughly and those whose mother-tongue is not

Hindustani at least three, but I think there is a tendency to exaggerate the difficulty of doing this, particularly where the pupils in question are above the average in ability. If the curriculum is well planned and the languages are well taught, the time allotted to them should not trespass unduly on that required for other subjects.

A substantial contribution could be made towards the solution of the language problem if the Roman script was generally adopted. I am told that there are sentimental and other objections to giving up the existing scripts. I would give full weight to such feelings under the old dispensation, but I am of opinion that the obvious advantages of having a script which is common not only to all India but also to an increasingly large proportion of the civilised world will in the end prevail.

Whatever may be merits or demerits of the Report itself and whatever may be the fate of its recommendations, it will always have to its credit one result of some importance. It was the first of the Central Government's post-war development schemes to be made public and it set a standard in planning which other schemes have followed and in some cases excelled. It can claim to be the first serious attempt to envisage comprehensively India's educational needs from the Nursery School to the University and beyond and to face the financial and other implications of trying to satisfy them. Few will now deny the need for giving a reasoned estimate of how much it would cost and how long it would take to give the future citizens and workers of the new India similar opportunities for self-realisation to those already available in other parts of the world. This, however, has not prevented a number of people from describing the Board's figures of over Rs. 300 crores for the ultimate annual expenditure on education (the march of events since the estimate was made will certainly not reduce it) as "fantastic," "idealistic," "astronomical" and "quite beyond the capacity of a poor country like India." India contains more than its fair share of those optimists who are on the lookout for some political or financial wizard who will provide her with all the social and other services which other nations enjoy without the necessity of paying for them. I trust, however, that wishful thinking of this kind, which is defeatist in effect if not in intention, will not deter genuine reformers from facing the facts.

I have a vivid recollection of the time when my small band of colleagues and I were trying to assemble into a coherent structure the mass of material which the Board and its Committees had produced and to work out what it would all mean. Those of us who had been accustomed to thinking in hundreds of rupees and to regarding the extraction of Rs. 10,000 from Finance Department for any educational project as a major victory, felt that it was almost irreverent to contemplate an expenditure on education which looked like running into many crores. We feared that superfluous noughts must have crept into our calculations but when with outside help we had checked them and when the full picture stood revealed, I must admit that I at any rate could appreciate some of the feelings of "stout Cortez" when

> "He gazed on the Pacific—and all his men
> Looked at each other with a wild surmise—
> Silent, upon a peak in Darien,"

only our peak was in Simla and there was a woman in our company.

The Report in my opinion has another merit which has perhaps received less appreciation and imitation than it deserves. It recognised the fact that while it had to secure the necessary endorsement of educational opinion, the decision whether it would be translated into action or not would rest not with educational experts but with the members of Governments, very busy people and not in all cases particularly interested in or informed about education. It was unlikely that they would have either the time or the desire to absorb an exhaustive treatise on pedagogics and so the decision that the main Report should not exceed 100 pages was an example of "tempering the wind to the shorn lamb" which I venture to think might have been followed with advantage by others.

I must now turn to the two principal criticisms which have been levelled against the Board's plan, *viz.*, that it takes too long and costs too much. The answer to both is the teacher. I shall have something to say later on about the fundamental importance of the teacher in any system of education; all I need say here is that if the standard prescribed by the Board is accepted, *viz.*, education up to School Leaving Certificate or Matriculation Standard followed by two years' training, any one who knows the present output of matriculates from the existing High Schools can work out how long it will take to increase this output to the extent necessary to produce the 2½ million trained teachers required to give full effect to the Board's plan. If he is incapable of doing this, he will find it already done for him in Chapter VII of the Board's Report. Once, however, the prescribed standard is accepted, no short-cuts and no wishful thinking will produce the desired result in less than a generation from now. The only question that remains is whether the prescribed standard is too high. If the teacher is as important a servant of the community as most progressive countries think he is and if teaching is an art or craft which requires not only an inherent gift but also background and training, can the background of knowledge represented by matriculation standard or the period of two years' training be safely reduced? I am sure that it cannot, even though I may be forced to admit that until the supply of matriculates can be increased by enlarging the provision of High Schools, we may have to use teachers with a slighter academic achievement.

With regard to cost, the teacher is again the determining factor. If the Board's proposed establishment of teachers is reasonable—and it is actually less generous than in most other progressive countries—and if the scales they recommend are the lowest likely to attract suitable men and women into the profession, about 70 per cent of the future education budget is pre-determined. Economies that may be possible elsewhere will not materially affect the total.

This brings me to what is perhaps the most difficult and controversial of the Board's proposals and that is in the words of the Report that "If, as would appear to be the case, a universal compulsory system of Basic (*i.e.*, Primary and Middle) Education can only be introduced by stages, progression should clearly be from area to area and not from age to age." This means that Provincial Governments instead of attempting to introduce Compulsory Primary Education all over their areas for five years or for such shorter period as the funds or teachers available may make necessary, with the pious hope that as circumstances and finances permit they may be able to raise the leaving age gradually until the full period of eight years' compulsory schooling advocated by the Board is achieved, would be well

advised to begin by choosing areas of an economic size* and providing in each of them a complete and integrated system of Primary, Middle and High Schools and of institutions for still more advanced education, unless an adequate supply of the last is readily accessible outside the area in question. It is only by increasing the supply of facilities for higher education side by side with the development of Basic Schools that the doors of opportunity can be opened to the children of outstanding ability revealed by the latter and that the very urgent need of India for more leaders and experts in all walks of life and incidentally for more teachers can be satisfied within a reasonable time. Literacy may be a desirable thing, but by itself is not enough for a modern democratic State. India cannot expect to compete on level terms with other nations if she is content to go on drawing her leaders and experts from not more than 10 per cent of her potential brain power resources. Moreover, it may be advisable to point out here that if the development of public instruction in this country proceeds from age to age and not from area to area, then unless the Board's calculations are hopelessly in error, it will be at least a generation before Indian boys and girls generally enjoy the same educational opportunities as are enjoyed by boys and girls elsewhere and before India can take advantage of her reserves of brain power so far untapped. If she concentrates on Primary Education for all or can make literacy for all in the first instance, how are the children of above-normal ability, the potential leaders, to be given their chance ? If on the other hand progress is from area to area and within the selected areas the doors of opportunity are opened wide to all worthy of entering them, it may, it is true, be over a generation before every area in the country has its complete education system but from the tenth year or even earlier there will be a constantly growing stream of young people who will have received as good an education as their brothers and sisters in the other parts of the world.

* The question as to what is an economic size is dealt with in Chapter I of Part III of this Review.

CHAPTER IV.

ADMINISTRATION

WHETHER the Central Advisory Board's Scheme is brought into operation or whether some different plan supersedes it, success will in any case ultimately depend on three main factors, adequate finances, efficient administrative machinery and good teachers. About finance I need say very little, but I should like to direct the attention of readers to the concluding section of the Central Advisory Board Report. One does not have to delve very deeply into the pages of history to find ample evidence that for any country a wrong system of education is worse than no education at all. Cheap education, in my opinion, is almost bound to be wrong. If one examines carefully the more obvious defects in the present Indian systems, they will in most cases be found to be due not to any lack of sound ideas or of people capable of giving effect to them, but simply to inability or unwillingness on the part of Governments to provide the necessary funds. I could quote many instances where what was fine and generous in conception has become cheap and nasty in practice owing to official parsimony and I sincerely trust that the new India will not repeat this cardinal error, even if preferring quality to quantity means postponing the day when the final goal can be reached.

I will say rather more about the need for good administration and good teaching, because this will remain whether the funds available are large or small; indeed the smaller the funds, the more important it will be.

> "For forms of Government let fools contest,
>
> Whate'er is best administered is best."

I cannot say that I entirely endorse Pope's dictum—and I probably should not dare to admit it even if I did—but I trust that as a bureaucrat of some experience and as one who has been interested for many years in the theory and practice of administration in a modern democratic State, I shall be forgiven if I devote a section of this introduction to the administrative problems which will have to be solved, if the Board's Plan for Educational Development or any other comprehensive scheme with a similar objective is to be translated into successful operation.

Some indication of the changes in the present administrative structure which the Board regard as essential will be found in the last chapter of their Report. This chapter deserves the most earnest consideration of all concerned and my object here is simply to illustrate and supplement from my personal experience in this country the conclusions at which the Board have arrived. Nine years' fairly close contact with educational administration both at the Centre and in the Provinces has convinced me at any rate of two things, firstly, that neither in the old India nor in the new India can education be administered successfully from a single centre and secondly, that the decision to hand over education of all subjects to local bodies, "whose members" in the words of the Central Advisory Board of Education Report "are in the main uneducated or uninterested in education or both" was one of the most serious administrative errors ever made in this country. Let me try to amplify these two somewhat

dogmatic statements, which may also at first sight appear to contain an element of contradiction.

Apart from the argument in favour of enlisting provincial or local patriotism, the force of which I neither deplore nor depreciate, there is a more fundamental reason which convinces me that the excessive centralisation of educational administration is likely to prove abortive. Education is in the last analysis a personal affair; it must depend for its success on the establishment of proper relations between teachers on the one hand and pupils and their parents on the other. The primary object of all educational administration must be to promote the establishment of these relations by ensuring the necessary spiritual and material conditions. This is particularly important in the earlier stages of education and I do not believe that in a large country a central organisation, however efficient it may be, which is inevitably far removed from most of the places where the actual contact between teachers, children and parents takes place, can possess and give practical effect to that knowledge of any sympathy with local conditions which alone can make these contacts realistic and effective. I feel, therefore, that any Central Government would be well advised to leave education up to the end of the High School stage—I will come to the higher stages later—in the hands of the Provincial Governments or such other major local administrations as may be set up. These Provincial Governments and administrations will in many cases themselves be too big to deal efficiently with anything but general policy and principles. They should, therefore, in their turn devolve responsibility for detailed administration on smaller units which need not be, and in my opinion as a rule emphatically should not be, existing local government bodies, *e.g.*, Municipalities, District Boards, etc., unless there can be no shadow of doubt as to their capacity to administer education with vision and integrity. That very few of the existing bodies are up to this standard would appear from the Provincial Reports to be the unanimous opinion of those in a position to judge, whatever politicians and publicists anxious to conciliate local interests may have to say about it. Those Provincial Governments who have had the courage to grasp the nettle and resume powers from local bodies in spite of possible election repercussions deserve warm commendation, provided always that they regard this resumption as a preliminary to the redelegation in due course of the powers in question, or such of them as may be desirable, to more worthy recipients. It may be worth recalling that when a compulsory system of Elementary Education was first introduced in England three-quarters of a century ago, it was decided to entrust the local administration of it to *ad hoc* bodies, called School Boards, mainly because the existing local authorities were not thought to be competent to undertake so important a responsibility. By the beginning of the present century, however, with the establishment of County Council and the general improvement in the efficiency and integrity of local administration, the School Boards were regarded as having fulfilled the purpose for which they were established. They were accordingly abolished and their powers transferred to the County and Municipal Councils. It may be that evolution on somewhat similar lines will suit the needs of this country also.

Apart, however, from the question whether the existing local bodies, or any of them, are good enough to be entrusted with the day-to-day control of a really comprehensive and progressive system of education, there is an important practical consideration of quite another kind in favour of establishing separate local units for educational administration. In the

case of most of the public services which are best administered through local units, it is possible to prescribe what the optimum size of the unit should be both as regards area and population and whether it should be exclusively urban, exclusively rural or a mixture of both. The size of this "economic" unit may vary from service to service and in some cases it may be more difficult to define it with precision than in others. Fortunately, we are only concerned here with education and I believe that so far as education is concerned, it is quite possible to prescribe within reasonable limits the sort of area which will constitute the most efficient unit for economic administration. This question of an economic unit is a very important one, particularly if the Board's view that progress should be from area to area is accepted, and I commend the attention of those interested to pages 236-37 in Part III of this Survey where the essential minimum requirements for such a unit are set out. If the Provincial Governments and local administrations decide, as I hope they will, to constitute within their areas economic administrative units and set up Boards or Committees to administer them, I sincerely trust that they will take pains to see that the members and officers of these bodies possess the requisite qualifications. Otherwise, the result will be no better than it is at present. Provided the essential economic conditions are fulfilled, there is no reason why the local educational unit should not be co-terminus with the area or areas of other local bodies. In fact, this may often be convenient. Moreover, where an existing local body, whether a Municipality or a District Board, is efficient, contains people with suitable qualifications and is large enough but not too large to satisfy the prescribed requirements of an economic unit for educational administration, I see no reason whatever why it should not be made from the beginning the local educational authority.

I want to underline what I have said about the necessity for decentralising the control of education, particularly in the lower stages, because it is important that the Board's view in this matter, which I entirely share, should be thoroughly understood. There have been attempts to represent the Board's Report as designed to invade Provincial autonomy and to effect a wholesale transfer of existing Provincial responsibilities to the centre. Irresponsible talk about the need for a strong educational centre may have lent some colour to this allegation. In actual fact, however, there are only two proposals in the whole of the Board's Report which imply any material change in the existing position of education as a Provincial subject. The Board have advocated in the first place that the control of the more advanced forms of Technical Education, other than those provided in Universities, should be entrusted to an All-India Council representative of all the interests concerned and in the second that grants to Universities from Central Government funds and from Provincial funds where the Provincial Government so desire should be administered in future by a Committee on the lines of the University Grants Commission, which has operated with striking success in Great Britain for the last twenty-five years.

The arguments in favour of both these proposals will be found in Chapters IV and V of the Board's Report. I need only summarise them here. There would appear to be no difference of opinion as to the need for providing in India as quickly as possible all the forms of advanced technical training which a modern industrialised community needs. It is only by accelerating this provision that the present heavy expenditure on sending students abroad for technical training can be substantially reduced. But advanced Technical Instruction is a very expensive matter and it is doubtful whether even the largest and richest Provinces could or would by

themselves contemplate the establishment of institutions comparable with the best Technical Colleges in the western world. Even if they did, there could be no guarantee that the provincial barriers, which have operated in the past to the detriment of would-be students from other areas, would henceforth be removed. In any case, such provision would be altogether beyond the means of the smaller and poorer Provinces.

Then again, apart from the risk of Provincial parochialism, there is also the danger of unnecessary and uneconomic overlapping. The field of Technical Education to-day covers an ever-growing variety of subjects and adequate facilities for instruction and research in each of these are becoming increasingly expensive. It would obviously be indefensible, if out of a sense of rivalry or without reference to the country's total needs, each Province should attempt to cover the whole field. What provision is needed in each case and where it can most conveniently be made, are questions which can only be answered by some Central Body which is in a position to envisage the requirements of the country as a whole.

To allow time for Provincial suspicions to be allayed, the Central Government wisely decided to set up the proposed All-India Council for Technical Education in a purely advisory capacity in the first instance. It has now held two annual meetings and as will be seen from pages 273–80 of Part III it has already achieved results which hold out great promise for the future. How far it may be feasible to entrust executive as well as advisory functions to the Council is a matter which will no doubt receive careful consideration by the Central and Provincial Governments in the light of the Council's further progress.

Similarly, in the case of the University Grants Committee, a beginning has been made on tentative and experimental lines. The Committee was set up in the first instance to deal in an advisory capacity with grants to the three so-called Central Universities only, *viz.*, Aligarh, Banaras and Delhi. The extent to which it has since enlarged its scope will be seen from the account of its activities on pages 283-84 of Part III. A substantial contribution towards the allaying of suspicions that this Committee might seek in return for its grants to interfere in the internal administration of individual Universities was made by Sir Walter Moberley, who has been for many years the Chairman of the University Grants Commission in Great Britain. He visited India with Sir Cyril Norwood in 1945 and explained personally to most of the University authorities the way in which his Commission conducted its business.

The next point about which something should be said is the official element in the administrative system. No administration, and this applies particularly in a democracy, can operate successfully unless it can command the services of a loyal, conscientious and efficient body of officials. Many people have regretted the disappearance of the I.E.S. and still more have deplored the fact that no effective steps have been taken to provide something as good or better in its place. In 1940, the Bengal Government submitted to the Central Advisory Board a Memorandum which called attention to the serious defects in the Provincial Educational Service so far as administration was concerned. The conclusions in the Memorandum were fully endorsed by the representatives of all the other Provincial Governments on the Board. The unattractive salaries now current, the failure to recruit candidates of first-class calibre owing to the prevalent tendency to fill the higher grades exclusively by promotion from the lower and other factors explain clearly enough why the level of educational

administration in many Provinces compares unfavourably not only with that which obtained in the past but also with that of most of the other services to-day. As a result, the Board appointed a Committee whose recommendations, if generally implemented, as they have not been so far, would do a great deal to improve the position, but still not enough in my opinion to put education administratively in the forefront of the public services, where it must be, if the most complicated of all the problems facing the new India is to be satisfactorily solved. Before this can be achieved, another obstacle to administrative efficiency must be removed.

Splendid as to my own knowledge have been the services rendered to education by many individual members of the I.E.S., the service as a whole suffered in my opinion from one serious defect, which has at times made it vulnerable to criticism by members of what may be called the "professional" administrative services like the I.C.S. This defect was that it failed to distinguish clearly between the teaching and administrative aspects of education. A senior I.E.S. man, who might have spent all his time as a teacher in a College or University and consequently have had little or no experience of administration on any but the smallest scale, was not merely regarded as eligible by virtue of seniority for the post of D.P.I. or D.D.P.I. but in certain instances the Secretary of State has ruled that he should be appointed to one of these posts against the wishes of the Provincial Government.

It has always struck me as curious that the authorities in India, in the past at any rate, should have shown themselves almost completely impervious to the experience of other countries so far as educational administration is concerned. They have followed a policy which, in my opinion, has often been both extravagant and inefficient and has, I believe, contributed in no small measure to the present unsatisfactory state of affairs in Indian education. They have been satisfied only too often to appoint as D.P.Is. people with little or no administrative experience and to compensate for this have put them under the virtual control of I.C.S. Secretaries who have known little and cared less about education. Even D.P.Is. with first-class administrative ability have been subjected to such control. The result has varied between complete frustration on the one hand and the waste of a highly-paid officer's time on the other. This curious state of affairs has come about partly through the traditional claim of the I.C.S. to be able to administer anything and has been justified on the ground that some D.P.Is., who came to this responsible post without the requisite experience, failed as administrators. Not long ago, I heard a very highly placed person giving his wholehearted support to the slogan "Administrators on top, experts on tap." As a principle applicable to education of all subjects and India of all places nothing could in my opinion be more inept or disastrous. Indeed, I am extremely doubtful whether in any branch of governmental activity anywhere in this complicated modern world there remains any room for the administrator *in vacuo*. The obvious desideratum is that the people at the head of any department of Government should combine experts in the subject with which they have to deal with practical experience of and training in administration. This is particularly important in a subject like education where so many of the problems to be solved involve personal relations and cannot be satisfactorily tackled except by people who know what teaching means, and are familiar with the atmosphere of the classroom.

I would invite the attention of all those interested in this all-important aspect of educational development to the chapter in the Board's Report which deals with Administration and to the recommendations of the Board's Committee on Educational Administration, which will be found on pages 236-37 of Part III of this Survey. These, if adopted, will, I believe, achieve the following results :—

(1) They will provide the Government of India and the Provincial Governments with an educational administrative service which will be superior to the I.E.S. because all its members will be trained and experienced administrators as well as educationists.

(2) It will avoid the necessity of employing in Education Departments expensive officers of the I.C.S. type or its successors, if any.

(3) It will recruit into the educational administrative service at the appropriate stages people with qualifications at least comparable with those of the recruits in other departments of Government.

The result of my experience convinces me that the education service should contain two district branches—(*a*) teaching, (*b*) administrative. No one should be recruited to the administrative branch unless he has taught for at least three, preferably for five to seven years, and in fixing his initial salary, credit should be given for the time he has spent in teaching. I would, however, not preclude on any account the appointment at a later stage to senior posts on the administrative side of teachers with outstanding personalities and qualifications, particularly if they have occupied posts, *e.g.*, as Vice-Chancellors or Principals of Colleges or Heads of University Departments, which involve a certain amount of administrative responsibility. These, however, should be the exception rather than the rule, because apart from blocking promotion experience suggests that the senior teacher turned administrator often suffers from a certain rigidity of outlook and is inclined to impose on all under his control the pedagogical methods which he has himself employed. Such an attitude is inimical to experiment and is fatal to enlightened administration. There is also the additional risk in India that such senior teachers would be mainly drawn from Universities and would have little practical experience of the lower stages of education.

CHAPTER V

THE TEACHER

THERE is one axiomatic matter which it should hardly be necessary to impress on all concerned with education, whether politicians, administrators, tax-payers or parents and that is the paramount importance of the teacher. It does not matter from what aspect we may approach any educational problem, we shall always find that the teacher is the main issue and the determining factor. If it is a question of finance, what we pay our teachers will determine at least two-thirds of the total expenditure. If it is a question of how long it will take to improve our existing arrangements or to launch new developments, the standards we prescribe in regard to the minimum qualifications of our teachers will determine the time it will take. If, above all, we are concerned for the success of our educational system, that will depend in the end on the teacher and the teacher alone.

The children may be intelligent and responsive (there is, in my opinion, very little wrong with Indian children in these respects), the parents may be co-operative (the position here is less satisfactory, but I am convinced that Indian parents would meet teachers halfway, if they were given the necessary encouragement and opportunity), the administering authorities may be enlightened (I have dealt with this elsewhere), the buildings may be well-designed, the equipment good in quantity and quality and all the essential adjuncts in the way of medical services, meals, playgrounds, etc., may be generously provided (which, I admit, is unusual at the moment), but if the teachers are not up to their job, the final result will be failure. There is nothing whatever that will compensate for inefficiency on the part of the teachers.

It has always struck me as strange that what ought to be one of the most self-evident of all platitudes should need emphasising in all countries and particularly in India, which in the past had a high regard for learning and where the *guru* enjoyed the respect and often the veneration of great and small. And yet after well over thirty years in the service of education, I am still doubtful whether the world at large or India in particular realises how vitally important it is to entrust the rising generation to the right kind of teachers. The community hands over to the teacher for a considerable proportion of their working hours what it, or most members of it, regard as its most valuable asset, *i.e.*, its children. When school life begins, the moulding of this precious material passes very largely into the hands of the teacher. It is inevitable that it should be so. For there is a moral and spiritual side of education, which in my opinion and that of most other people is even more important than the intellectual or physical side. Some people maintain that this is the business of the home; it may be so and in many cases I know that parental responsibility in this report is faithfully discharged. But the fact remains that whether parents do their duty or whether they neglect it or whether conscious of their limitations they prefer to hand it over to the school, the teacher as a moral preceptor is bound to come in. And I am convinced that it is not only right and proper that he or she should do so but also that it is impossible to limit in any way the teacher's influence on the all-round development of the children committed to his or her charge. Good teaching can never be impersonal; the

personality of the good teacher, whether he desires it or not, will influence the whole outlook of his pupils, their spiritual not less than their mental and physical growth. That is why what are called mechanical aids to learning such as the cinema, the radio, the magic lantern, the epidiascope, the chart, etc., can never supplant the teacher, even though we may make, as we shall be wise to do, the fullest use of this valuable help which science has placed at our disposal. This is also why the teacher both inside the classroom and outside should always be careful of what he does and says, of the example, for instance, which he sets in such matters as personal hygiene, because so long as he is under observation by his pupils, so long will he be influencing and contributing to, directly or indirectly, the process of their education and the formation of their characters. What a formidable formative instrument education can be we have been amply taught in recent years by those countries which have used it for wrong ends. Here is a clear warning of the truth of the adage " Corruptio optimi pessima "—the corruption of the best is the worst.

In case, however, that any one may think that in advocating the claims of the teaching profession to higher consideration than it receives at the moment, I am flogging a dead horse or preaching to the converted, let me give a few practical instances of what is going on in this country or what was going on up to the time when the Central Advisory Board of Education at my suggestion began to give their serious attention to promoting the improvement of the status, remuneration and conditions of service of teachers at all stages of education from the Primary School to the University. When we were collecting material for the first Committee which the Board set up to consider this matter, we found that so far as Primary Schools are concerned—and the Primary School is the foundation on which any efficient system of public instruction must be firmly established—the average salary of teachers in Government Schools throughout British India was Rs. 27 p.m., while in one of the largest Provinces the average over all Primary Schools was Rs. 8-3-0 p.m. At the same time, I and many other people were paying our personal servants, usually illiterate, several times as much. In the light of these figures and of the average level of teaching efficiency which they necessarily represent, it is hardly surprising that only a small minority of parents voluntarily send their children to school and that of those children who are enrolled only one in five completes even the Primary Stage. If those who are interested will refer to page 231 of Part III of this Review, they will see the recommendations of the Central Advisory Board's Committee for improving this state of things. It must be remembered that the figures I have quoted and the Board's recommendations relate to pre-war costs of living. The cost of living index figure at the time of writing is 260.

This factor makes all the more interesting the attitude of the recent Central Pay Commission towards teachers' salaries, since it is reasonable to assume that the Commission surveyed the needs of all public services not only in regard to post-war costs of living but also from an informed and impartial standpoint and that where they found that one class of public servants was being inadequately remunerated in comparison with others, they would have taken steps to redress the balance. It might also have been thought that since the scales adopted by the Central Advisory Board in 1940 had been carefully worked out by a committee of experts and generally accepted as reasonable by the Central and Provincial Governments, the Pay Commission would have been satisfied to apply a formula which would have adjusted these scales to the post-war cost of

living. Instead of doing this, they framed scales of their own. For the teacher with matriculation or its equivalent and two years' training, the minimum qualification recognised by the Central Advisory Board, they proposed a scale of Rs. 55-3-85-4-125-5-130 whereas for Government clerks with matriculation but no training they recommended three scales, *viz.*, (*i*) Rs. 55-3-85-4-125-5-130, (*ii*) Rs. 61-3-85-4-125-5-130, and (*iii*) Rs. 68-4-120-5-170. The scales adopted by the Board on the pre-war basis if adjusted to the cost of living at the time when the Pay Commission was sitting would be Rs. 78 minimum and Rs. 208 maximum. It is also significant that the Commission's scales for Class IV Government servants, *e.g.*, chaprasis, in whose case neither educational background nor training is required amounted with dearness allowance to Rs. 65 p.m. This hardly suggests that the importance of the primary teacher is recognised by the Pay Commission or by any Government which accepts its recommendations.

I need not spend much time on the salaries of teachers at the higher stages of education. The disproportion between the salaries normally paid in High Schools and Colleges and those in Primary or Middle Schools is much greater in India than it is in most other countries, but even so, the former are as a rule still very inadequately remunerated. It is a lamentable fact that many University and College teachers, especially those with families, are compelled in order to make both ends meet to undertake an amount of examining and other work which prevents them keeping up to date in their reading about their own subjects and generally militates against their freshness and efficiency as teachers.

The Central Advisory Board have called attention to another matter which is seriously detrimental to the attractiveness of the teaching profession and that is deplorable conditions under which teachers in many Private Schools and Colleges are compelled to work. In addition to insecurity of tenure and irregular increments, they are only too often treated more as menials than as colleagues by their Governing Bodies.

At this point may I be allowed a brief digression on the subject of Governing Bodies, because so much of Indian education is in the hands of private or semi-private bodies ? I must make it clear from the beginning that I am in no way opposed to Private Schools, whether aided by Government grants or not; provided they are up to standard and are so recognised by the responsible educational authorities, such schools have, in my opinion, a most useful part to play in the national system of education and should receive every legitimate encouragement and assistance. Nor, though I may be critical of many Governing Bodies as I have found them, do I yield to any one in my admiration of those real public benefactors who have stepped in and provided educational facilities, which the State should have provided but failed to do. It is sad to record that it was for long the deliberate policy of the Government of India to leave education in private hands not because it was more efficient but because it was cheaper to do so. Furthermore, so far from being opposed to Governing Bodies as such, I am convinced that it is good for every college and school, whether Government or private, down to the humblest village Primary School, to have a body of Governors or Managers to look after it, provided that people of the right type are available. On the other hand, it seems to me to be not merely undesirable but almost incredible that any really responsible educational authority should be content to leave institutions in the hands of private bodies, the members of which make no substantial

contribution to the cost of maintaining the institutions but hang on to their position inspired by a lust for petty power, which in some instances falls little short of tyranny so far as its exercise in relation to members of the staff is concerned.

To revert, however, to the general question of teachers' salaries, I am entirely in agreement with the opinion expressed by the Central Advisory Board that if India wants good teachers, she must follow the example of other countries and pay them properly. It is gratifying to note that the Wardha Scheme recognised the necessity for this and prescribed a minimum salary for a village teacher which was much in advance of the normal rate payable at the time. There will always, I hope, be people who take up teaching because they regard it as their vocation or mission in life and are not concerned with its material rewards but even if the number of these largely increases, as I trust it may with a growing sense of social service in the new India, they can never supply more than a very small proportion of the vast army of teachers that a really national system of education will require. The balance will either have to be attracted into teaching by conditions of service roughly comparable with those offered by other learned professions or will have to be recruited by other means, *i.e.*, by compulsion in some form or another.

Before discussing this alternative, however, I feel I ought to say something about another popular misconception in regard to teaching which is prevalent in this country to-day. Many people say and more think that teaching is an easy job. They not only point to the short hours and long holidays compared with those of other professions but they also assume that teaching is a thing which any one can do. It is possible that teachers themselves are largely responsible for the low esteem in which their art is commonly held. If they had been as wise as the priests and the doctors and had invested their craft with a similar atmosphere of impressive mystery, they might have been successful in securing, if not equal rewards, at least the respect accorded to members of a learned profession. But whether teachers by their honesty or folly have contributed to their own downfall, the time has now arrived when in India the public must be enlightened as to the importance of the teacher in any community, and above all in a democratic one, and must be persuaded that so far from being a soft-option teaching calls for qualities of brain and heart and it may be added body, which by no means everybody possesses and which in their higher manifestations are very rare indeed. Teaching is not only a gift, it is also a craft which has to be acquired by careful training and for which as for other crafts only a limited number of people have the necessary aptitude. The idea that you can put any one with a certain elementary background of knowledge in front of a class and the result will be education is a complete and dangerous delusion. Apart from the possession of the necessary technique, which is essential, the teacher must also like his work. Those who have taught will need no telling what hell teaching must be for those who can neither maintain discipline nor secure the regard of their pupils.

Moreover, it is equally false to suppose that a good teacher's work can be limited to the hours in which he is actually in the classroom. If he is really interested in his pupils and their parents, much of his work will be done outside the classroom. Apart from necessary corrections and the private reading which he will need to keep up to date with his subject, he will spend many hours each week in the playing field, where

he will learn a lot more about his pupils than he will in the classroom, and in visiting their homes, where he may learn still more.

If my estimate of the value, the dignity and the difficulty of the teacher's task is a fair one, it will be obvious why I have been and am forced to reject the various short-cuts which have been suggested for accelerating the recruitment of the 2½ million teachers who will be required, if the Central Advisory Board's plan is to be properly carried out. They all seem to ignore the strenuous nature of the teacher's work or his fundamental importance as an influencer of young lives or both.

Let us first consider what is usually called the double-shift system. If this merely means using the same buildings and equipment for two lots of children and two lots of teachers each day, it is not open to any serious objection, except that it will mean either truncating the number of school hours per pupil or causing teachers and children to work at times when climatic conditions in many parts of India will not be good for them. But where it involves using the same teaching staff for two lots of children, it means either that the children will get much less schooling than they ought to have or that the teachers will be called upon to do much more teaching than they can possibly do effectively and in addition will have no time for their extra curricular work, the importance of which I have already emphasised. Under a scheme of this type which has recently been introduced in one Province, teachers are required to teach for seven hours a day for six days a week. Apart from the fact that each child only gets 21 hours' schooling a week as compared with a desirable minimum of 32 hours (including organised games), it must be obvious to any one who has ever taught that the promoters of this scheme either know nothing about teaching or are prepared to subordinate sound educational considerations to the desire to be able to advertise a large increase in the school population.

Another suggestion for saving time and money is that High School children before getting their matriculation or leaving certificates and undergraduates before receiving their degrees should be required to put in a year or two's teaching in Primary or Middle Schools. I see no objection to young people being required to undergo some form of training in social service during their High School or University careers, provided that this can be arranged without serious disturbance of their studies but the idea that the country's most valuable raw material, the citizens of the future, should be handed over to such immature, and inevitably in many cases unwilling and incompetent practitioners fills me with the greatest concern.

A third suggestion is that under any compulsory scheme of national service the requisite quota of men and women should be allotted to teaching. The example of Russia is often quoted in this connection, but whether in fact Russian conscripts are forced to teach whether they want to or not or whether if they are, the result is successful, are questions which the information at my disposal does not allow me to answer. But as a teacher I can say with some confidence that if a person does not want to be a teacher or lacks the essential gift, the odds against him or her ever being a good teacher are at least 100 to 1. Moreover, if I am right in believing that the most important part of a teacher's business is not to give his pupils a certain amount of information about a certain number of subjects but to mould their characters and exercise upon them a permanent influence for good, what chance is there of this being accomplished by birds of passage, and fledgelings at that, who in the great majority of cases will have no vocation for teaching whatever ?

I can only repeat again that if you want good teachers the only thing to do is to try to recruit people who have a liking and an aptitude for teaching and look forward to finding in that calling a means of serving the community combined with a reasonable competence. To my mind there is nothing incompatible between a desire to render service to one's fellows and a desire to earn a fair or even a good living. Indeed it is difficult for any servant of the public to give of his best if he goes to his day's work with his mind full of domestic anxieties of a financial or any other kind.

The fact that these suggestions and others on similar lines are being seriously put forward by people of whose good intentions there can in most cases be no possible doubt, fills me with genuine alarm. It so far overshadows all my other apprehensions about India's educational future that my final words of advice, for what they are worth, must be "quality and quality and quality." It may be that some genius may yet arise in this country who will show the world that education can be cheap without being nasty. No one has yet done so and I hope that educational reformers will not sit with hands folded waiting for his advent. It is conceivable that he may never appear !* In the meantime, would it not be wise to act in accordance with two essentially practical precepts in the Central Advisory Board Report, the first of which is "If India wants a proper system of education, she will have to follow the practice of other countries and pay for it" and the second "If the labourer is worthy of his hire, then of all labourers, the good teacher is most worthy of his"?

Whether a system of public instruction, comparable in quality or comprehensiveness with those in vogue in other countries, is a paramount necessity for the new India is a matter for Indians to decide and not for me. Whatever else I may have failed to do, I have tried to be true to my belief and because a bad education is worse than no education, quality must at all costs be maintained. I have pleaded with all and sundry in season and out of season, and am still pleading, that if there are such things as human rights, as I believe there are, the boys and girls of India have a right to equality of opportunity with their coevals and coequals in other countries. But apart from all questions of social justice, how can India expect to hold her own with other nations if her people are less well-equipped than theirs either as individuals or as citizens or as workers ?

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*I trust that no one will quote the Wardha Scheme against me in this connection. The salaries proposed for Basic teachers are sufficient evidence by themselves that the expenditure involved by the scheme would have been heavy. I also know from a talk, which I had with Mr. Gandhi eight or nine years ago, that the last thing he contemplated or would even have agreed to was economy at the expense of Indian children. What he hoped—and I only wish I could share his hope—was that this expenditure could be largely if not entirely met by the sale of Basic School products. Apart from this, however, it has to be remembered that the Wardha Scheme was only concerned directly with Basic (*i.e.*, Primary and Middle) Education and that this, though usually the largest, is only one among many items in the nation's education budget.

PART II

Chapters I–XII

CHAPTER I

ADMINISTRATION

SINCE 1921 education is a Provincial subject and, therefore, under the direct control of the elected Ministerial Section of the Provincial Administrations. The Government of India have had no direct part in the educational development of the Provinces, apart from their broad co-ordinating rôle as a Central Government. Till the end of August 1945, the Department of Education, Health and Lands of the Government of India was the appropriate department at the Centre for dealing with matters relating to education and was responsible for the administration of education in the Centrally Administered Areas. On 1st September, 1945, a separate Department of Education was created at the Centre. A detailed account of the set-up and activities of this Department will be found in Part III of this Review. Apart from co-ordinating education planning for the whole of India and acting as an agency for the collection and dissemination of information on education, the Department has many schemes and activities of its own. It directly administers certain institutions of an all-India character and also undertakes to give financial assistance where necessary.

The Directors of Public Instruction are the heads of the administrative machinery in the Provinces and they carry out the general policy laid down by the Governments in power. Working directly under the Directors of Public Instruction are the Deputy and Assistant Directors and below them various grades of Inspectors and Inspectresses, Deputy Inspectors and Deputy Inspectresses, Sub-Inspectors and Sub-Inspectresses, etc. There are also special officers working under the Directors of Public Instruction in a number of Provinces.

In the Centrally Administered Areas the organization consists of the Superintendent of Education and Inspectors and Inspectresses under him.

Since the abolition of the Indian Educational Service in 1924, the cadres of the Educational Services in the administrative and teaching branches have been the Provincial Education Service, Class I and Class II, and others of lower grades. Salaries and conditions of service of even Class I are much below those of the old Indian Educational Service.

The ranks of the Indian Educational Service are diminishing owing to retirement in the natural course.

Table I shows the position of Provincial Service, Class I, in 1946-47.

TABLE I

Provincial Educational Service, Class I (1946-47)

Province	Total Number of Posts		Number of Posts held by				Number of Posts filled up by				Number of Posts held in Abeyance	
			I.E.S. Officers		Promoted Officers		Direct Recruitment		Officiating Arrangement			
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Assam	44*	..	..	..	33*	..	11	..	..	..	..	..
Bengal	59†	5‖	1§	..	21	1	17	4	15	..	2	..
Bihar	33‡	4	..	..	20	1	6	..	3	1	3	2
Bombay	55	4	3	1	16¶	2	17	..	19	1	..	..
C. P. and Berar ..	12	2	..	..	7	1	4	1	1	..	1	..
N.-W. F. P. ..	..	..	..	..	..	..	..	..	..	..	..	..
Orissa	17	1	..	..	7	..	2	..	3	1	5	..
Punjab	36	14	2	..	31	13	2	1	1	..	..	..
Sind	..	..	..	..	..	..	..	..	..	..	..	..
United Provinces ..	19	1	3	..	8	1	7	..	1	..	..	..
Delhi, Ajmer-Merwara and C. I.	2	..	..	..	..	..	2	..	..	..	..	..
TOTAL ..	277	29	9	1	143	18	68	5	43	3	10	2

Note.—There is no class of service designated as Provincial Educational Service, Class I, in Madras Province.

* Separate figures for men and women not available.

† Includes 3 of the B.S.E.S. posts which are filled on Bengal General Service basis during the year under report and excludes the post of special officers for Primary Education, Bengal, temporarily raised to B.S.E.S.

‡ Includes one post held by an officer on special rate of pay.

§ Excludes the post of D.P.I. Bengal who is on deputation.

‖ Excludes one temporary post created in the cadre which has been filled by a temporary promotion of an officer in the Women's Branch of the B.E.S.

¶ Includes one post held by B.S.E.

The Senior Inspectors and Inspectresses are in some cases in the Provincial Service, Class I, but the main body is in Class II. As the pay and prospects offered to persons of ability are far higher in other branches of Government service, men and women with high qualifications have not been attracted to the Educational Service in sufficient numbers. Some of the Directors of Public Instruction in major Provinces have on more than one occasion drawn the attention of the governments to what might prove to be in course of time a disaster for education. Table II sums up the position with regard to the Inspectorate.

The lower ranks of the Inspectorate (those of the Subordinate Administrative Service) also have not attracted the best men owing to the fact that the terms of that service have been unsatisfactory. According to the Provincial Reports, while the demands on the Inspectorate have been increased greatly, their salaries have not increased in proportion to their work. The Reports also stress the need for strengthening the inspecting staff.

The enlistment of well-qualified personnel for the administrative as well as the teaching branches is of vital importance for the future of Indian Education.

TABLE II

Provincial Directorate and Inspectorate

Province	Designation	Number of Posts	Scale of Pay	Duties of Officers
ASSAM	*Men's Branch*		Rs.	
	Director of Public Instruction ..	1	1,200—50—1,500	Direction, administration and supervision of Education in the Province.
	Assistant Director of Public Instruction.	1	250—800 (*plus* spl. Rs. 150) ..	Helps the D.P.I. generally in administration, inspection, etc.
	Assistant Director of Public Instruction for Sanskrit Education.	1	250—800	Inspects Sanskrit Tols and advises D.P.I. in all matters regarding Sanskrit Education.
	Assistant Director of Public Instruction for Muslim Education.	1	250—800	Inspects Islamic Schools and Islamic Classes, etc. Advises the D.P.I. in all questions affecting Muslim Education.
	Inspector	2	250—800 (*plus* spl. pay Rs. 100)	Generally responsible for the administration of Primary and Secondary Education in his Division; inspects High and Training Schools and supervises the work of the Deputy Inspectors.
	Assistant Inspector of Schools ..	3	175—425 (*plus* spl. pay Rs. 50)	Inspects Middle and Primary Schools including Board Vernacular Schools.
	Deputy Inspector	21	150—350 (Selection grade Rs. 400)	Inspects Middle and Primary Schools.
	Sub-Inspector	61	75—175	Assists Deputy Inspector in inspecting Vernacular Schools.
	Assistant Sub-Inspector ..	39	40—70	Assists the Sub-Inspector.
	Assistant Inspector of Schools for Muslim Education.	2	175—425 (*plus* spl. pay Rs. 50) ..	Assists the A.D.P.I. for Muslim Education.
	Assistant Inspector of Schools for Plains Tribals.	1	175—425 (*plus* spl. pay Rs. 50) ..	Encourages education among Plains Tribals.
	Women's Branch			
	Inspectress of Schools ..	1	200—500 (outside graded service *plus* spl. pay Rs. 100).	Generally responsible for the administration of Girls' Schools in the Province. Inspects Girls' Schools and Training Schools for Mistresses.

	Assistant Inspectress of Schools	3	150—350 (*plus* spl. pay Rs. 50) ..	Inspects Girls' Schools.
	Assistant Inspectress of Schools for Muslim Education.	1	150—350 (*plus* spl. pay Rs. 50) ..	Inspects Muslim Girls' Schools and Maktabs.
BENGAL	*Men's Branch*			
	Director of Public Instruction	1	2,500—100—3,000	Is the Executive Head of the Department of Education in the Province.
	Assistant Director of Public Instruction.	1*	302—50/2—700—75/2—1,000 (E.B. at Rs. 600 and Rs. 700).	Assists the D.P.I. in the discharge of his duties.
	Assistant Director of Public Instruction for Muhammadan Education.	1	Do.	Assists the D.P.I. in all questions relating to Muslim Education.
	Inspector	6	Do.	Is in charge of all educational matters in his Division excepting those relating to Arts and Professional Colleges, Government Senior Madrasahs and European Schools.
	Second Inspector	6	3 in the grade of Rs. 300—50/2—700—75/2—1,000 (E.B. at Rs. 600 and Rs. 700). 2 in the grade of Rs. 250—25—300—40/2—500—50/2—800 (E.B. at Rs. 460 and Rs. 650). 1 in the grade of Rs. 150—25—200—50/2—300—40/2—500—50/2—700 (E.B. at Rs. 380 and Rs. 550).	Is responsible to the Inspector for the Inspection of High and Normal Schools and the control of subordinate Inspectors.
	District Inspector	27	Old Scale :—250—250—300—40/2—500—50/2—850 (E.B. at Rs. 460 and Rs. 650). New Scale :—150—25—200—50/2—300—40/2—500—50/2—700 (E.B. at Rs. 380 and Rs. 650).	Is the Chief Education Officer of the District in respect of Primary and Middle Education.
	Sub-Divisional Inspector ..	37	Old Scale :—150—10—250 .. New Scale :—130—10/2—140—20/2—220.	Is in charge of Primary and Middle Education in his jurisdiction.

*During the year under report the post was held by a B.G.S. Officer in the scale of Rs. 1,250—100/2—1,550 (*plus* spl. pay Rs. 100).

TABLE II—*contd.*

Province	Designation	Number of Posts	Scale of Pay	Duties of Officers
BENGAL —*concld.*	*Men's Branch*—concld.		Rs.	
	Sub-Inspector	267	Old Scale :—75—5—150—E.B.—5—200. New Scale :—75—8/2—115—5/2—125—E.B.—5/2—135—10/2—175.	Assists the Sub-Divisional Inspector of Schools and inspects Primary Schools and Junior Madrasahs in his jurisdiction.
	Assistant Inspector of Schools for Muhammadan Education.	5	150—25—200—60/2—300—40/2—500—50/2—700 (E.B. at Rs. 380 and Rs. 550).	Inspects all Junior Madrasahs and Maktabs.
	Assistant Sub-Inspector and Inspecting Mantri.	3	Old Scale :—35—2—75—E.B. 3—90. New Scale :—35—4/2—75—E.B. 5/2—80.	Inspects Primary Schools in limited areas.
	Inspector of European Schools ..	1	300—50/2—700—75/2—1,000 (E.B. at Rs. 600).	Controls all Institutions for Europeans and Anglo-Indians.
	Women's Branch			
	Inspectress of Schools ..	2	300—40/2—500—E.B.—40/2—700	Inspects and organises female education. In charge of and responsible for all the Girls' Schools other than European Schools within her jurisdiction. Is immediately subordinate to the D.P.I. in all matters concerning the schools of which she is in charge. Is authorised to inspect Mixed Primary Schools.
	Assistant Inspectress of Schools	12	Old Scale :—200—25/2—500 (E.B. at Rs. 325). New Scale :—150—30/2—240—20/2—420.	Is immediately subordinate to the Inspectress. Is specially concerned with Middle and Primary Education but may be required to inspect other institutions as well.
BIHAR	*Men's Branch*			
	Director of Public Instruction ..	1	2,250—100—2,750 ..	Direction, administration and supervision of education in the Province.
	Additional Director of Public	1	1,800,	

Deputy Director of Public Instruction.	1	300—35/2—440—40—640—E.B.—40—1,000 (*plus* spl. pay Rs. 125).	Helps the D.P.I. generally in administration, inspection, etc.
Special Officer in charge of Primary and Girls' Education.	1	Do	
Inspector	4	300—35/2—440—40—1,000 ..	Is responsible for the inspection of all recognised educational institutions (other than colleges) in his area. Inspects mainly High and Secondary Training Schools.
District Inspector	16	200—40/2—400—30—700 ..	Inspects High, Middle, Upper Primary and Elementary Training Schools.
Deputy Inspector	41	128—12/2—200	Inspects Middle, Upper Primary and Elementary Training Schools and supervises the work.
Sub-Inspector	202	Lower Division :—65—4/2—105 Upper Division :—128—12/2—200.	Inspects Lower Primary and Indigenous Schools.
Special Deputy Inspector for Santal Schools.	1	Do.	Inspects Santal Schools.
Sub-Inspector of Santal Schools	6	40—1—50	Inspects Santal Schools.
Sub-Inspector of Schools for Pahariyas.	1	40—1—50	Inspects Special Schools for Pahariyas.
Superintendent of Sanskrit Studies.	1	200—40/2—400—30—700 ..	Inspects Sanskrit Tols and Pathshalas and advises on all questions affecting Sanskrit Education.
Assistant Superintendent of Sanskrit Studies.	1	128—12/2—200	Inspects Tols and Pathshalas.
Superintendent of Islamic Studies	1	200—40/2—400—30—700 ..	Inspects Madrasahs and advises on questions regarding Persian and Arabic Education.
Special Inspecting Officer for Muslim Education.	4	Lower Division :—65—4/2—105 Upper Division :—128—12/2—200	May inspect any type of school containing Muhammadans.
Inspecting Maulvi	25	40—1—50	Inspects Urdu Primary Schools.
Special Inspecting Officer for Depressed Classes.	3	(*i*) 65—4/2—105 .. .. (*ii*) 50—5/2—100 (*iii*) 40—1—60	Inspects Primary Schools.
Inspector of Students' Residences	1	Lower Division :—65—4/2—105 Upper Division :—128—12/2—200	Supervises the residences of students who do not live in College or School hostels or with guardians.
Women's Branch			
Inspectress	1	280—12—400—20—600—25—700	Inspects High and Training Schools and supervises the work of District Inspectresses and office work at Headquarters.

TABLE II—*contd.*

Province	Designation	Number of Posts	Scale of Pay	Duties of Officers
BIHAR —*concld.*	*Women's Branch*—concld.		Rs.	
	District Inspectress	7	170—13—430	Inspects Middle Schools, special classes for the teaching of Needle work and lace schools.
	Lady Superintendent for Hindu Atus.	1	40—1—50	Supervises the work of the Atus and visits Pardanashin ladies in their homes and explains to them the aims and objects of female education.
	Lady Superintendent for Muhammadan Atus.	1	Do.	Do.
BOMBAY	*Men's Branch*			
	Director of Public Instruction	1	2,000—100—2,500	Direction, administration and supervision of education in the Province.
	Deputy Director of Public Instruction.	3	1 in Rs. 320—40—640—E.B. 40—1,200 (*plus* spl. pay Rs. 150). 1 in Rs. 300—25—400—30—550—E.B. 35—760—40—1,000 (*plus* spl. pay Rs. 150). 1 in Rs. 300—20—420—E.B.—30—660. E.B.—40—900 (*plus* spl. pay Rs. 150).	Helps the Director of Public Instruction in administration, inspection, etc.
	Divisional Educational Inspector	5	300—20—420—E.B. 30—660—E.B. 40—900.	Inspects Secondary Schools for Boys and Government Primary Training Institutions for Men and Special Schools for Boys.
	Assistant Educational Inspector	25	170—10—250—E.B. 15—400—E.B. 20—500.	Inspects Secondary Schools for Boys and Special Schools for Boys.
	Deputy Educational Inspector ..	20	Do.	Inspects Primary Schools.

Assistant Deputy Educational Inspector.	245	(*a*) 2 in Rs. 70—5—120—E.B. 5—140—200. (*b*) 89 in Rs. 45—5—115—E.B. 5—145—E.B. 6—175. (*c*) 7 in Rs. 45—5—115—E.B. 5—145. (*d*) 53 in Rs. 40—5—115—E.B. 5—135. (*e*) 94 in Rs. 40—5—100.	Inspects Primary Schools for Boys
Inspector of Drawing and Craft Work.	1	300—20—420—E.B. 30—660—E.B. 40—900.	Inspects all the Secondary Schools so far as teaching of Drawing and Craft work is concerned.
Basic and Craft Supervisor ..	8	(*a*) 1 in Rs. 40—5—100 .. (*b*) 1 in Rs. 40—5—115—E.B. 5—135. (*c*) 1 in Rs. 45—5—115—E.B. 5—145—E.B. 6—175. (*d*) 5 in Rs. 40—5/2—60.	Inspects Basic Schools.
Deputy Educational Inspector for Visual Instruction.	1	170—10—250—E.B. 15—400—E.B. 20—500.	In charge of Department of Visual Education in Secondary Schools and Training Institutions.
Assistant Deputy Educational Inspector for Physical Education.	10	45—5—115—E.B. 5—145—E.B. 6—175.	Inspects Secondary and Primary Schools so far as Physical Education is concerned.
Deputy Educational Inspector for Urdu Schools.	4	170—10—250—E.B. 15—400—E.B. 20—500.	Inspects Urdu Primary Schools for Boys.
Inspector for Primary Training Institutions.	1	Do.	Inspects Non-Government Primary Training Institutions for Men and Women.
Assistant Administrative Officer	46	45—5—115—E.B. 5—145—E.B. 6—175.	Works in connection with compulsory Elementary Education.
Assistant Deputy Educational Inspector for Agricultural Bias Schools.	3	(*a*) 2 in Rs. 45—5—115—E.B. 5—145—E.B. 6—175. (*b*) 1 in Rs. 40—5—100.	To inspect Agricultural Bias Schools.
Women's Branch			
Inspectress of Girls' Schools ..	2	(*a*) 1 in Rs. 900—25—950—1,000—1,050. (*b*) 1 in Rs. 300—25—600—E.B. 25—750.	Inspects Secondary and Special Schools for Girls and Government Primary Training Institutions for Women.
Assistant Inspectress of Girls' Schools.	2	170—8—250—E.B. 266—12—350	To inspect Secondary and Special Schools for Girls.

TABLE II—*contd.*

Province	Designation	Number of Posts	Scale of Pay	Duties of Officers
BOMBAY —*concld.*	*Women's Branch*—concld.		Rs.	
	Assistant Deputy Educational Inspectress.	29	(*a*) 13 in Rs. 85—5—115—E.B. 5—145—E.B. 6—175. (*b*) 2 in Rs. 45—5—115—E.B. 5—135. (*c*) 14 in Rs. 40—5—100.	To inspect Primary Schools for Girls.
	Deputy Educational Inspectress attached to the Inspectress of Schools, B.D.	1	170—8—250—E.B. 266—12—350	Helps the Inspectress of Schools B.D. in so far as the inspection of Secondary and Special Schools for Girls is concerned.
	Inspectress of Urdu Schools, C.D. and B.D.	1	Do.	Inspects Urdu Primary Schools for Girls.
N.B.—In addition to the Inspecting Officers mentioned above, there are the following Executive Officers of the District and Municipal School Boards in the Province, provision of whose accounts is made under the minor head "Inspection" in the Educational Budget Estimates.				
	(*i*) Administrative Officer of District School Board.	20	170—10—250—E.B. 15—400—E.B. 20—500.	
	(*ii*) Administrative Officer of Municipal School Boards.	16	1 in Rs. 170—10—250—E.B. 15—400—E.B. 20—500. 7 in Rs. 45—5—115—E.B. 5—145—E.B. 6—175. 6 in Rs. 130—10—200. 2 in Rs. 150—10—200.	
C. P. AND BERAR	*Men's Branch*			
	Director of Public Instruction	1	Old Scale :—1,750—100—2,250 Revised Scale :—1,250—100—1,750	Direction, administration and supervision of education in the Province. Also Ex-Officio Chairman High School Education Board

Deputy Director of Public Instruction.	1	Old Scale :—350—350—40—750—750—E.B. 800—50—1,000—1,000—50—1,250. New Scale :—250—250—25—450—E.B. 475—25—800.	Generally assists the D.P.I. and inspects Secondary Schools.
Deputy Director of Public Instruction (Tech.).	1 (Vacant).	1,000—50—1,500.	
Divisional Superintendent of Education.	8	Old Scale :—350—350—40—750—750—E.B. 800—50—1,000—1,000—50—1,250. New Scale :—250—250—25—450—E.B. 475—25—800.	Inspects High Schools, Normal Schools. Supervises the work of District Inspector of Schools and Assistant District Inspector of Schools and is in charge of the administration of the Division.
District Inspector of Schools ..	19	Revised Scale :—150—150—15—300. New Scale :—200—200—15—350—E.B. 365—15—500.	Inspects Indian English Middle Schools, Primary Schools. Supervises the work of Assistant District Inspectors of Schools and is in charge of administration of the District.
Assistant District Inspector of Schools.	70	(*a*) 3 in the Selection Grade of 200—10—250 (Old) / 175—5—200 (New) (*b*) 67 in the Ordinary Grade of 80—80—5—175 (Old) / 70—4—150 (New)	Inspects Primary and Indian Middle Schools.
Officer on Special Duty for Post-War Reconstruction.	1	Old Scale :—250—350—40—750—750—E.B. 800—50—1,000—1,000—50—1,250. New Scale :—250—250—25—450—E.B. 475—25—800.	Is in charge of Post-War Planning Scheme.
Assistant to the Officer on Special Duty for Post-War Reconstruction.	1	New Scale :—200—200—15—350—E.B. 365—15—500. Revised Scale :—150—150—15—300.	Assists the Officer on Special Duty for P.W.R.
Officer on Special Duty, Military Education.	1	Old Scale :—350—350—40—750—750—E.B. 800—50—1,000—50—1,250. New Scale :—250—250—25—450—E.B. 475—25—800.	

TABLE II—*contd.*

Province	Designation	Number of Posts	Scale of Pay	Duties of Officers
C. P. AND BERAR —*concld.*	*Women's Branch*		Rs.	
	Inspectress of Schools ..	2	250—250—15—400—E.B. 420—20—600.	Inspects Girls' Secondary Schools and Normal Schools. Supervises the work of D.I.S. and A.D.I.S.
	District Inspectress ..	6	Old Scale :—200—200—15—350—E.B. 365—15—500. New Scale :—150—150—10—200—200—E.B. 10—250—250—E.B. 300.	Inspects Indian Middle English Schools. Supervises the work of A.D.I.S. and administers the District.
MADRAS	*Men's Branch*			
	Director of Public Instruction ..	1	2,500—100—3,000 .. Provisional Scale :—1,500—150/2—1,800.	Head of the Education Department. Is also the Commissioner of Government Examinations.
	Deputy Director of Public Instruction.	3	600—100/2—1,000 (*plus* duty allowance of Rs. 50).	Assists the D.P.I. in administration of the Department.
	Personal Assistant to the D.P.I.	1	Old Scale :—250—25—500—E.B. 50—800. Revised Scale :—200—30/2—260—40/2—500—50/2—700. From 1-1-47 :—230—30/2—260—40/2—500—50/2—700.	Do.
	Divisional Inspector of Schools	4	600—100/2—1,000	Controls and supervises the Boys' Education in the Division.
	District Educational Officer ..	28	Old Scale :—250—25—500—E.B. 50—800. Revised Scale :—200—30/2—260—40/2—500—50/2—700. From 1-1-47 :—230—30/2—260—40/2—500—50/2—700.	Inspects Boys' Schools—Secondary, Elementary and other Special Schools.

Deputy Inspector of Schools (Senior Grade).	224	Old Scale :—75—5—100—10—150 (S.G.) Rs. 150—10—250. Revised Scale :—85—5—125—10—175 (Grade II), 165—5—205—10—245 (Grade I).	Inspects Elementary Schools for Boys.
Deputy Inspector of Schools (Junior Grade).	171	Old Scale :—50—2½—75 .. Revised Scale :—60—120.	Do.
Superintendent of Sanskrit Schools.	1	Old Scale :—250—25—500—E.B. 50—800. Revised Scale :—200—30/2—260—40/2—500—50/2—700. From 1-1-47 :—230—30/2—260—40/2—500—50/2—700.	Inspects Sanskrit Colleges and Schools in the Province.
Chief Inspector of Physical Education.	1	Do.	Inspects Physical Education activities of the Schools. Supervises work of Regional Inspectors of Physical Education. Advises the Department and the Government on all matters relating to Physical Education.
Adviser to Government on Manual Training.	1	Do. (Held in abeyance since 1-10-46 and a temporary post in the Subordinate Educational Service created).	Inspects Manual Training Centres and Manual Training Section Schools. Advises the Department and the Government on all matters relating to Manual Training.
Women's Branch			
Inspectress of Girls' Schools ..	8	Old Scale :—200—20—400—E.B. 500. New Scale :—200—30/2—260—40/2—400—50/2—700. From 1-1-47 :—230—30/2—260—40/2—500—50/2—700.	Inspects Girls' Schools (Secondary, Training and Primary).
Sub-Assistant Inspectress of Girls' Schools.	54	Old Scale :—75—5—100—10—150—10—250. New Scale :—70—200. From 1-1-47 :—85—5—125—10—175 (Grade II). Grade I :—165—5—205—10—245	Inspects Elementary Schools for Girls.

TABLE II—*contd.*

Province	Designation	Number of Posts	Scale of Pay	Duties of Officers
MADRAS —*concld.*	*Women's Branch*—concld.		Rs.	
	Inspectress of European Schools	4	Old Scale :—200—20—400—E.B. 500. New Scale :—200—30/2—260—40/2—400—50/2—700. From 1-1-47 :—230—30/2—260—40/2—500—50/2—700.	Inspects European Girls' Schools.
	Special Officer to Mopilla Education for Girls.	1	85—175	Inspects Elementary Schools for Mopilla Girls.
	Lecturer in Domestic Science ..	1	Old Scale :—250—25—500—50—750. New Scale :—200—700 From 1-1-47 :—230—30/2—260—40/2—500—50/2—700.	Lectures in Domestic Science and inspects European Schools.
	Woman Specialist in Physical Education.	1	Do.	Organises Physical Education activities.
ORISSA	*Men's Branch*			
	Director of Public Instruction ..	1	2,000—50—2,250 (*plus* £13-6-8 as overseas allowance).	Direction, administration and supervision of education in the Province.
	Deputy Director of Public Instruction.	1	300—35/2—440—40—640—E.B. 40—1,000. (Spl. pay :—20% of pay not less than 100 and not more than 125).	Helps the D.P.I. in the discharge of his duties.
	Inspector of Schools (North Orissa).	1	Old Scale :—360—40/2—600—E.B.—50—1,250. Revised Scale :—300—35/2—440—40—640—E.B. 40—1,000. New Scale :—300—20—400—25—700—E.B. at Rs. 450 and 575.	Is responsible for efficient inspection of all recognised educational institutions (other than Colleges) in his area. Inspects mainly High Schools and supervises the work of his Subordinate Inspecting Officers.

District Educational Officer, Ganjam.	1	250—40/2—450—50/2—550—E.B. 50—600—40—800 (Old Scale). Revised Scale :—200—40/2—400—30—490—E.B. 30—700. New Scale :—200—25—300—20—380—E.B. 20—500.	Inspects Secondary Schools, Secondary Department of Colleges and Training Schools and supervises the work of his Subordinate Inspecting Officers.
District Inspector of Schools (North Orissa).	6	Do.	Inspects Middle and Elementary Training Schools and supervises the work of Deputy Inspectors, Sub-Inspectors of Schools and Inspecting Maulvis.
Deputy Inspector of Schools (North Orissa).	6	Old Scale :—150—15/2—240 New Scale :—128—12/2—200	Inspects Middle and Elementary Training Schools and supervises the work of Sub-Inspectors of Schools.
Sub-Inspector of Schools (North Orissa).	54	Old Scale :— Lower Division :—75—5/2—125 Upper Division :—150—15/2—240. New Scale :— Lower Division :—65—4/2—105 Upper Division :—122—12/2—200.	Inspects Primary and Indigenous Schools.
Sub-Inspector of Schools (South Orissa).	20	Old Scale :—75—5—100—10—150—(S.G.) 150—10—250. Revised Scale :—70—10/2—130—(S.G.) 140—15/2—200. New Scale :— Lower Division :—65—4/2—105 Upper Division :—128—12/2—200.	Inspects Elementary Schools.
Sub-Inspector of Schools—Junior Grade.	7	Old Scale :—50—5/2—75 New Scale :—50—5/2—70	Inspects Elementary Schools.
Superintendent of Sanskrit Studies.	1	Old Scale :—170—10—250 Revised Scale :—144—7—200 New Scale :—125—8—205—9—250	Inspects Sanskrit Tols and Primary Sanskrit Schools and advises the D.P.I. on all questions affecting Sanskrit Education.
Special Inspecting Officer for Muhammadan Education.	1	Old Scale :— Lower Division :—75—5/2—125 Upper Division :—150—15/2—240. New Scale :— Lower Division :—65—4/2—105 Upper Division :—128—12/2—200.	Inspects Madrasahs, Primary Urdu Schools, Urdu and Persian Classes of Secondary Schools and is responsible to the Inspector for the state of Muhammadan Education.

TABLE II—*contd.*

Province	Designation	Number of Posts	Scale of Pay	Duties of Officers
ORISSA —*concld.*	*Men's Branch*—concld.		Rs.	
	Inspecting Maulvi	1	40—1—50	Inspects Primary Urdu Schools.
	Senior Special Inspecting Officer for Depressed Classes (North Orissa).	1	Old Scale :—108—4—128—12/2—200. New Scale :—128—12/2—200	Inspects Primary Schools for the Scheduled Castes and also does propaganda work for the spread of education among the Scheduled Castes.
	Junior Special Inspecting Officer for Depressed Classes (North Orissa).	1	Old Scale :—40—1—60 .. New Scale :—40—1—50	Do.
	Inspector of Students' Residences, Cuttack.	1	Old Scale :— Lower Division :—75—5/2—125 Upper Division :—150—15/2—240. New Scale :— Lower Division :—65—4/2—105 Upper Division :—128—12/2—200.	Supervises the residences of students who do not live in School or College hostels or with guardians.
	Women's Branch			
	District Inspectress of Schools, North Orissa.	1	Old Scale :—200—15—350—E.B. 15—500. New Scale :—170—13—300—E.B. 13—430.	Inspects Middle and Primary Schools for Girls and special classes for the teaching of Needle work and Zenana Schools.
	Deputy Inspectress of Schools, Ganjam and Koraput Districts.	1	Old Scale :—75—5—100—10—150 (S.G.) 150—10—250. Revised Scale :—70—10/2—130 (S.G.) 140—15/2—200. New Scale :—128—12/2—200	Inspects Elementary School for Girls.
	Deputy Inspectress of Schools (Cuttack cum Amgul).	1	Old Scale :—150—15/2—240 .. New Scale :—128—12/2—200	Inspects Middle and Primary Schools for Girls and special classes for the teaching of Needle work and Zenana Schools.

EAST PUNJAB	*Men's Branch*			
	Director of Public Instruction ..	1	2,250—100—2,750	Is the Head of the Department of Education in the Province.
	Deputy Director of Public Instruction.	1	1,250—50—1,500	Advises the D.P.I. about the Men's Education of the Province.
	Inspector of Vernacular Education.	1	350—40—750—40—950—50—1,200	Advises the D.P.I. about the Vernacular Education of the Province.
	Inspector of Training Institutions	1	Do. ..	Inspects Normal Schools for Men.
	Inspector of Schools ..	5	Do. ..	Is in charge of Men's Education in his Division.
	Deputy Inspector of Schools ..	9	250—25—550—25—725 ..	Assists the Inspector of Schools.
	Deputy Inspector for Rural Science.	1	Do. ..	Is in charge of Agricultural Education of Schools.
	Assistant District Inspector of Schools.	153	90—5—150; 150—10—190—10—220; 230—10—270—10—300.	Supervises and inspects the Boys' Education in the District.
	Assistant District Inspector of Schools for Physical Training.	29	Do ..	Supervises and inspects Physical Education in the District.
	Women's Branch			
	Deputy Directress of Public Instruction.	1	400—25—625/650—25—850 ..	Advises the D.P.I. about the Women's Education of the Province.
	Inspectress of Training Institutions.	1	Do. ..	Is responsible for the Inspection of Normal Schools for Girls.
	Inspectress of Schools ..	5	Do. ..	Is in charge of the Women's Education of the Division.
	Deputy Inspectress of Schools ..	6	260—20—500/30—650 ..	Is in charge of Girls' Education in the District.
	District Inspectress of Schools ..	10	(*i*) 150—10—190/10—220 (*ii*) 230—10—270/10—300 ..	Supervises and inspects Girls' Education.
	Assistant District Inspectress of Schools.	9	150—10—190/10—220 ..	Supervises and inspects Primary Schools.
	Assistant Inspectress for Domestic Science.	1	230—10—270/10—300 ..	Is in charge of Girls' Education (Domestic Science).
UNITED PROVINCES	*Men's Branch*			
	Director of Public Instruction	1	(I.E.S.) 2,250—100—2,750 (*plus* £13-6-8 Overseas allowance) (U.P.E.S. Class I) 1,700—100—2,000.	Direction, administration and supervision of education in the Province.

TABLE II—*contd.*

Province	Designation	Number of Posts	Scale of Pay	Duties of Officers
UNITED PROVINCES —*concld.*	*Men's Branch*—concld.		Rs.	
	Deputy Director of Public Instruction.	1	1,200—50—1,500 (*plus* spl. pay Rs. 150).	Helps the D.P.I. generally in administration, inspection, etc.
	Assistant Director of Public Instruction.	1	1,200—50—1,500	Helps the D.P.I. in the discharge of his duties.
	Divisional Inspector of Schools	10	300—25—500—600—30—900—50—1,000.	Inspects all Intermediate Colleges, High Schools and English Middle Schools in his Division. One of the Inspectors (Kumaun Division) also inspects European Schools in the Province.
	Assistant Inspector of Schools ..	10	(*a*) 1 in pre-1931 scale of Rs. 250—50/2—300—25—675. (*b*) 9 in post-1931 scale of Rs. 200—15—380—20—500—25—650.	Inspects Hindustani Schools and such Anglo-Hindustani Middle Schools as the Inspector desires him to do so.
	Deputy Inspector of Schools ..	49	Old Scale :—200—25—450 .. Revised Scale :—180—12—300—15—360.	Inspects Hindustani Schools and Training Classes in his jurisdiction.
	Sub-Deputy Inspector of Schools	268	(*a*) 118 in the old scale of Rs. 80—5—120—10—160—(S.G.) 170—10—300. (*b*) 150 in the revised scale of Rs. 70—5—150—10—180.	Inspects all Hindustani Schools in his jurisdiction.
	Inspector of Sanskrit Pathshalas	1	Pre-1931 scale of Rs. 250—50/2—300—25—675.	Inspects Sanskrit Pathshalas.
	Inspector of Arabic Madrasahs	1	Post-1931 scale of Rs. 200—15—380—20—500—25—650.	Visits Arabic and Persian Madrasahs in the Province.
	Inspector of Muhammadan Schools.	1	Do. ..	Assists in organising Muslim Education and is the President of the Provincial Muhammadan Education Committee and of the Special Maktabs.

	Deputy Inspector of Muhammadan Schools.	9	Old Scale :—200—25—450 .. Revised Scale :—180—12—300—15—360.	Inspects Islamia Schools and Maktabs.
	Women's Branch			
	Assistant Directress of Public Instruction.	1	600—25—800 (*plus* spl. pay Rs. 100).	
	Inspectress of Girls' Schools ..	10	200—15—500	Inspects all Indian, English and Hindustani Girls' Schools.
	Assistant Inspectress of Girls' Schools.	29	..	Inspects all Hindustani Schools and Training Classes for Girls in the District.
AJMER-MERWARA	*Men's Branch*			
	Superintendent of Education, Delhi, Ajmer-Merwara and Central India.	1	1,000—50—1,500	Administers the Education Department of Delhi, Ajmer-Merwara and Central India and works as Inspector of European Schools in these areas. Inspects Higher Secondary and High Schools in Delhi, Ajmer-Merwara and all kinds of institutions in Central India.
	Deputy Superintendent of Education, Delhi, Ajmer-Merwara and Central India.	1	600—40—1,000	Inspects High and Higher Secondary Schools in Delhi, Ajmer-Merwara and Central India.
	District Inspector of Schools, Ajmer-Merwara.	1	625—25—650	Is in charge of Vernacular Education for Boys. Assists the Superintendent and Deputy Superintendent in the inspection of High Schools.
	Assistant District Inspector of Schools.	3	2 in Rs. 80—9—125—10—225 .. 1 in Rs. 70—6—100—10—200—E.B. at Rs. 100 and 150.	Inspects Vernacular Primary Schools. Is directly responsible to District Inspector of Schools and assists him in the inspection of Vernacular Middle Schools and general administration of District Schools for Boys.
	Women's Branch			
	Inspectress of Schools, Ajmer-Merwara.	1	200—20—400	Subject to the general control of the Superintendent of Education, inspects all Girls' Schools in the Province. Is responsible for Vernacular, Secondary and Primary Schools.

TABLE II—*concld.*

Province	Designation	Number of Posts	Scale of Pay	Duties of Officers
			Rs.	
BANGALORE (C. AND M. STATION)	Inspector of Schools† ..	1	800—50—1,000	Inspects all kinds of Schools.
COORG	District Educational Officer ..	1	225—5—315—10—325—25/2—350	Inspects all Secondary and Higher Elementary Schools.
DELHI	Assistant Educational Officer ..	1	70—9/2—115—10/2—125 ..	Inspects all Primary Schools.
	Superintendent of Education*, Delhi, Ajmer-Merwara and Central India.			
	Deputy Superintendent of Education*, Delhi, Ajmer-Merwara and Central India.			
	Assistant Superintendent of Education, Delhi.	1	300—25—700	Assists the Superintendent of Education generally in inspection and administration so far as the Province of Delhi is concerned, is *ex*-officio Secretary to the Board of Higher Secondary Education, Delhi.
	District Inspector of Schools, Delhi.	1	250—25—750	Administers Vernacular Education in the Province, holds administrative control of all District Board Schools excepting the High Schools in rural areas of the Province. Inspects and supervises Primary and Middle Schools maintained by the Municipal Committee, Delhi, New Delhi and the N.A. Committee. Assists Superintendent of Education in the Inspection of Schools in the Province.
	Assistant Superintendent for Female Education, Delhi.	1	200—20—400—25—500 ..	Is responsible for Girls' Education with consultation of the Superintendent of Education. Inspects all types and grades of Girls' Schools in the Province.

† The post was in the Central Services till the 26th July when the Civil and Military Station, Bangalore, was retroceded to His Highness the Maharaja of Mysore. After retrocession the post falls under the Government of Mysore with a different scale of pay.

* Shown in Ajmer-Merwara.

EDUCATIONAL LEGISLATION

Central Legislature

The Central Legislature continued to evince keen interest in matters relating to educational policy and administration. In the Legislative Assembly notice was given of a number of resolutions expressing dissatisfaction or suggesting improvements in educational and allied matters. In 1938, the Legislative Assembly adopted a resolution to the effect that a University subsidised by the Federal Government should be set up at once in Peshawar for the Settled Districts and Tribal Areas of the North-West Frontier Province.

In February 1940, a non-official Bill for the amendment of the Aligarh Muslim University Act of 1920, to enable the University to recognise schools and colleges throughout the country, was considered by the Legislative Assembly and it was decided to get the Bill circulated for eliciting public opinion. The Bill was circulated and the opinions received were placed before the House. In November 1941, on the motion of the Central Government, the Act of 1920 was amended so as to enable the University to admit to its privileges the Degree Colleges within the Aligarh District. Under the Act, as it stood before the amendment, only Intermediate Colleges and High Schools could be so admitted. For the degree courses the students were required to enter the University. When the Girls' Intermediate College at Aligarh was raised to a First Grade College and it became necessary for the University to recognise it, the amending Bill was passed to permit its recognition. The Bill provided also for the conferment of degrees and other academic distinctions on students studying in other recognised institutions.

In March 1942, the Council of State adopted a resolution to the effect that the existing Copyright Law should be so amended as to ensure that a copy of every work printed in the country in Hindi be supplied to the Library of Hindi Sahitya Sammelan, and every book in Urdu to Anjuman Taraqqi-i-Urdu in the same manner as works printed in Great Britain are presented to the British Museum, Oxford University, Cambridge University, etc. Government pointed out in the course of the debates that while the resolution could be implemented by amending the Press and Registration of Books Act, a previous reference to Provincial Governments would be necessary and that a resolution of this kind might give rise to other claims. Government, therefore, expressed their inability to accept the resolution as it stood, but stated that if it was adopted by the House, it would be circulated to Provincial Governments for eliciting their opinion. The resolution was accordingly circulated to Provincial Governments but no further action has been taken in the matter.

In September 1943, the Central Legislature passed an amendment to the Delhi University Act, introducing the three-year degree course in revision of the system of the two-year degree course coupled with two years' intermediate course. The Act further provided for the appointment of a paid Vice-Chancellor for the University. The reorganisation of the degree course and attendant changes in Higher Secondary Education may well be regarded as one of the major educational reforms of the period under review.

Provincial Legislatures

Provinces where the Legislatures functioned showed considerable interest in educational matters.

An amendment to the Bihar and Orissa Primary Education Act, 1939, enabled the Patna Administration Committee and similar Committees in Bihar to introduce compulsory education in their areas. The Bihar and Orissa Primary Education Act, 1919, was amended to empower the Basic Education Board to introduce Compulsory Basic Education in areas where such schools have been in existence.

In Madras, the new Legislature showed a good deal of interest in educational topics.

In the Punjab, Government passed a new Primary Education Act ensuring better provision of Primary Schools and compulsory attendance of children.

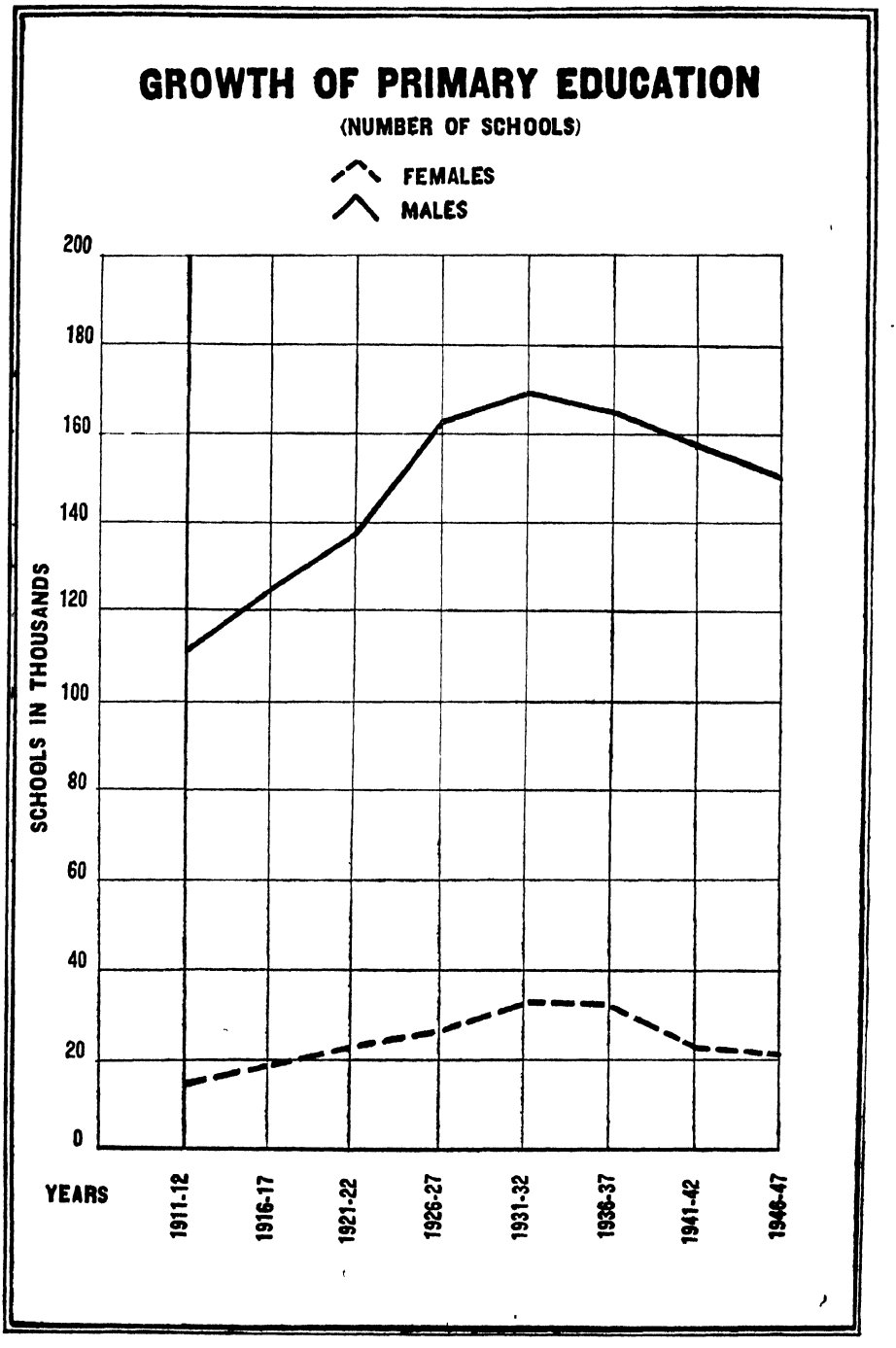
The Sind Legislature passed in 1940 the Sind Zamindars' Children's Act by which all children of Zamindars paying an annual assessment of Rs. 1,000 or more and of Jagirdars of first and second class are required to be educated compulsorily. The age-limit is 6 to 18 years or the passing of the Matriculation Examination, whichever is earlier.

Mention may also be made of the Bombay Primary Education (Sind Amendment) Act, 1939, by means of which control of Primary Education was taken back from the local authorities.

In the United Provinces, the Legislature had on hand several recommendations relating to the reorganisation of education. Some of the reforms have been put into effect, specially those relating to the reorganisation of Primary and Secondary Education, increase in expenditure on depressed class education and employment of more women teachers in Primary Schools of the Province.

During the period under report certain departmental measures were adopted to meet special conditions arising out of the war. These were mainly concerned with the waiving of conditions prescribed for admission to the various institutions and examinations.

Fig. 3


GROWTH OF PRIMARY EDUCATION
(NUMBER OF SCHOOLS)
FEMALES
MALES
SCHOOLS IN THOUSANDS
200
180
160
140
120
100
80
60
40
20
0
YEARS
1911-12
1916-17
1921-22
1926-27
1931-32
1936-37
1941-42
1946-47

It may be observed from Table III that up till 1946-47 there has been a steady decline in the total number of Primary Schools, both for boys and girls in Bengal, Madras and Orissa as well as in India as a whole. This is mainly due to the elimination of inefficient, uneconomic and superfluous schools and also to financial difficulties.

Enrolment

Despite the decrease in the number of schools, there has been a rise in the number of pupils in Primary Schools both for boys and girls. Table IV shows the enrolment in Primary Schools.

TABLE IV

Enrolment in Primary Schools

Province	1937-38		1941-42		1946-47	
	Boys	Girls	Boys	Girls	Boys	Girls
Assam ..	3,14,567	33,489	3,64,185	45,113	4,49,058	56,998
Bengal ..	20,73,850	5,12,965	27,03,251	3,91,308	29,05,384*	3,23,204*
Bihar ..	7,42,487	59,777	8,36,130	71,840	8,41,191	65,205
Bombay ..	10,05,910	1,85,599	13,35,480	2,29,140	13,94,120	2,70,922
C. P. and Berar	3,17,919	39,497	3,44,448	42,708	3,65,483	47,549
Madras ..	24,90,211	3,84,748	26,89,167	4,30,981	29,61,071	4,96,061
N.-W. F. P. ..	34,724	8,819	42,291	11,708	51,158	13,402
Orissa ..	2,65,836	15,979	2,67,773	15,760	2,40,787	9,283
Punjab ..	3,78,674	1,13,073	4,10,616	1,38,013	4,79,415*	1,68,254*
Sind ..	1,31,330	30,587	1,55,656	37,286	1,78,905	43,478
United Provinces	12,21,215	80,924	12,89,839	83,427	14,84,195	91,313
Ajmer-Merwara ..	13,149	3,790	14,934	4,466	16,761	5,597
Baluchistan ..	2,362	399	3,581	443	4,010	672
Bangalore ..	5,368	3,651	5,415	3,447	6,915	3,915
Coorg ..	9,983	891	12,049	109	14,822*	97
Delhi ..	15,202	7,882	16,176	9,064	21,735	10,611
Minor Administrations.	7,100	4,396	7,796	5,126	9,392	5,702
TOTAL ..	90,29,887	14,86,466	1,04,98,787	15,19,939	1,14,24,402	16,12,263
GRAND TOTAL	1,05,16,353		1,20,18,726		1,30,36,665	

* Estimated figures.

Fig. 4

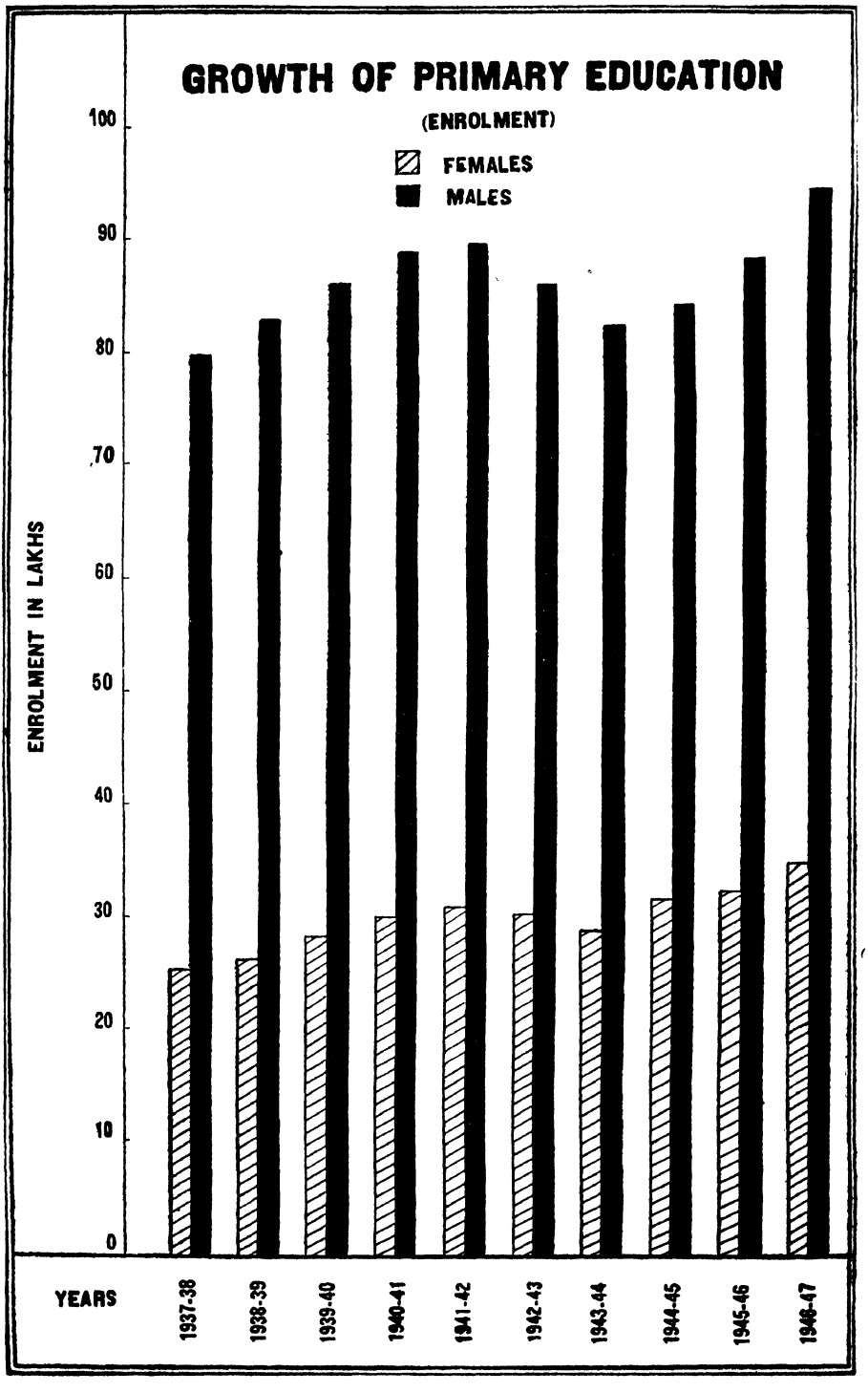
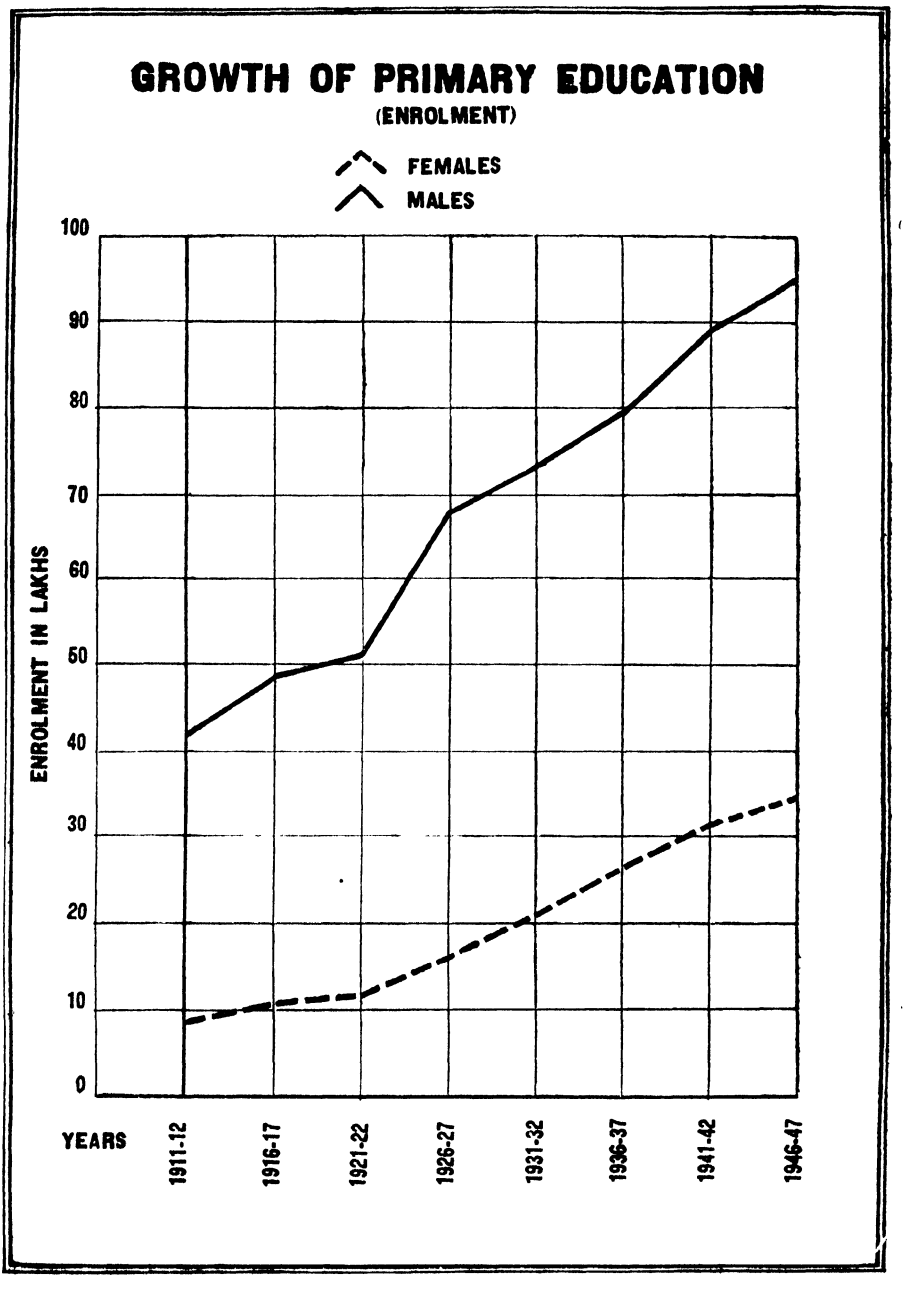

GROWTH OF PRIMARY EDUCATION
(ENROLMENT)
FEMALES
MALES
ENROLMENT IN LAKHS
100
90
80
70
60
50
40
30
20
10
0
YEARS
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

Fig. 5



With the general rise in the number of pupils the average enrolment per Primary School has also increased during the period under review from 57 for boys and 48 for girls in 1937-38 to 76 and 75 respectively in 1946-47.

Table V shows wastage continues to be an unfortunate feature of Primary Education in India, though there has been a slight reduction in recent years.

TABLE V

Province	1936-37				1941-42				1946-47			
	Proportion of Pupils in Class IV to Class I in Percentage		Wastage Percentage		Proportion of Pupils in Class IV to Class I in Percentage		Wastage Percentage		Proportion of Pupils in Class IV to Class I in Percentage		Wastage Percentage	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Assam	40	27	60	73	42	30	58	70	48	37	52	63
Bengal	15	4	85	96	23	8	77	92	24*	13*	76	87*
Bihar	33	21	67	79	47	32	53	68	45	31	55	69
Bombay	46	29.5	54	70.5	42	32	58	68	43	34	57	66
C. P.	46	22	54	78	44	33	56	67	53	42	47	58
Madras	32	18	68	82	42	30	58	70	55	36	45	64
N.-W. F. P. ..	24	16	76	84	24	17	76	83	28	19	72	81
Orissa	—	—	—	—	65	41	35	59	39	24	61	76
Punjab	28	19	72	81	42	26	58	74	47*	31*	53*	69*
Sind	—	—	—	—	41	32	59	68	46	28	54	72
United Provinces ..	27	12	73	88	33	17	67	83	35	20	65	80
Ajmer-Merwara ..	32	15	68	85	31	12	69	88	30	17	70	83
Baluchistan	16	3	84	97	60	50	40	50	38	28	62	72
Bangalore	49	33	51	67	67	43	33	67	62	54	38	46
Coorg	50	47	50	53	56	49	44	81	67	55	33	45
Delhi	31	21	69	79	44	28	56	72	60	36	40	64
Minor Administrations	39	24	61	76	46	23	60	77	50	31	50	69
TOTAL ..	28	15	72	85	36	23	64	77	39	27	61	73
GRAND TOTAL ..	24		76		33		67		35		65	

* Estimated figures.
— No separate figures for Orissa and Sind are available as these have been included in those for Bihar and Bombay.

The percentage of wastage though reduced from 76 in 1936-37 to 65 in 1946-47 is still very high. It means that out of every hundred pupils in Class I only 35 reach Class IV and complete their Primary Education. The percentage of wastage is higher among girls, 73 in 1946-47 as against 85 in 1936-37, whereas in the case of boys it is 61 in 1946-47 as against 72 in 1936-37. The main causes of wastage are withdrawal from schools of children, especially those belonging to labouring and agricultural classes, as soon as they become of economic value to the household, inadequate supply of teachers, ineffective teaching and supervision, admission to schools throughout the year, irregular attendance, and faulty administration by local bodies.

Provincial Governments are fully alive to these causes of wastage and are making efforts to counteract them. Compulsion coupled with free education has been tried in various areas for more than a decade. In places where this could not be done, children who entered schools voluntarily were placed under an obligation to complete their Primary Education. Both these types of compulsion have been tried in rural and urban areas. Legislation for punishing the parents of defaulting children has been passed in some areas. Attendance officers have been appointed to draw up lists of children of school-going age and induce them to attend school. All these efforts, however, have failed to bring about a marked increase in attendance and reduction in wastage, the chief obstacle being economic difficulty. The poorer classes require their children, even of 6 to 11 years age, to work in the fields to augment their lean family budgets. Appeals based on the value of Primary Education as it is at present leave them unconvinced and cold. Threats of punishment do not suffice, as the punishment is problematic while the loss of the children's earning is immediate and tangible. Besides, the enforcement of punishment on a sufficiently large scale is beset with obvious difficulties.

Expenditure

Table VI shows the expenditure on Primary Schools for boys and girls.

TABLE VI

Expenditure on Primary Schools

Province	1937-38		1941-42		1946-47	
	Boys	Girls	Boys	Girls	Boys	Girls
Assam ..	13,33,467	1,39,008	15,51,699	1,90,791	28,94,410	3,84,319
Bengal ..	68,80,043	16,89,373	89,24,533	16,35,741	1,98,09,503*	25,03,487*
Bihar ..	44,34,840	4,57,910	49,87,782	4,69,121	76,63,108	6,44,316
Bombay ..	1,47,22,671	35,22,124	1,76,84,866	42,39,703	3,63,67,508	90,91,244
C. P. and Berar	33,65,948	5,58,337	36,94,440	6,12,228	63,87,299	11,58,413
Madras ..	2,01,53,031	42,71,196	2,30,84,287	47,11,912	4,82,55,972	89,50,964
N.-W. F. P. ..	4,26,536	1,55,485	5,37,290	2,02,437	9,16,949	3,53,415
Orissa ..	13,90,374	1,34,654	13,92,936	1,23,665	26,67,332	1,28,209
Punjab ..	41,79,147	12,12,840	44,16,267	14,59,386	92,18,829*	32,60,475
Sind ..	26,10,801	6,65,526	28,70,659	7,15,880	65,82,134	15,64,786
United Provinces	88,41,667	7,20,880	92,29,113	6,95,749	1,22,49,472	10,60,262
Ajmer-Merwara ..	1,61,770	78,304	1,90,473	90,348	4,26,923	2,24,360
Baluchistan ..	1,10,406	20,734	98,249	15,988	1,53,089	31,327
Bangalore ..	85,612	69,645	89,298	61,763	1,74,172	94,768
Coorg ..	1,13,066	17,953	99,807	971	1,67,172	1,492
Delhi ..	2,93,804	2,16,747	3,68,933	2,69,076	5,93,006	4,76,991
Minor Administrations.	1,22,835	88,679	1,31,684	1,03,826	2,41,159	1,69,638
TOTAL ..	6,92,26,018	1,40,19,395	7,93,53,016	1,55,98,585	15,47,68,037	3,00,98,466

* Estimated figures.

Table VI shows that there is an increase of nearly Rs. 11 crores in 1946-47 in the whole of British India as compared with expenditure for 1937-38. The cost per pupil has nearly doubled, having risen from Rs. 7-1-6 in 1937-38 to Rs. 14-15 in 1946-47. This is due largely to the rise in the cost of living.

Primary Education is financed from (*i*) Government Grants, (*ii*) District and Municipal Grants, (*iii*) Fees and (*iv*) Other sources—the contribution from each source being as follows :—

TABLE VII

Expenditure on Primary Schools by sources

Expenditure from	1937-38		1941-42		1946-47	
	Boys	Girls	Boys	Girls	Boys	Girls
Government Funds	3,39,09,073	57,09,477	4,47,80,173	69,70,630	9,16,55,934	1,37,46,006
Board Funds ..	1,41,93,233	18,42,548	1,51,30,000	20,56,535	3,09,78,904	46,43,890
Municipal Funds	88,03,116	39,29,772	99,66,033	44,03,752	1,65,89,742	80,32,052
Fees ..	45,18,769	5,95,084	37,88,734	5,12,073	62,37,477	10,81,738
Endowments, etc.	78,01,827	19,42,514	56,88,076	16,55,595	93,05,980	25,94,780
TOTAL ..	6,92,26,018	1,40,19,395	7,93,53,016	1,55,98,585	15,47,68,037	3,00,98,466
GRAND TOTAL	8,32,45,413		9,49,51,601		18,48,66,503	

Table VII shows that the major portion of the expenditure is borne by Government, the percentage being 55.6 for boys' schools and 43 for girls' schools in 1946-47 as against 49.0 and 40.7 in 1937-38.

Table VIII shows the expenditure on Primary Education by management in British India.

TABLE VIII

Expenditure on Primary Education by management

Schools	1937-38		1941-42		1946-47	
	Boys	Girls	Boys	Girls	Boys	Girls
Government ..	16,27,823	4,82,978	18,28,733	5,00,218	45,65,661	8,92,500
Board ..	4,63,27,733	86,21,580	5,45,19,254	1,01,13,119	10,75,18,963	2,06,03,409
Aided ..	2,05,26,366	47,32,070	2,23,25,153	48,35,312	4,11,16,402	82,40,391
Unaided ..	7,44,096	1,82,767	6,79,876	1,49,936	15,67,011	3,62,166
TOTAL ..	6,92,26,018	1,40,19,395	7,93,53,016	1,55,98,585	15,47,68,037	3,00,98,466
GRAND TOTAL	8,32,45,413		9,49,51,601		18,48,66,503	

The total average annual cost per pupil in Primary Schools has also increased from Rs. 7-6 for boys and Rs. 9-4 for girls in 1937-38 to Rs. 13-7 and Rs. 18-5 for boys and girls respectively in 1946-47. The following are the statistics showing the average annual cost per pupil in Primary Schools by management in British India (Table IX).

Fig. 6

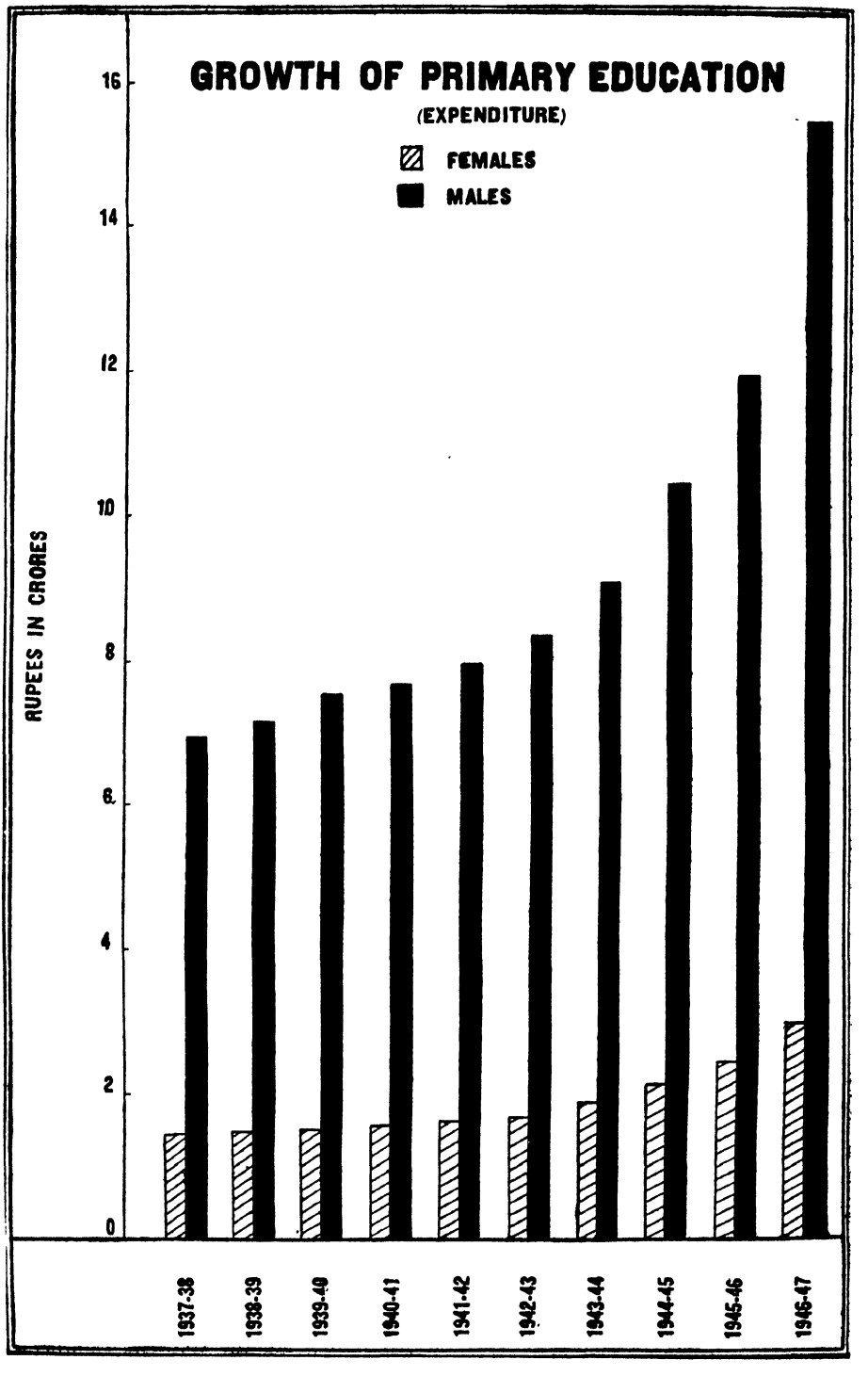
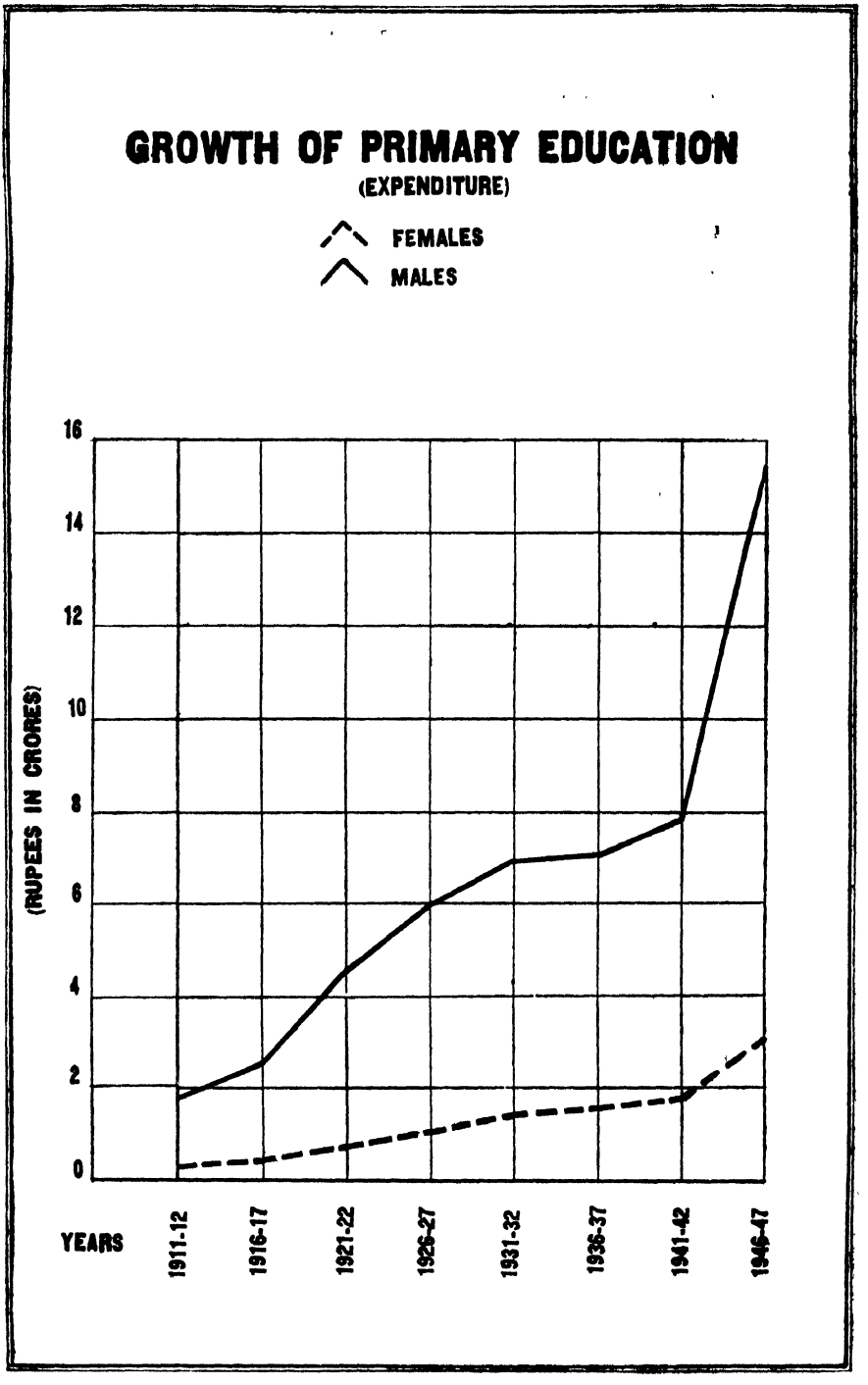

GROWTH OF PRIMARY EDUCATION
(EXPENDITURE)
FEMALES
MALES
RUPEES IN CRORES
16
14
12
10
8
6
4
2
0
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

Fig. 7


GROWTH OF PRIMARY EDUCATION
(EXPENDITURE)
FEMALES
MALES
(RUPEES IN CRORES)
16
14
12
10
8
6
4
2
0
YEARS
1911-12
1916-17
1921-22
1926-27
1931-32
1936-37
1941-42
1946-47

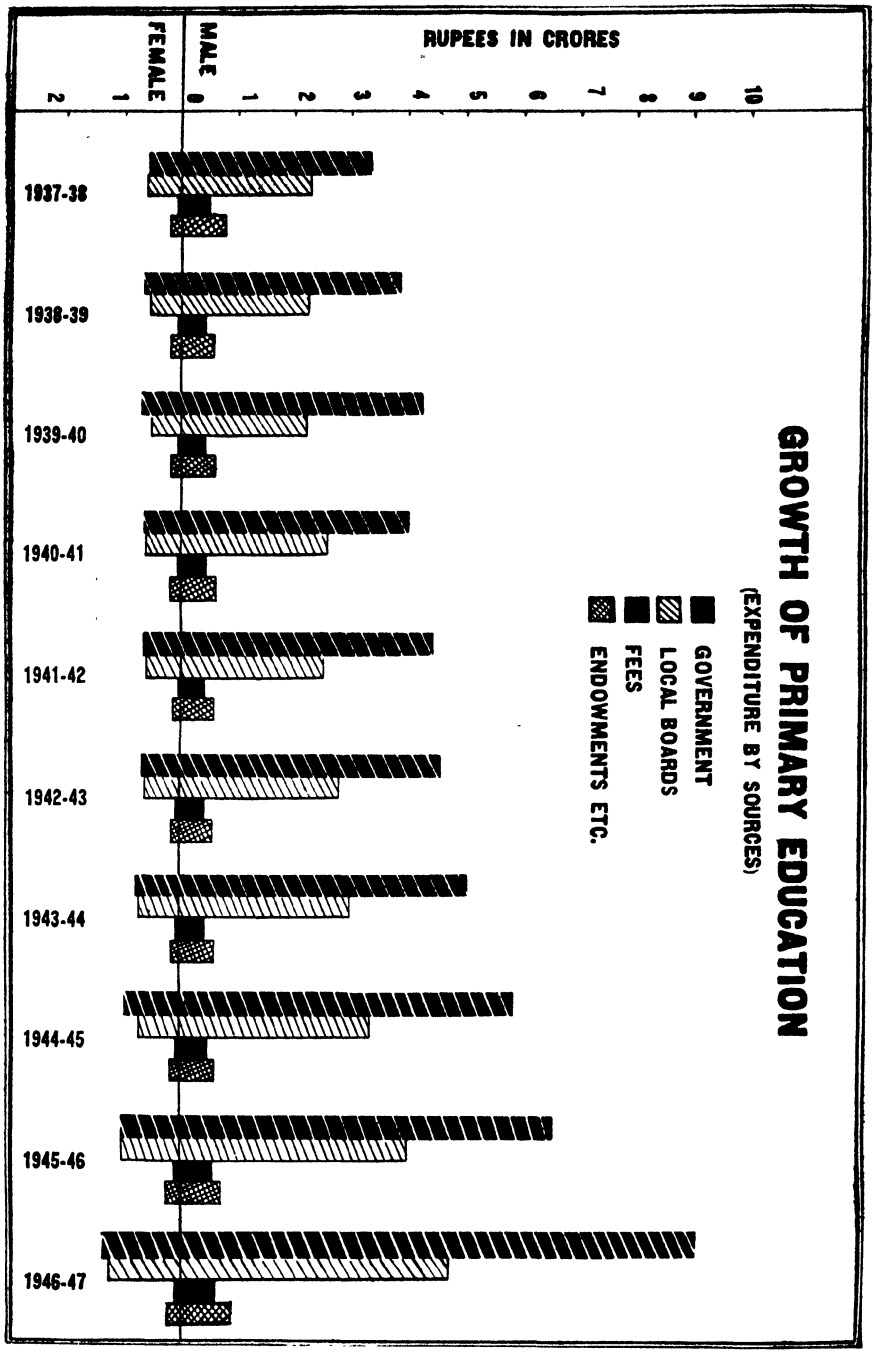

GROWTH OF PRIMARY EDUCATION
(EXPENDITURE BY SOURCES)
GOVERNMENT
LOCAL BOARDS
FEES
ENDOWMENTS ETC.
RUPEES IN CRORES
FEMALE
MALE
2 1 0 1 2 3 4 5 6 7 8 9 10
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

Fig. 8

TABLE IX

Average Annual Cost per Pupil in Primary Schools

Schools	1937-38		1941-42		1946-47	
	Boys	Girls	Boys	Girls	Boys	Girls
Managed by :						
Government ..	13.7	15.2	12.8	15.6	24.5	25.7
District Board and Municipal ..	9.9	13.6	9.1	13.5	14.9	23.3
Private ..	4.9	5.9	5.2	6.5	11.2	12.4
All Schools ..	7.6	9.4	7.6	10.3	13.5	18.7

Fees

Primary Education is free in areas where compulsory education has been introduced. In Government and Municipal Schools generally no fees are charged. Only in some aided and unaided schools under the management of private bodies are fees levied. Rates generally vary from one anna to eight annas, but in Bengal they vary from 2 annas to Re. 1-4. There is further a liberal system of freeships for Backward Classes, children of soldiers and poor parents. In Bihar, freeships are given to 20 per cent of the total number of pupils. Besides this, all aboriginal and depressed class students and those whose parents or guardians do not pay chowkidari tax are exempted from payment of tuition fees. In Bombay, all girls and children of Backward Classes are exempt from payment of fees. Children of soldiers who died in the war or were incapacitated during the last war and those of Konkam Muratthas in Colaba, Ratnagiri and Canara districts are admitted free. In Delhi, tuition fees are remitted for children of soldiers and an allowance of Rs. 2 p.m. in Classes I and II and Rs. 3 p.m. in Classes III and IV is paid to them. Exemption from fees up to 25 per cent of the total number of pupils on roll in the Primary Departments of Vernacular or Anglo-Vernacular Schools is allowed. Children of certain categories are also exempted from payment of fees in Primary Classes of all recognised schools.

Teachers

Table X gives the number of teachers, men and women, in Primary Schools.

The table shows that during the decade there has not been any appreciable increase in the total number of teachers. There has, however, been an increase in the number of trained teachers in the whole and corresponding reduction in the number of untrained teachers. Whereas out of every 100 teachers there were only 55.5 trained in 1937-38, in 1946-47 their number increased to 65.

Salaries of Teachers

The scales of pay of teachers in Government and non-Government Primary Schools are shown in the Appendices to *Education in India*, 1938-39 (pp. 20–22).

TABLE X

Teachers in Primary Schools

1937-38

Province	Trained		Untrained		Total	
	Men	Women	Men	Women	Men	Women
Assam ..	2,344	119	6,133	698	8,477	817
Bengal ..	29,366	790	58,321	4,807	87,687	5,597
Bihar ..	18,663	491	11,899	1,204	30,562	1,695
Bombay ..	14,565	3,050	15,503	2,759	30,068	5,809
C. P. and Berar	7,323	896	4,083	607	11,406	1,303
Madras ..	71,367	13,978	20,471	1,994	91,838	15,972
N.-W. F. P. ..	801	149	225	163	1,026	312
Orissa ..	6,304	160	5,811	54	12,115	214
Punjab ..	9,612	2,056	2,262	1,501	11,874	3,557
Sind ..	2,080	336	2,979	581	5,059	917
United Provinces	29,085	465	9,094	2,035	38,179	2,500
Ajmer-Merwara ..	344	84	105	58	449	142
Baluchistan ..	118	8	4	7	122	15
Bangalore ..	135	146	50	18	185	164
Coorg ..	243	31	82	1	325	32
Delhi ..	390	212	90	21	480	233
Minor Administrations.	159	136	90	52	249	188
TOTAL ..	1,92,899	23,107	1,37,202	16,560	3,30,101	39,667
GRAND TOTAL	2,16,006		1,53,762		3,69,768	

1941-42

Province	Trained		Untrained		Total	
	Men	Women	Men	Women	Men	Women
Assam ..	2,533	162	7,447	1,023	9,980	1,185
Bengal ..	37,352	781	56,295	3,246	93,647	4,027
Bihar ..	20,954	623	12,537	1,638	33,491	2,261
Bombay ..	15,545	3,887	22,785	3,740	38,330	7,627
C. P. and Berar	7,398	1,046	4,068	564	11,466	1,610
Madras ..	79,180	18,039	8,799	1,431	87,979	19,470
N.-W. F. P. ..	766	186	482	210	1,248	396
Orissa ..	6,278	177	4,844	45	11,122	222
Punjab ..	10,018	2,965	2,335	1,356	12,353	4,321
Sind ..	2,272	438	3,430	680	5,702	1,118
United Provinces	29,894	675	9,162	1,979	3,056	2,654
Ajmer-Merwara ..	402	118	109	71	511	189
Baluchistan ..	108	15	29	3	137	18
Bangalore ..	131	150	43	22	174	172
Coorg ..	210	11	112	5	322	16
Delhi ..	491	247	52	14	543	261
Minor Administrations.	174	149	102	46	276	195
TOTAL ..	2,13,706	29,669	1,32,631	16,073	3,46,337	45,742
GRAND TOTAL	2,43,375		1,48,704		3,92,079	

TABLE X—*concld.*

1946-47

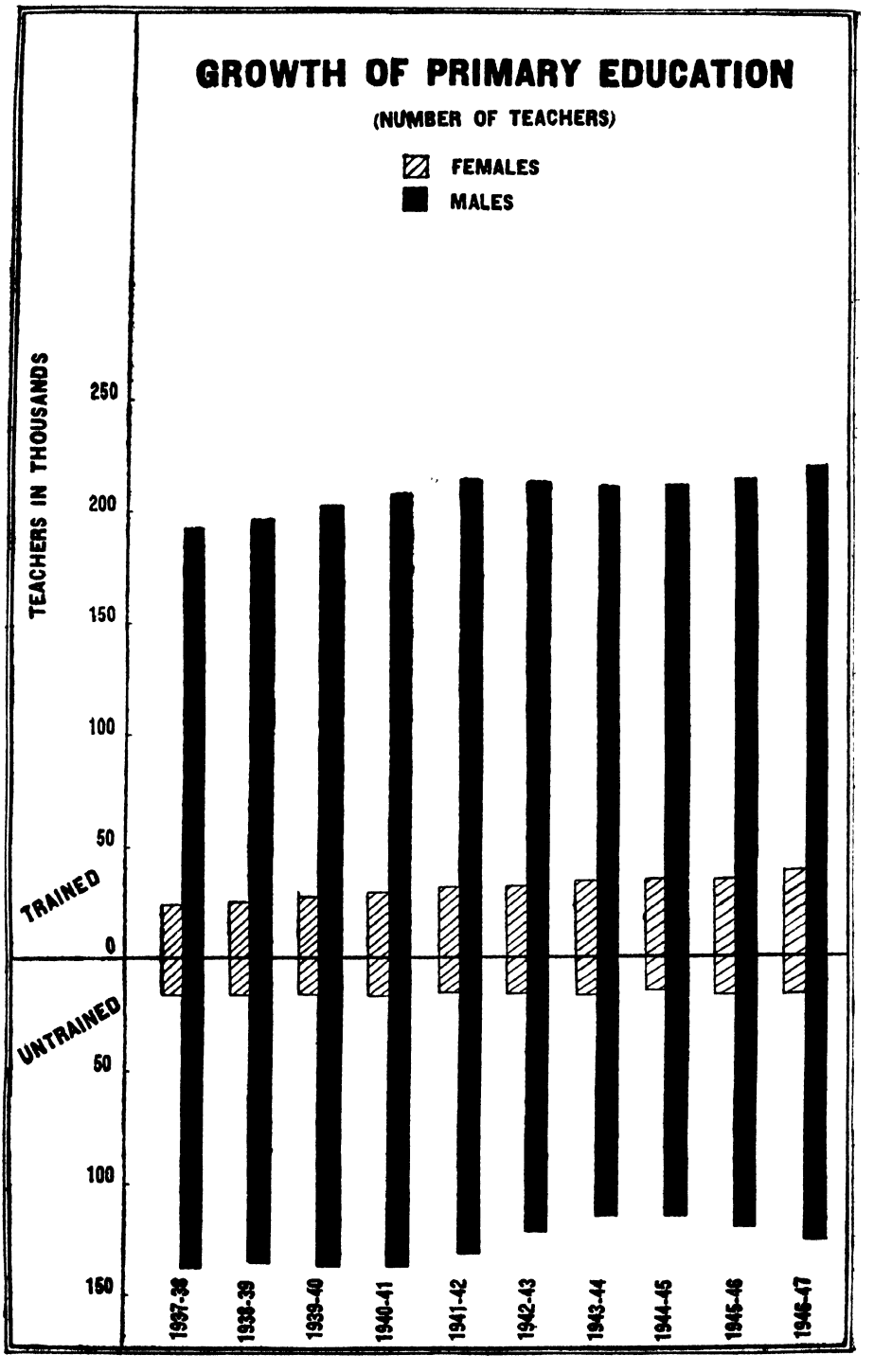
Province	Trained		Untrained		Total	
	Men	Women	Men	Women	Men	Women
Assam ..	2,378	179	8,826	1,387	11,204	1,566
Bengal ..	41,467*	838*	52,334*	2,868*	93,801*	3,706*
Bihar ..	20,165	605	11,246	1,532	31,411	2,137
Bombay ..	18,082	5,511	20,555	4,288	38,637	9,799
C. P. and Berar	7,215	1,322	5,473	484	12,688	1,806
Madras ..	83,152	23,779	6,681	1,632	89,833	25,411
N.-W. F. P. ..	767	203	554	200	1,321	403
Orissa ..	5,815	162	4,562	32	10,377	194
Punjab ..	10,057*	3,477*	3,612*	1,631*	13,669	5,108*
Sind ..	2,771	603	3,388	818	6,159	1,421
United Provinces	28,650	885	10,708	2,076	39,358	2,961
Ajmer-Merwara ..	419	153	117	97	536	250
Baluchistan ..	75	15	57	8	132	23
Bangalore ..	126	151	34	43	160	194
Coorg ..	188	23	125	39	313	62
Delhi ..	606	291	41	21	647	312
Minor Administrations.	189	176	113	46	302	222
TOTAL ..	2,22,122	38,373	1,28,426	17,202	3,50,548	55,575
GRAND TOTAL	2,60,495		1,45,628		4,06,123	

* Estimated figures.

The scales of salaries in Primary Schools, like those in other stages of education, depend on whether the schools are managed by Government or private bodies. They also vary from Province to Province. The lowest salaries are as a rule paid in schools managed by private bodies.

During the decennium no substantial change in the scales of pay of teachers has been reported from Provinces except Bihar, Madras, Orissa, Sind and Delhi. In Bihar, the pay of teachers employed by the Patna Administration Committee under their scheme of Free and Compulsory Primary Education was raised from Rs. 10 to Rs. 15 p.m. The Government also sanctioned a dearness allowance to Government school teachers at a flat rate of Rs. 10 per teacher. In Madras, pay scales of various grades were enhanced from Rs. 20 to Rs. 25 for trained Secondary grade teachers and from Rs. 14 to Rs. 18 for untrained Secondary grade teachers. The Government also sanctioned a dearness allowance to teachers in aided schools from 1st October, 1942, and enhanced the rate of the allowance from Rs. 2 a month progressively up to Rs. 16 a month from the

Fig. 9


GROWTH OF PRIMARY EDUCATION
(NUMBER OF TEACHERS)
FEMALES
MALES
TEACHERS IN THOUSANDS
250
200
150
100
50
TRAINED
0
UNTRAINED
50
100
150
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

1st February, 1946. Teachers of Local Board and Panchayat schools were also granted a dearness allowance at Government rates. The scales of grant were enhanced from 1st January, 1947, and a craft allowance of Rs. 3 or Rs. 5 a month (according to the grant for the craft) was sanctioned for every teacher qualified in one of the prescribed crafts. In Orissa, the pay of a trained teacher was increased to Rs. 25 while that of an untrained teacher was increased to Rs. 20½ and a sum of Rs. 10,34,536 was sanctioned for this purpose. In Sind, according to the revised pay scales for Primary teachers which were introduced in the year 1944, a trained teacher starts on Rs. 40 to 50 p.m. while an unqualified teacher is appointed on Rs. 30 p.m.

Qualifications

The minimum qualification of a Primary School teacher is Middle School Education with two years' training. Even this qualification is by no means universal.

In girls' schools the proportion of untrained teachers is even large. In the first place, a sufficient number of trained women teachers is not available and, secondly, social customs which prevent them from taking service in places distant from their homes limit their supply.

In some Provinces steps were taken to meet the demand for trained teachers. In Assam, four new training centres for men and two for women teachers of Primary Schools were started during the period. In Madras, an emergency Secondary grade training course of one year was started in 1946-47 in order to train a large number of teachers within a short period.

Conditions of Service

The conditions of service of Primary School teachers continued to be unsatisfactory. Low salaries, unsympathetic control, lack of refresher courses to prevent stagnation, frequent transfers and low status were some of the most discouraging factors.

The conditions of service of teachers employed in schools under the management of local bodies were still worse. They were very meagrely paid and a majority of them did not receive even the minimum salary prescribed in Education Codes. About half the local bodies did not give any dearness allowance when the cost of living soared high during the war. Many of them do not even now realise that a Primary School teacher should be trained and that in the interest of education he should be given at least a living wage.

The pupil-teacher ratio which stood at 21 in 1937-38 rose to 32 in 1946-47.

Single-Teacher Schools

Table XI shows the number of Single-Teacher Primary Schools in India.

TABLE XI

Single-Teacher Schools

Province	1941-42				1946-47			
	Number of Schools		Enrolment		Number of Schools		Enrolment	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Assam ..	5,100	895	2,17,627	34,153	4,375	587	1,75,552	26,212
Bengal ..	11,020	6,953	3,65,820	1,77,749	921*	341*	29,534*	8,739*
Bihar ..	12,220	1,777	3,51,841	42,948	10,658	1,470	3,21,512	35,937
Bombay ..	5,162	288	1,87,309	12,170	5,033	324	1,87,384	13,997
Madhya Pradesh	1,480	55	47,106	1,952	866	18	25,813	953
Madras ..	10,996	716	3,93,688	24,580	5,100	310	2,26,857	14,649
N.-W. F. P. ..	451	43	14,898	1,364	89	17	1,671	732
Orissa ..	3,633	178	94,181	4,561	3,506	65	89,160	1,725
Punjab ..	2,114	1,144	76,617	34,900	1,038*	401*	39,450*	12,686*
Sind ..	1,093	173	29,762	6,116	Not available			
United Provinces	4,416	826	1,68,490	25,634	3,933	594	10,20,300	18,828
Ajmer-Merwara ..	96	14	3,141	377	9	..	272	..
Baluchistan ..	48	..	1,224	..	Not available			
Bangalore ..	1	..	35	..	Not available			
Coorg ..	48	1	1,947	50	55	1	2,362	45
Delhi ..	56	2	1,950	80	70	..	2,371	49
Minor Administrations.	6	..	287	..	Not available			
TOTAL ..	57,940	13,065	19,55,923	3,66,634	35,653	4,128	12,22,238	1,34,552

* Represents figures for West Bengal and East Punjab only.

There has been a marked decrease in the number of Single-Teacher Primary Schools both for boys and girls in many Provinces, particularly in Bengal and Madras and a consequent reduction in their enrolment. The reduction in the number of Single-Teacher Schools in Madras is due to the fact that the Government has converted the more promising ones into Plural-Teacher Schools, and have withdrawn recognition from the inefficient ones.

The percentage of Single-Teacher Schools to total Primary Schools has decreased from 36 for boys' schools and 50.2 for girls' schools in 1940-41 to 23.6 and 20 respectively in 1946-47.

Compulsory Primary Education

During the decennium, Compulsory Education was introduced in Delhi and in several areas—both rural and urban—in all Provinces except Assam.

Details of Compulsory Primary Education in India for the year 1946-47 are given in Table XII :—

TABLE XII

Compulsory Primary Education, 1946-47

Province	Age Group under Compulsion	Areas with Boys only under Compulsion		Areas with both Boys and Girls under Compulsion	
		Number of Towns and Cities	Number of Villages	Number of Towns and Cities	Number of Villages
West Bengal ..	6–10	1*	..	..	..
Bihar ..	6–10	17	1	..	..
Bombay ..	6–11	11	298	9	319
C. P. and Berar ..	6–11 7–12	34†	1,031	..	..
Madras ..	6–14 6–12	19	100	7	1,082
Orissa ..	6–12 6–10	1	24	..	..
East Punjab ..	6–11	35	4,984	..	..
Sind ..	6–12	1	2,551	1	..
United Provinces ..	6–11	36	1,371	3‡	3
Delhi ..	5–10	1§	15	..	..

Notes

1. Compulsory Primary Education has not been introduced in Assam, North-West Frontier Province and in Centrally Administered Areas except Delhi.
2. Figures for Sind relate to the year 1945-46.
3. * Introduced only in Ward No. 9 of Calcutta Corporation.

   † In 11 of these towns certain wards are under compulsion.

   ‡ A few wards only are under compulsion.

   § Nine out of twelve wards of Old Delhi Municipal Committee are under compulsion.

In Madras, a comprehensive scheme was launched to extend Compulsory Education in rural areas for boys and girls of all communities up to standard V in the first instance, and up to standard VII ultimately. The scheme intended to bring ultimately under instruction 13.9 lakhs of children of school age in five years from 1945-46. With this end in view a preliminary scheme was introduced in the year 1945-46 to bring under instruction 1.20 lakhs of children or 1/24th of the total number of children of school age in rural areas not attending any school. This number was to be increased annually by 34,000 till 1950-51. Under this scheme compulsion was extended to 645 rural areas in 1946-47 in all but two districts.

As already explained, introduction of compulsion has not improved school attendance. This is due partly to slack working on the part of Attendance authorities and Attendance officers and partly to the economic backwardness of the community.

Basic Education

An important development during the decennium has been the marked change in the system of Primary Education. The orthodox system has been gradually giving place to the Basic System, the main principle of which is learning through useful activity or craft.

The National Education Conference, held in October 1937, under the Presidentship of Gandhiji, resolved that—

(*i*) free and compulsory education should be provided for seven years on a nation-wide scale,

(*ii*) the medium of instruction should be the mother tongue,

(*iii*) the process of education should centre round some form of manual productive work,

(*iv*) all the faculties of the child be developed by being integrally related to the Central handicraft chosen with due regard to the environment of the child, and

(*v*) this system of education should gradually be able to cover the remuneration of teachers.

The Conference then appointed a Committee for framing a syllabus for Basic Schools. The Committee submitted its report in 1938. It was approved by the Congress in the same year. An all-India Board, the Hindustani Talimi Sangh with headquarters at Sevagram, was also set up to work out a programme of Basic National Education and to recommend it for acceptance to the State Education authorities and private organisations. Since then the Sangh have been organising Basic Schools, training teachers for Basic Schools and holding annual conferences on Basic Education.

In 1938 the Central Advisory Board of Education appointed two Committees under the Chairmanship of Shri B. G. Kher, Premier, Bombay, to examine the scheme of educational reconstruction incorporated in the Wardha Scheme in the light of the Wood-Abbott Report on General and Vocational Education. The Committee made certain important recommendations the chief being that Basic Education should comprise a course of 8 years from the age of 6 to 14 years and that this course, while preserving its essential utility, should consist of two stages—the Junior stage, covering a period of 5 years and the Senior stage, covering 3 years. The Committee also expressed the opinion that the Wardha Scheme was in full agreement with the recommendations made in the Wood-Abbott Report so far as the principle of learning by doing was concerned. This activity should be of many kinds in the lower classes and later should lead to a basic craft, the produce from which should be saleable and the proceeds applied to the upkeep of the school.

The Central Advisory Board of Education accepted in general the main recommendations of the two Committees. The following paragraph from the Board's Report—Post-War Educational Development in India, 1944—states clearly but briefly the views of the Board :—

"Basic (Primary and Middle) Education, as envisaged by the Central Advisory Board, embodies many of the educational ideas contained in the original Wardha Scheme, though it differs from it in certain important particulars. The main principle of 'learning through activity' has been

endorsed by educationists all over the world. At the lower stages the activity will take many forms, leading gradually up to a basic craft or crafts suited to local conditions. So far as possible the whole of the curriculum will be harmonised with this general conception. The three R's by themselves can no longer be regarded as an adequate equipment for efficient citizenship. The Board, however, are unable to endorse the view that education at any stage and particularly in the lowest stages can or should be expected to pay for itself through the sale of articles produced by the pupils. The most which can be expected in this respect is that sales should cover the cost of the additional materials and equipment required for practical work."*

The following are the main developments in the field of Basic Education in the Provinces.

In 1939-40 the Assam Government deputed the Director of Public Instruction and two other officers to study the working of the Basic Education Scheme in the Central Provinces, United Provinces and Bihar. During recent years, a few teachers were deputed to Jamia Millia, Delhi and Sevagram, Wardha, for training in Basic Education, so that after their return Basic Schools could be opened in the Province.

In Bihar, steps were taken to introduce Basic System of Education as an experimental measure in 1938. Since then the Government has been steadily carrying on the experiment by opening more Basic Schools and Basic Training Schools. A post-Basic High School was also started during 1947.

In Bombay, Basic Education was first introduced in 1938. Experiment was made in a few schools in the three linguistic areas of Maharashtra, Gujerat and Karnatak. Three Training Centres were also started to train teachers. The experiment has since been carried on though less effectively after the resignation of the Congress Government in 1939.

In the Central Provinces and Berar, the experiment was first tried in Wardha. The Normal School was converted into a Basic Training Centre. Basic System of Education was introduced in two compact areas of 30 schools each. The experiment was interrupted because of political changes but the work has again started.

The Madras Government opened a Basic Training Centre at Coimbatore in 1939 but closed it in April 1940. Action in this line has again been taken from 1945, and two Basic Training Schools established during 1946-47.

In Orissa, experimental schools in Basic System were started in 1938 but were closed down in 1941. Impetus was given to this new system by establishing a Board of Basic Education in 1946 and opening Basic Schools.

In the United Provinces, the Basic Training College was established at Allahabad in 1938. With the aid of teachers trained there, refresher courses were opened in 1939 at the headquarters of each of the Circle Inspectors. These teachers, in their turn, opened classes on Basic lines in selected schools in their districts. During 1946-47 expansion of Basic System was accelerated.

In Delhi, a Basic School was started in 1939 as an experimental measure by the Jamia Millia authorities.

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*Page 7, Report on Post-War Educational Development in India (5th Edition, 1947).

Buildings and Equipment

A large number of schools continued to be housed in rented buildings. In Bombay, about 35 per cent and in Delhi about 30 per cent of the District Board and Municipal Schools were housed in rented buildings in 1945-46. In Madras, about 40 per cent of boys' schools and about 60 per cent of girls' schools were housed in rented buildings in 1942 as against about 40 per cent and 70 per cent respectively in 1937. Bihar is probably the only Province which claims that a large number of its schools have their own buildings. Rented buildings are invariably built for other purposes and are, therefore, unsuitable as schools. They are ill-ventilated and lack sanitary arrangements. Generally, Government Schools are better housed than those of local bodies. School buildings in rural areas are much worse than those in urban areas. The great rise in the cost of building material since the war has prevented construction of new buildings in most Provinces and the increase in enrolment has made the problem of accommodation still more difficult. In this connection the Central Provinces Report (1940-41) states that in Betul area schools met in cattlesheds when the herds were out grazing and that double-shift system was introduced in certain districts. The Assam Report (quinquennial) states that many schools are without a building. In Baluchistan, a large number of schools are housed in mud huts in rural areas. In certain Provinces, e.g., in Assam and United Provinces, even funds for repairs are not available, with the result that the condition of existing buildings is worsening. Bangalore and the North-West Frontier Province are probably the only administrations which claim that their schools are well-housed. The position of school buildings in Ajmer-Merwara greatly improved as a result of the expansion programmes for the years 1940-41 and 1941-42. Old buildings have been renovated and several new school buildings have been constructed on modern lines. This applies only to schools owned by Government.

The Central Advisory Board of Education appointed a Committee (1941) to examine the steps that could be taken to improve planning, construction and equipment of school buildings. The Report has made valuable suggestions on all types of school buildings.

As for equipment, almost all Provincial reports state that it continued to be inadequate and unsatisfactory. Government Schools are better equipped than those maintained by local bodies. The Assam Report states that schools in rural areas are not provided with seating and writing equipment and in several districts even black boards, teachers' textbooks and maps are wanting. The Punjab Report states that there are schools which do not even have sufficient matting for pupils to sit on. In the North-West Frontier Province, schools continued to be well-equipped, and in Madras, much improvement was reported during the decennium in the matter of teaching appliances and equipment. Madras has also made provision for museums.

Health and Physical Education

During the decennium there was no organised scheme of medical inspection in Primary Schools on Province-wise basis. In some Provinces medical inspection was introduced in limited areas; in others the initiative was left to schools. Medical inspection in girls' schools continued to be still more inadequate.

In 1941 the Joint Committee of the Central Advisory Boards of Health and Education recommended that satisfactory arrangements for school medical inspection and treatment should form an essential part of public education. Owing to financial stringency Provinces have been unable to implement the recommendation. Some efforts, however, have been made to improve the health of school children. Hygiene has been introduced in Provinces as a compulsory school subject; others have organised health publicity, e.g., Health Weeks and Baby Weeks.

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CHAPTER III

EDUCATION—MIDDLE STAGE

Types of Middle School

MIDDLE Schools in India are of two types—Vernacular Middle Schools and English Middle Schools, which are also known as Anglo-Vernacular Middle Schools. The distinction between these two types of schools is that English is a compulsory subject in the latter, while in the former it is only optional. The Middle English School leads to High School, while Middle Vernacular School is designed to be a complete unit by itself.

Vernacular Middle School

Vernacular Middle Schools were started about twenty years ago with the object of providing education up to Middle standard to children of rural areas through their mother-tongue as medium of instruction. At one time Provinces saw a great future for this type of schools and regarded them as most suited for rural areas. This hope was, however, not fulfilled and their number did not increase to the extent it was expected, the main reasons being that English was not taught in these schools, nor did they lead to High School Education. Some Provinces like the North-West Frontier Province and Central Provinces and Berar, have added English classes to them. But as a result of the introduction of English as an optional subject in the Vernacular Middle Schools, the distinction between Vernacular Middle and English Middle Schools is fast disappearing.

English Middle School

The number of English Middle Schools, unlike that of the Vernacular Middle Schools, has considerably increased during the decennium. The total number of such schools in 1937-38 was 4,563 as compared to 5,326 Vernacular Middle Schools and rose in 1946-47 to 6,932 as compared to 5,911 Vernacular Middle Schools in that year. The enrolment in these schools has also increased, being 9,00,480 during 1946-47 as against 5,32,012 in 1937-38.

Administration

As at the Primary stage, there are three different types of administering authorities, viz., the Government, Local Authorities and Private Bodies. The inspection, the prescription of curricula and the provision of grants-in-aid under an Education Code are performed by Provincial Governments in their Departments of Education. A large percentage of these schools is managed by Municipal and District Boards, it being 49.3 per cent in 1946-47 as against 57 per cent in 1937-38. The percentage of schools managed by Government was only 3.2 in 1946-47 as against 2.9 in 1937-38, and the percentage of schools managed by Private Bodies was 47.5 in 1946-47 as against 40.1 in 1937-38.

TABLE XIII

Statistics of Middle Schools

Province	1937-38				1941-42				1946-47			
	VERNACULAR MIDDLE SCHOOLS		ENGLISH MIDDLE SCHOOLS		VERNACULAR MIDDLE SCHOOLS		ENGLISH MIDDLE SCHOOLS		VERNACULAR MIDDLE SCHOOLS		ENGLISH MIDDLE SCHOOLS	
	Schools	Enrolment	Schools	Enrolment	Schools	Enrolment	Schools	Enrolment	Schools	Enrolment	Schools	Enrolment
Assam	248	38,711	285	27,228	303	43,612	397	32,215	353	48,672	511	47,885
Bengal	44	3,737	1,968	2,04,155	23	2,016	2,348	2,35,172	14	1,460	2,752	3,14,915
Bihar	96	11,934	731	1,00,412	78	10,022	1,182	1,43,421	59	8,318	1,483	1,94,186
Bombay ..	..	..	362	25,501	..	..	454	31,498	..	..	626	46,508
C. P. and Berar	423	78,370	251	36,084	436	84,326	279	43,855	443	84,583	344	67,896
Madras	..	..	201	33,419	..	..	216	36,999	..	..	254	48,830
N.-W. F. P.	214	28,647	21	5,394	214	28,212	41	10,508	226	33,029	46	13,834
Orissa	66	8,354	127	3,143	71	8,681	156	17,493	58	6,596	215	21,985
Punjab	3,105	4,15,799	231	51,670	3,012	4,28,629	236	53,871	3,100	4,89,010	201	62,038
Sind	..	..	130	7,239	..	..	148	8,569	..	..	164	11,738
United Provinces	1,067	1,38,760	189	24,059	1,249	1,76,819	192	28,772	1,583	1,97,083	267	50,758
Ajmer-Merwara	18	1,218	12	1,238	21	1,137	11	1,555	29	1,782	9	1,493
Baluchistan	..	..	4	667	..	..	8	1,595	..	..	8	1,670
Bangalore	7	2,275	6	1,550	7	2,418	5	1,093	10	3,670	6	926
Delhi	37	4,881	26	6,736	35	6,340	23	7,743	36	6,659	30	11,438
Minor Administrations ..	1	199	19	3,517	..	..	17	4,270	..	..	16	4,380
TOTAL ..	5,326	7,32,885	4,563	5,32,012	5,449	7,92,212	5,713	6,58,629	5,911	8,80,862	6,932	9,00,480

TABLE XIV

Expenditure on Middle Schools

Province	1937-38		1941-42		1946-47	
	Total Expenditure on Vernacular Middle Schools	Total Expenditure on English Middle Schools	Total Expenditure on Vernacular Middle Schools	Total Expenditure on English Middle Schools	Total Expenditure on Vernacular Middle Schools	Total Expenditure on English Middle Schools
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam	3,34,466	4,71,893	3,72,967	5,93,469	5,78,259	10,11,777
Bengal	55,994	34,84,419	33,234	40,03,956	31,857	75,79,337
Bihar	2,01,662	17,35,151	1,31,533	25,15,763	1,56,381	38,56,647
Bombay	..	10,26,210	..	11,86,758	..	22,92,954
C. P. and Berar ..	10,57,559	14,44,791	9,31,834	15,81,469	14,55,892	25,32,758
Madras	..	14,36,899	..	14,51,273	..	21,64,723
N.-W. F. P. ..	5,42,367	1,60,347	5,26,319	3,12,549	8,65,810	5,94,021
Orissa	1,26,150	3,21,092	1,39,717	3,68,062	1,59,171	6,45,794
Punjab	67,22,622	15,29,111	68,41,795	13,93,234	1,32,75,487	21,11,169
Sind	..	3,49,852	..	4,02,492	..	6,81,770
United Provinces ..	26,89,718	12,47,077	29,26,477	12,34,820	44,74,269	22,96,091
Ajmer-Merwara ..	50,562	72,758	64,120	64,338	1,91,426	84,570
Baluchistan	..	39,762	..	1,12,147	..	69,994
Bangalore	34,560	54,852	38,471	40,811	94,787	75,965
Delhi	1,07,160	2,53,293	1,03,304	1,96,194	1,50,984	4,24,286
Minor Administrations	8,100	1,44,190	..	1,45,911	..	1,64,202
TOTAL ..	1,19,30,920	1,37,71,577	1,21,09,771	1,56,03,246	2,14,34,323	2,65,86,058

Inspection

Inspection of Middle Schools is done by the inspecting staff of Provincial Education Departments. Inspectorates are not divided according

to stages of Education. Broadly speaking, while Sub-Inspectors are responsible for Primary Schools, District Inspectors or Deputy Inspectors and Sub-Divisional Inspectors look after Middle and High stages of Secondary Education. Girls' Schools have separate Assistant Inspectresses.

Schools are generally inspected once a year except in the North-West Frontier Province where they are inspected twice a year.

Enrolment

During the decennium there has been an all-round increase both in the number of schools and their enrolment, as shown in Table XIII. The total number of Middle Schools in India during 1937-38 was 9,889 which rose to 12,843 in 1946-47, showing an increase of 2,954. The percentage of increase was higher for English Middle Schools, being 51.9 per cent as compared to 11 per cent for the Vernacular Middle Schools.

Expenditure

Expenditure on Middle Schools has increased along with their number as shown in Table XIV.

The contribution from various sources is given in Table XV.

TABLE XV

Year	Expenditure from				Total Expenditure
	Government Funds	Board Funds	Fees	Other Sources	
	Rs.	Rs.	Rs.	Rs.	Rs.
1937-38	1,02,51,890	50,78,841	72,83,075	30,88,691	2,57,02,497
1941-42	1,05,17,749	51,40,938	86,15,070	34,39,260	2,77,13,017
1946-47	1,87,13,488	85,06,903	1,44,04,381	63,95,609	4,80,20,381

It may be observed from the above table that a very large portion of the expenditure is met by Government, the percentage being 39.0 in 1946-47 as against 39.9 in 1937-38. The percentages of expenditure from the Board Funds, Fees and Endowments were 17.7, 30.0 and 13.3 respectively in 1946-47 as against 19.8, 28.3 and 12.0 in 1937-38. It may also be observed that whereas enrolment has increased by nearly 40.1 per cent during the decade, the contribution of expenditure on the schools from Government Funds has increased by 82.5 per cent, while that from Fees cent per cent showing the increased burden on parents.

The cost per pupil at the Middle stage, which was Rs. 20-5 in 1937-38, rose in 1946-47 to Rs. 27. Whereas the cost per pupil at Primary stage doubled during the decade that at the Middle stage has increased only by 33 per cent.

Fees

Rates of fees vary from Province to Province and from class to class. In Bengal, fees in Middle Schools range from 8 annas to Rs. 2 per mensem. In Central Provinces and Berar, Rs. 24 per annum is charged as tuition fees in Government Indian English Middle Schools for Boys. The fees are somewhat higher in Girls' Schools. Only in some private schools are fees charged at rates varying from one anna to Re. 1-4 per mensem. In non-Government schools, both for boys and girls, the rate never exceeds that

in the Government Schools and is not allowed to be less than three-fourths of the Government rate. In Vernacular Middle Schools in North Orissa, a fee of Re. 1-4 per mensem is charged in Classes IV and V, while Re. 1-8 is charged in Classes VI and VII per mensem. In South Orissa, a fee of Rs. 22 per annum is charged from children of upper classes, while pupils from Scheduled Castes and Hill Tribes are exempted. A nominal fee of two to four annas is charged in Girls' Schools in North Orissa.

Scholarships, Stipends and Freeships

Scholarships are awarded either on the results of the Final Primary School Examination or on that of an annual competitive examination or on other considerations like communal, regional, war service, hill tribes, etc. Scholarships are usually of the value of Rs. 4 a month for boys tenable for four years, and Rs. 5 in case of girls. A few scholarships in Delhi are of the value of Rs. 7 for boys and Rs. 8 for girls, per mensem.

Freeships are generally granted on poverty-cum-merit basis to the extent of 15 per cent to Muslim and Scheduled Caste students and 5 per cent in the case of others. In some areas like Orissa, Delhi and Ajmer, some concessions are given to categories like Muslims, Oriyas, Girls, Backward Classes, and children of teachers getting Rs. 50 or less, etc., while full freeships are granted to children from Scheduled Castes, Hill Tribes and children of soldiers.

Teachers

Table XVI gives the number of trained and untrained teachers in Middle Schools in India.

TABLE XVI

Teachers in Middle Schools

1937-38

Province	Trained		Untrained		Total	
	Men	Women	Men	Women	Men	Women
Assam	931	94	1,242	145	2,173	239
Bengal	3,330	266	7 837	241	11,167	507
Bihar	2,941	241	1,902	90	4,843	331
Bombay	136	120	1,024	155	1,160	275
C. P. and Berar ..	3,364	308	1,258	136	4,622	444
Madras	1,185	435	189	40	1,374	475
N.-W. F. P. ..	837	140	181	110	1,018	250
Orissa	756	63	265	5	1,021	68
Punjab	14,067	1,306	1,061	443	15,128	1,749
Sind	16	5	352	35	368	40
United Provinces ..	4,389	1,227	919	1,071	5,308	2,298
Ajmer-Merwara ..	90	26	30	6	120	32
Baluchistan	24	..	5	..	29	..
Bangalore	77	58	19	11	96	69
Delhi	321	138	46	13	367	151
Minor Administrations	59	66	51	18	110	84
TOTAL ..	32,523	4,493	16,381	2,519	48,904	7,012
GRAND TOTAL ..	37,016		18,900		55,916	

TABLE XVI—*contd.*

1941-42

Province	Trained		Untrained		Total	
	Men	Women	Men	Women	Men	Women
Assam	986	107	1,839	211	2,825	318
Bengal	3,623	361	8,094	533	11,717	894
Bihar	3,775	323	3,196	162	6,971	485
Bombay	543	160	968	221	1,511	381
C. P. and Berar ..	3,526	326	1,356	203	4,882	529
Madras	1,354	414	195	39	1,549	453
N.-W. F. P. ..	874	159	381	122	1,255	281
Orissa	804	94	355	8	1,159	102
Punjab	13,903	1,589	1,447	375	15,350	1,964
Sind	16	5	397	67	413	72
United Provinces ..	4,816	1,706	969	1,186	5,785	2,892
Ajmer-Merwara ..	107	32	26	4	133	36
Baluchistan	49	16	6	4	55	20
Bangalore	58	67	10	19	68	86
Delhi	294	141	36	8	330	149
Minor Administrations	55	59	58	26	113	85
TOTAL ..	34,783	5,559	19,333	3,188	54,116	8,747
GRAND TOTAL ..	40,342		22,521		62,863	

TABLE XVI—*concld.*

1946-47

Province	Trained		Untrained		Total	
	Men	Women	Men	Women	Men	Women
Assam	981	130	2,403	319	3,384	449
Bengal	4,038	423	9,185	751	13,223	1,174
Bihar	3,958	438	4,336	220	8,294	658
Bombay	651	170	1,277	197	1,928	367
C. P. and Berar ..	3,427	352	2,103	294	5,530	646
Madras	1,402	518	291	87	1,693	605
N.-W. F. P. ..	930	192	401	165	1,331	357
Orissa	778	80	546	26	1,324	106
Punjab	12,960	1,859	2,843	481	15,803	2,340
Sind	11	8	460	68	471	76
United Provinces ..	6,234	2,249	1,726	1,172	7,960	3,421
Ajmer-Merwara ..	130	44	41	12	171	56
Baluchistan	37	5	20	1	57	6
Bangalore	65	73	20	22	85	95
Delhi	351	148	93	18	444	166
Minor Administrations	43	57	53	40	96	97
TOTAL ..	35,996	6,746	25,798	3,873	61,794	10,619
GRAND TOTAL ..	42,742		29,671		72,413	

It may be seen from the table that there has been a steady increase in the total number of teachers, both trained and untrained. But whereas the number of trained teachers has risen from 37,016 in 1937-38 to only 42,742 in 1946-47, that of untrained teachers rose from 18,900 to 29,671. Thus while in 1937-38 out of every 1,000 teachers there were 338 untrained, in 1946-47 the number rose to 410.

The scales of pay of teachers in English and Vernacular Middle Schools are shown in the Appendices to *Education in India*, 1938-39 (*see* pp. 15–19). During the decennium no substantial change in the scales of pay was reported from Provinces except Central Provinces and Berar, which had introduced new scales of pay for teachers working in Indian English Middle Schools. According to new scales, an Assistant Master is given the grade of Rs. 50–50–2–90 p.m., with provision for a selection grade of Rs. 90–3–120 p.m., while the Headmaster is given the grade of Rs. 100–5–125 p.m. Salaries of teachers in other Provinces range from Rs. 15 to Rs. 35 p.m., and in case of Headmasters and Teachers of English, from Rs. 40 and Rs. 60. In private schools salaries are even lower.

Qualifications

The minimum qualifications for a teacher for a Middle School is education up to Middle School standard plus a Training Certificate, either Vernacular or Anglo-Vernacular. Even this minimum qualification, inadequate as it is, was not always found in Middle School Teachers.

In the case of Headmaster and Senior Teachers, a Matriculation or an Intermediate Certificate together with some training is insisted upon in certain Provinces like Bengal and Delhi.

For teachers of Vernaculars, such as Pandits, the required qualification is Vernacular Middle pass plus a certificate of proficiency in the language. For Drawing teachers, a certificate from an approved Art Institution like the Mayo School, Lahore, or from a Department of Education is the requisite qualification. Similar qualifications are required for Physical Instructors.

Conditions of Service

The conditions of service of teachers in Middle Schools are no better than those in Primary Schools. District Boards are generally the final authorities controlling the staffs of their schools, while in private schools previous permission of the inspecting officer is necessary for the appointment or dismissal of a teacher. A wide and detailed survey of conditions prevailing in different areas and types of schools has been made in the Report of the Committee of the Central Advisory Board of Education appointed to consider the question of training, recruitment and conditions of service of teachers, 1942.

Middle Schools generally had better buildings and were better equipped than Primary Schools. During the period under review, improvements and repairs in old buildings as well as new constructions were neglected due to shortage arising out of war.

Provincial Reports, however, are generally satisfactory with regard to equipment.

Residential and Day Scholars

There are very few residential Middle Schools. There are only hostels and messes attached to Middle Schools.

Extra-Curricular Activities

The most popular extra-curricular activities in Middle Schools are Debating and Literary Societies, Scouting, Girl Guiding, Excursions, Singing and Dancing in Girls' Schools, Nature Study or Gardening, etc. In some Provinces, as in Bengal, the Bratachari system of drill and recreation are in vogue. Junior Red Cross Groups also have been organised in some Middle Schools.

Provision of such activities is on the whole inadequate in Girls' Schools.

Health and Physical Education

The importance of Health and Hygiene is emphasised by textbooks, health charts, lantern slides, lectures by Sanitary Inspectors and Doctors and by various other means.

With regard to practical physical instruction, general teachers are given some training and placed in charge of drill, games and other exercises.

There is generally speaking no arrangement for periodical Health Examination or for direct medical instruction. In the Punjab alone a regular system of medical inspection is instituted for English Middle Schools only. During 1943-44, 2½ lakhs of boys were examined and about 68 thousands were found defective. In the United Provinces, a similar scheme has been introduced under which 13 large towns have full-time School Medical Officers and School Clinics. In 1943-44, more than 80 thousand pupils were found defective and were treated.

Experiments

In Bihar and Orissa, an experiment in Basic English was tried. In Assam, an attempt was made to popularise Recreation Clubs for Middle and High School pupils. In Delhi, the "Oral Method" of teaching Mathematics was used and reported to be "excellent" in results.

There have also been a few experiments outside the curriculum. In the United Provinces, provision of mid-day meals or milk, at a small charge, was introduced. The milk scheme benefited only a few students.

In Bombay, 21 out of 25 Government Secondary Schools are equipped with radio sets. A period or two is set apart for the children to listen to the radio programmes. The scheme is very popular.

CHAPTER IV

EDUCATION—HIGH STAGE

SECONDARY Education in India is divided into two stages—Middle and High. The latter stage leads to colleges and universities while the former is designed to be a complete course in itself.

Scheme of School Class

The scheme of demarcation of high classes continues to be different from Province to Province as shown in the following table :—

Province	*Classes composing the High School stage*
Bengal	VII to X
Central Provinces and Berar ..	IX to XI
Madras	IV to VI
North-West Frontier Province ..	V to X
Delhi (before 1944-45 as in Punjab) ..	IX to X
Delhi (after 1944-45)	IX to XI

As observed in the Report of the Central Advisory Board of Education on Post-war Educational Development, 1944, High Schools have tended to regard all Middle Schools as potential feeders and there is hardly any attempt to differentiate between the Middle School Education which is meant to be a complete stage in itself, and that which is designed to prepare pupils for High Schools. The Report therefore points out that any reorganisation of the High School system should treat these schools as distinct units differing in outlook and objective from the ordinary Senior Basic (Middle) Schools in which most children will complete their education. In view of this, the Board have recommended that in future the High School Course should cover six years corresponding to Classes VI to XI of Secondary Education in most of the Provinces.

Administration

High Schools in India are managed by three types of authorities, viz., Government, Local Bodies (District Boards and Municipal Boards) and Private Bodies. Schools under Private Bodies are either aided or unaided. A majority of the schools is managed by Private Bodies, the percentage being 82.6 in 1946-47 as against 80.3 in 1937-38, while the percentage of schools managed by Government is only 8.7 in 1946-47 as against 10.7 in 1937-38. The percentage of schools managed by Local Bodies was 8.7 in 1946-47 as against 9 in 1937-38.

Administrative control over High Schools is exercised by Local Governments and Universities. Governments generally exercise their control through the grants-in-aid systems and inspection while universities through their power of recognition and prescription of courses, etc. This kind of control of High School Education by universities has slowly tended to reduce the former to the position of a first step to higher studies. The wider view of High School Education as a self-sufficient stage and preparation for the humbler walks of life is thus lost. The Calcutta University Commission recommended the restoration of the balance by placing the control of High School Education in the hands of separate bodies like the Boards of Secondary and Intermediate Education, the Matriculation or the School Final Examination Board, etc. Such Boards have been functioning in Bihar, Central Provinces and Berar, Dacca, Madras, United Provinces, Delhi and Rajputana. The functions of these Boards have been to prescribe curricula, conduct examinations and grant certificates. In addition, there is a Board of Anglo-Indian and European Education for controlling Anglo-Indian and European Schools.

Inspection

Inspection of High Schools is done by officers employed for this purpose by Education Departments. High Schools for Girls are inspected by Inspectresses of Schools.

Inspection is generally done once a year. In Ajmer-Merwara, every High School within the jurisdiction of the Regional Board is inspected once in five years by panels of Inspectors appointed by the Board. The inspectorate for this stage of education is stronger than that of other stages but still is inadequate.

Schools and Enrolment

During the decennium there has been an all-round increase both in number of schools and their enrolment as may be seen from the tables given. The total number of High Schools in India during the year 1937-38 was 3,416, while it rose to 5,298 in 1946-47, showing an increase of 55.1 per cent. The percentage increase in respect of enrolment is still higher, it being 96.2.

TABLE XVII
Number of High Schools

Province	1937-38		1941-42		1946-47	
	Boys	Girls	Boys	Girls	Boys	Girls
Assam	95	18	142	23	200	31
Bengal	1,223	91	1,397	125	1,746	141
Bihar	210	13	276	18	386	23
Bombay	249	65	326	89	442	113
C. P. and Berar ..	87	13	113	22	139	37
Madras	389	74	407	94	560	148
N.-W. F. P. ..	38	3	42	5	50	6
Orissa	33	3	45	3	83	6
Punjab	355	42	384	58	515	87
Sind	46	10	50	16	67	23
United Provinces ..	225	39	245	55	301	72
Ajmer-Merwara ..	12	4	15	5	20	6
Baluchistan	8	4	8	3	10	4
Bangalore	6	7	7	7	7	9
Coorg	2	1	2	1	6	1
Delhi	27	6	28	11	29	14
Minor Administrations	13	5	9	4	12	4
TOTAL ..	3,018	398	3,496	539	4,573	725
GRAND TOTAL ..	3,416		4,035		5,298	

TABLE XVIII
Enrolment in High Schools

Province	1937-38		1941-42		1946-47	
	Boys	Girls	Boys	Girls	Boys	Girls
Assam	29,964	4,564	39,831	6,055	70,261	9,768
Bengal	3,22,884	24,271	3,32,288	24,621	5,37,747*	44,342*
Bihar	62,071	3,055	80,038	5,082	1,33,458	7,446
Bombay	94,420	18,475	1,33,973	27,230	2,04,842	33,670
C. P. and Berar ..	9,784	692	14,365	1,176	21,546	2,340
Madras	1,74,040	23,034	2,08,165	28,972	3,55,255	50,440
N.-W. F. P. ..	16,880	677	19,733	1,186	29,021	2,091
Orissa	10,142	616	13,340	675	22,373	1,399
Punjab	1,54,013	11,527	1,86,279	17,887	3,39,187*	31,832*
Sind	15,233	3,341	17,071	4,373	27,476	8,384
United Provinces ..	94,455	10,951	1,12,626	17,615	1,77,103	26,122
Ajmer-Merwara ..	4,186	629	4,958	654	7,262	1,122
Baluchistan	2,508	746	3,237	804	4,227	1,244
Bangalore	2,797	1,975	3,926	2,756	5,075	3,942
Coorg	895	408	1,579	509	2,399	555
Delhi	9,410	1,954	12,054	3,435	17,435	5,297
Minor Administrations	5,649	1,745	5,741	1,714	7,227	2,142
TOTAL ..	10,09,331	1,08,660	11,89,204	1,44,744	19,61,894	2,32,136
GRAND TOTAL ..	11,17,991		13,33,948		21,94,030	

* Estimated figures.

Expenditure

Corresponding to the increase in the number of schools and their enrolment, there has been a steady increase in the total expenditure on High School Education. During 1937-38 the expenditure was Rs. 5,62,70,679, but rose to Rs. 12,22,59,471 in 1946-47, showing an increase of 117.3 per cent. This increase is shared by Provinces as may be seen from Table XIX.

TABLE XIX

Expenditure on High Schools

Province	1937-38		1941-42		1946-47	
	Boys	Girls	Boys	Girls	Boys	Girls
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam	11,65,489	1,89,984	15,48,035	3,45,636	25,56,368	4,58,904
Bengal	1,22,78,434	21,52,418	1,31,01,407	20,07,354	2,62,81,950*	36,10,790*
Bihar	25,17,964	2,41,481	30,50,905	3,11,920	50,31,323	5,15,900
Bombay	60,33,266	15,81,427	80,75,215	22,38,084	1,64,62,112	36,02,835
C. P. and Berar ..	10,80,467	1,18,809	12,89,979	1,56,935	18,51,350	3,07,189
Madras	81,05,519	14,37,780	94,32,742	17,74,660	1,88,79,068	37,18,208*
N.-W. F. P.	7,56,719	54,876	7,96,314	87,246	13,62,996	1,72,031
Orissa	5,58,839	63,306	6,18,776	71,094	11,11,564	1,19,227
Punjab	64,05,461	9,14,785	70,04,997	11,44,298	1,48,61,750*	25,21,235*
Sind	10,85,321	2,53,513	11,65,850	3,81,337	24,05,216	7,26,383
United Provinces ..	61,90,746	10,21,957	66,45,996	13,53,668	91,94,806	21,99,179
Ajmer-Merwara ..	3,07,751	55,173	4,68,927	74,042	7,90,729	1,66,042
Baluchistan	1,77,929	30,034	1,34,707	16,188	2,72,423	78,420
Bangalore	2,27,494	1,42,825	2,32,860	1,55,365	3,57,854	2,83,980
Coorg	63,383	15,031	68,771	19,863	1,89,277	25,707
Delhi	5,38,360	1,36,667	5,91,944	2,55,946	11,08,683	5,12,801
Minor Administrations	2,79,822	87,649	2,45,724	91,879	3,97,668	1,25,503
TOTAL ..	4,77,72,964	84,97,715	5,44,73,149	1,04,85,515	10,31,15,137	1,91,44,334
GRAND TOTAL ..	5,62,70,679		6,49,58,664		12,22,59,471	

* Estimated figures.

The total expenditure in 1946-47 was made up of 26.2 per cent from Government funds, 3.8 per cent from Local Boards' funds, 56.7 per cent from fees and 13.3 per cent from other sources which include endowments and private contributions. Corresponding figures for 1937-38 were 29.3, 3.9, 54.4 and 12.4 respectively. The major portion of the expenditure was thus met from fees.

The total cost per scholar in a High School slightly increased from Rs. 50.3 in 1937-38 to Rs. 55.7 in 1946-47.

Fees

The rates of fees vary from Province to Province and from class to class. They differ as between boys and girls. Tuition fees in general are charged according to rules prescribed by Provincial Education Departments under their Education Codes.

Scholarships, Stipends and Freeships

Scholarships, Stipends, Freeships and Half-freeships are awarded on the same principles of merit, poverty, community and other considerations as in the earlier stages of education. But a satisfactory feature of the awards at this stage is that they are comparatively greater in number.

Merit scholarships are awarded on the results of the Middle School Examination and are tenable in some areas for four years.

In Bombay, during 1944-45, free studentships in Government Secondary Schools were available for 5 per cent of the pupils of advanced classes, 25 per cent of the pupils of the Backward Classes, and 20 per cent of Muslim pupils. Provision is also made for several special scholarships tenable in High Schools for pupils belonging to non-advanced communities.

In Bengal also a number of scholarships and stipends are awarded, the value of the scholarships being Rs. 4 in the case of boys and Rs. 5 in the case of girls in Government and aided schools. Muslim and Scheduled Caste pupils are entitled to free studentships up to 15 per cent of their number and others up to 5 per cent. Special stipends are awarded to poor but meritorious students.

In the Central Provinces and Berar, with the abolition of High School Scholarship Examination, all scholarships have been converted into stipends which are awarded on the basis of poverty-cum-merit. Free education is given to Harijan pupils, while freeships are granted to wards of soldiers and other personnel on active service.

In the North-West Frontier Province, in addition to the number of scholarships given according to the rules contained in the Education Code, 9 Municipal Board scholarships are awarded by the Municipal Committees of three districts from their own funds. Political scholarships payable from central revenues to trans-frontier students attending different schools in the settled districts are also given.

Teachers

Table XX shows the number of trained and untrained teachers in High Schools in India during the beginning, the middle and the end of the decennium.

TABLE XX

Teachers in High Schools

Province	1937-38					
	TRAINED		UNTRAINED		TOTAL	
	Men	Women	Men	Women	Men	Women
Assam	440	74	913	117	1,353	191
Bengal	2,435	551	14,091	570	16,526	1,121
Bihar	1,334	124	1,709	63	3,043	187
Bombay	1,308	577	3,492	655	4,800	1,232
C. P. and Berar ..	473	33	320	29	793	62
Madras	7,375	1,174	1,310	144	8,685	1,318
N.-W. F. P. ..	577	34	175	4	752	38
Orissa	345	36	192	15	537	51
Punjab	5,579	524	1,069	88	6,648	612
Sind	162	29	564	151	726	180
United Provinces ..	2,988	500	2,561	254	5,549	754
Ajmer-Merwara ..	152	22	81	31	233	53
Baluchistan	78	21	8	4	86	25
Bangalore	79	121	54	20	133	141
Coorg	38	10	3	5	41	15
Delhi	361	100	86	6	447	106
Minor Administrations	111	58	167	39	278	97
TOTAL ..	23,835	3,988	26,795	2,195	50,630	6,183
GRAND TOTAL ..	27,823		28,990		56,813	

TABLE XX—*contd.*

Province	1941-42					
	TRAINED		UNTRAINED		TOTAL	
	Men	Women	Men	Women	Men	Women
Assam	554	83	1,401	174	1,955	257
Bengal	2,873	608	14,689	651	17,562	1,259
Bihar	1,713	210	2,054	71	3,767	281
Bombay	3,478	1,041	2,939	670	6,417	1,711
C. P. and Berar ..	547	61	459	55	1,006	116
Madras	8,679	1,529	1,150	191	9,829	1,720
N.-W. F. P. ..	618	54	187	8	805	62
Orissa	433	43	249	8	682	51
Punjab	6,366	749	1,073	85	7,439	834
Sind	173	31	622	196	795	227
United Provinces ..	3,509	745	3,005	358	6,514	1,103
Ajmer-Merwara ..	181	33	95	30	276	63
Baluchistan	128	27	22	12	150	39
Bangalore	127	163	27	14	154	177
Coorg	43	11	8	7	51	18
Delhi	389	166	106	15	495	181
Minor Administrations	126	66	105	20	231	86
TOTAL ..	29,937	5,620	28,191	2,565	58,128	8,185
GRAND TOTAL ..	35,557		30,756		66,313	

TABLE XX—*concld.*

Province	1946-47					
	TRAINED		UNTRAINED		TOTAL	
	Men	Women	Men	Women	Men	Women
Assam	620	89	2,127	253	2,747	342
Bengal	3,533	756	17,922	912	21,455	1,668
Bihar	2,229	250	2,789	115	5,018	365
Bombay	4,232	1,286	4,537	890	8,769	2,176
C. P. and Berar ..	581	89	804	160	1,385	249
Madras	11,941	2,404	1,997	367	13,933	2,771
N.-W. F. P. ..	666	81	300	9	966	90
Orissa	577	63	536	14	1,113	77
Punjab	8,012	1,127	2,335	153	10,347	1,280
Sind	157	27	904	278	1,061	305
United Provinces ..	3,687	1,084	3,923	493	7,610	1,577
Ajmer-Merwara ..	203	40	157	52	360	92
Baluchistan	131	39	44	18	175	57
Bangalore	117	173	58	44	175	217
Coorg	71	13	18	11	89	24
Delhi	538	222	174	46	712	268
Minor Administrations	157	68	142	17	299	85
TOTAL ..	37,452	7,811	38,767	3,832	76,219	11,643
GRAND TOTAL ..	45,263		42,599		87,862	

There has been an increase in the total number of teachers, particularly trained ones. The percentage of trained teachers has risen from 49.0 in 1937-38 to 51.5 in 1946-47. But the decrease in the number of untrained teachers is not marked. The ratio of trained to untrained teachers was 49 : 51 in 1937-38, while it remains at 51.5 : 48.5 in 1946-47.

Salaries of Teachers

Scales of pay of teachers in Government High Schools are given in the Appendices to *Education in India,* 1938-39. During the decennium there has been no substantial change in them. Only in Bihar a 20 per cent increase was made in the salaries of assistant teachers for the duration of the war, and School Committees which were unable to meet the extra cost from their funds were given the option to increase tuition fees to meet the additional expenditure. Scales of pay of teachers employed in schools under private managements continued to vary from school to school according to the financial position of the school.

Qualifications

Generally, in upper classes of High Schools trained graduate teachers are employed. In some Provinces the minimum qualification prescribed for a High School teacher is a university degree, while in others it is a Matriculation pass, though the number of such teachers is restricted. In Bengal, it is laid down that in a High School there should be at least three graduates and not more than one matriculate. In Sind, only graduates are employed in High Schools.

Conditions of Service

In most Provinces conditions of service are governed by rules laid down in their Education Codes. Conditions of service of teachers in private schools, however, continued to be unsatisfactory. In order to redress the grievances of the teachers in private schools, the Calcutta University has set up an Arbitration Board to which such teachers may appeal. Inspectors of Schools also hold enquiries and submit reports. The posts of teachers in Government Schools are pensionable. In other schools a provident fund scheme is insisted on by Education Codes of all Provinces.

Medium of Instruction

The medium of instruction in the High stage has changed over during the period under review to the regional language of the area. At the beginning of the decennium, English was the medium of instruction, particularly in Madras, Bengal, Bihar, Assam and Orissa. It was the medium of instruction in some subjects only in Bombay, United Provinces, Punjab, Delhi, North-West Frontier Province, Sind and Baluchistan. During the decennium, Assam, Bihar, Central Provinces and Berar, Bengal, Madras, Orissa, United Provinces, Sind, Ajmer-Merwara and Baluchistan have adopted the mother tongue of the pupil as the medium of instruction. In Madras, the adoption of the mother tongue or the regional language as the medium of instruction in Secondary Schools was strictly enforced only from 1946-47. The teaching of Hindustani as an optional subject in forms II to IV in some of the Secondary Schools was also introduced during the same year. In Bihar, Hindustani continued to be the medium of instruction for non-language subjects and the mother tongue, the medium of instruction, for literary subjects except English. In the North-West Frontier Province, the medium of instruction in High stage continued to be English, except for classical and vernacular languages and also in History and Geography which are taught in Urdu. In Delhi, as far as High Schools are concerned, English and Modern Indian languages are media of examination. In case of Higher Secondary Schools, English is the medium of examination in all subjects except in classical and modern Indian languages in which the answers are required to be written in the vernacular of the candidate. In Punjab and Coorg, English continues to be the medium of instruction in some subjects and in Bangalore, where the population is largely European and Anglo-Indian, the medium of instruction is English.

The change-over from English to the mother tongue has created difficulties due to lack of technical and scientific vocabulary and suitable textbooks. It may, however, be said generally that the mother tongue has been the medium of instruction and examination in most Provinces, and that the difficulties which were considered as serious in the previous *Quinquennial Review*, 1932–37, are being gradually overcome.

Along with the problem of changing the medium of High School instruction in each area, the general problem of a common language for the whole country has been raised and discussed by Provincial Governments and the Central Advisory Board of Education.

Buildings and Equipment

Though High Schools are, generally speaking, better equipped and housed than Middle and Primary Schools, and though most Provinces express satisfaction in this regard, there are still many areas, such as Bengal and various parts of other Provinces, where buildings and equipment are admitted to be unsatisfactory or out of date. In Bengal, the

lack of building materials, particularly bricks and cement, made it impossible for managers of many schools either to improve their building accommodation or to carry out essential repairs. In United Provinces also the general state of buildings is reported to be unsatisfactory.

In Bombay, many schools are equipped with radio sets.

Residential and Day-Scholars

There are no residential High Schools but some school authorities provide hostels with some degree of disciplinary supervision. In Bihar and Bengal, hostels are attached to many High Schools.

Though the number of scholars in High School hostels (both boys and girls) has increased during the decennium, their percentage to the total enrolment in High Schools has fallen from 6.1 in 1937-38 to 5.8 in 1946-47 in case of boys and from 12.9 in 1937-38 to 7.2 in 1946-47 in case of girls.

Health and Physical Education

More attention has been paid during the decennium to Health and Physical Education of pupils in High Schools than during the previous quinquennium ending in 1937. In Bengal, Physical Education finds place in the time-table four times a week. In Bombay, physical training is compulsory in Secondary Schools. In Madras, programme of Physical Education was launched in 1945-46 and appreciable improvement in that direction is reported to have been made. The Punjab Report observes that class and mass drill, callisthenics, light gymnastics, figure and maze marching and pyramid building are practised almost daily and form an integral part of general education.

Medical examination of pupils, however, continues to be inadequate and unsystematic. In Punjab, medical inspection is carried out in selected areas only for a certain portion of student population. In some Provinces, arrangements are made for lectures on Hygiene and Sanitation. In Assam, regular instructions on Health, Hygiene and Physical Education are imparted in High School classes.

The general health of students is reported to be poor in Bihar and Orissa for want of balanced diet at regular hours. In Orissa, 16.3 per cent of students were suffering from malnutrition in 1945-46.

Extra-Curricular Activities

Besides the usual types of extra-curricular activities prevalent in High Schools, viz., literary societies, debating clubs, excursions, Red Cross work, Scouting, Girl-guiding, Poor Fund Collections, the Management of Co-operative Stores and others, new activities, such as Youth Welfare Councils on the model of similar organisations in Western countries, have been provided in some Provinces. These canalise student activities along constructive lines.

Experiments

Experiments were made mostly in the reform of curricula by the inclusion of technical or professional subjects like Agriculture, Commerce and others.

In Bombay, the School Leaving Certificate Examination was introduced in place of Matriculation. In Orissa, paper making was taken up in some schools during the year 1944-45. In Punjab, schools were made more popular by introducing rural education. In Delhi, High School Education was reorganised so as to include an additional class called the Higher Secondary class.

Fig. 10

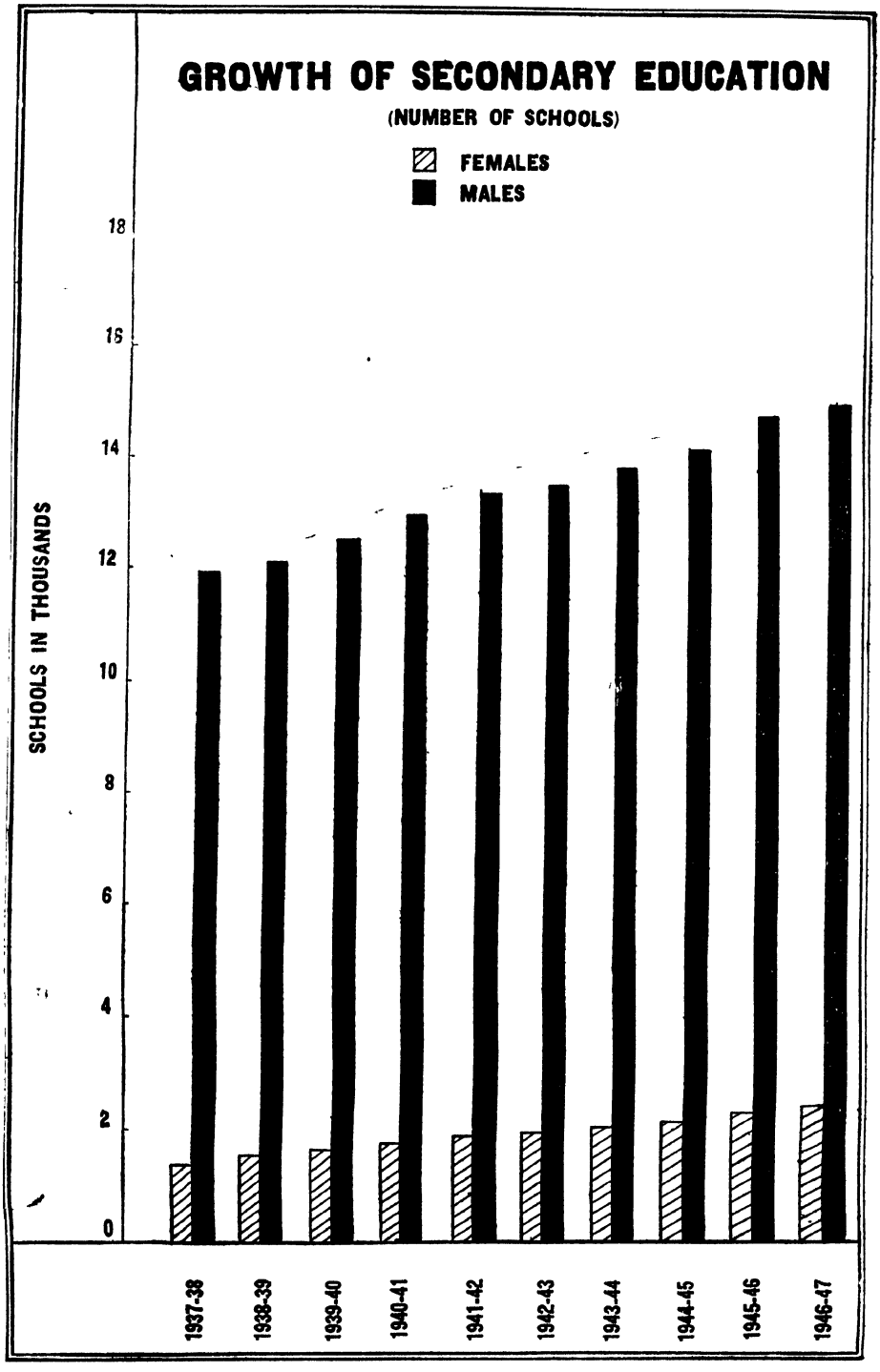
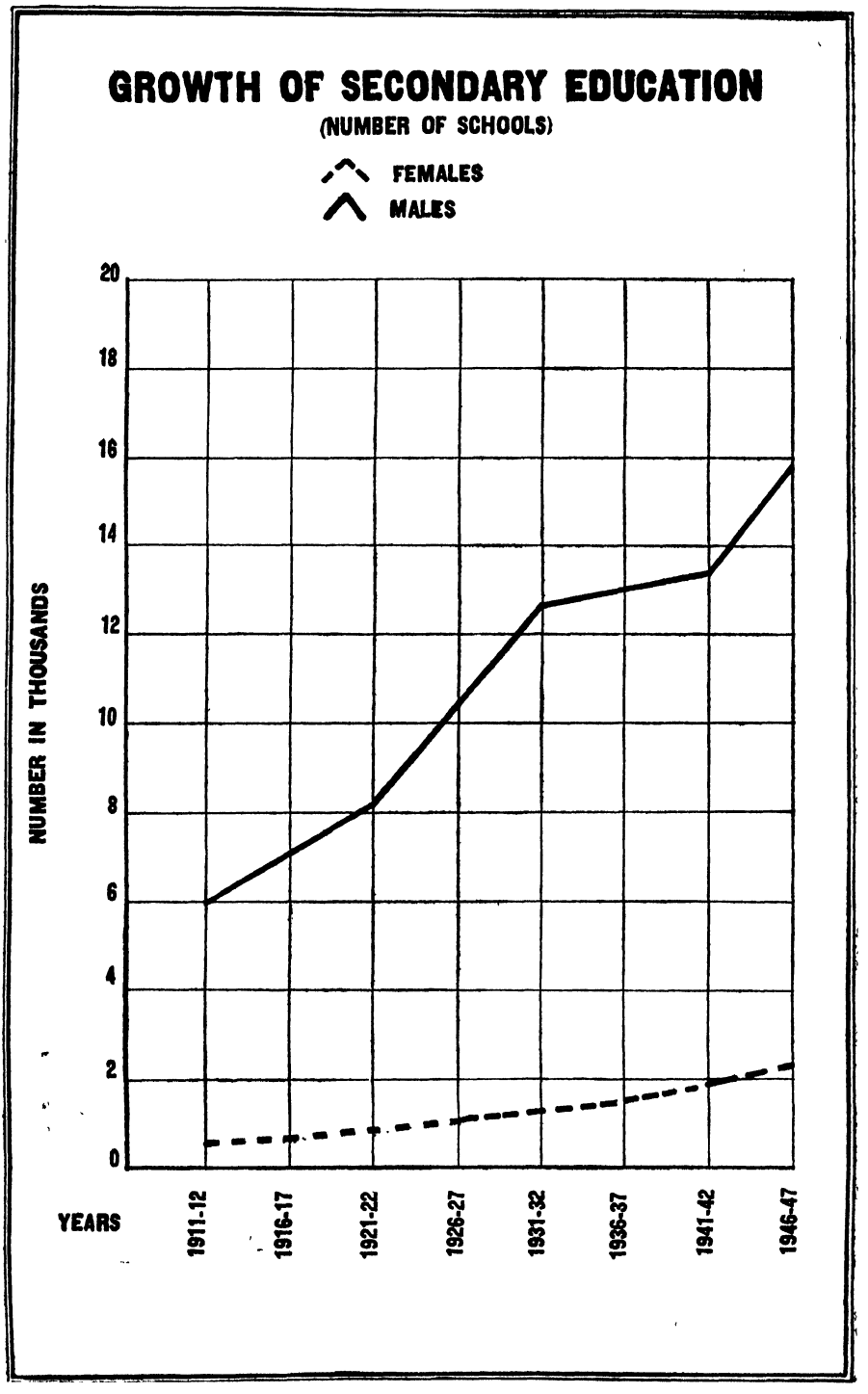

GROWTH OF SECONDARY EDUCATION
(NUMBER OF SCHOOLS)
FEMALES
MALES
SCHOOLS IN THOUSANDS
18
16
14
12
10
8
6
4
2
0
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

Fig. 11


GROWTH OF SECONDARY EDUCATION
(NUMBER OF SCHOOLS)
FEMALES
MALES
NUMBER IN THOUSANDS
20
18
16
14
12
10
8
6
4
2
0
YEARS
1911-12
1916-17
1921-22
1926-27
1931-32
1936-37
1941-42
1946-47

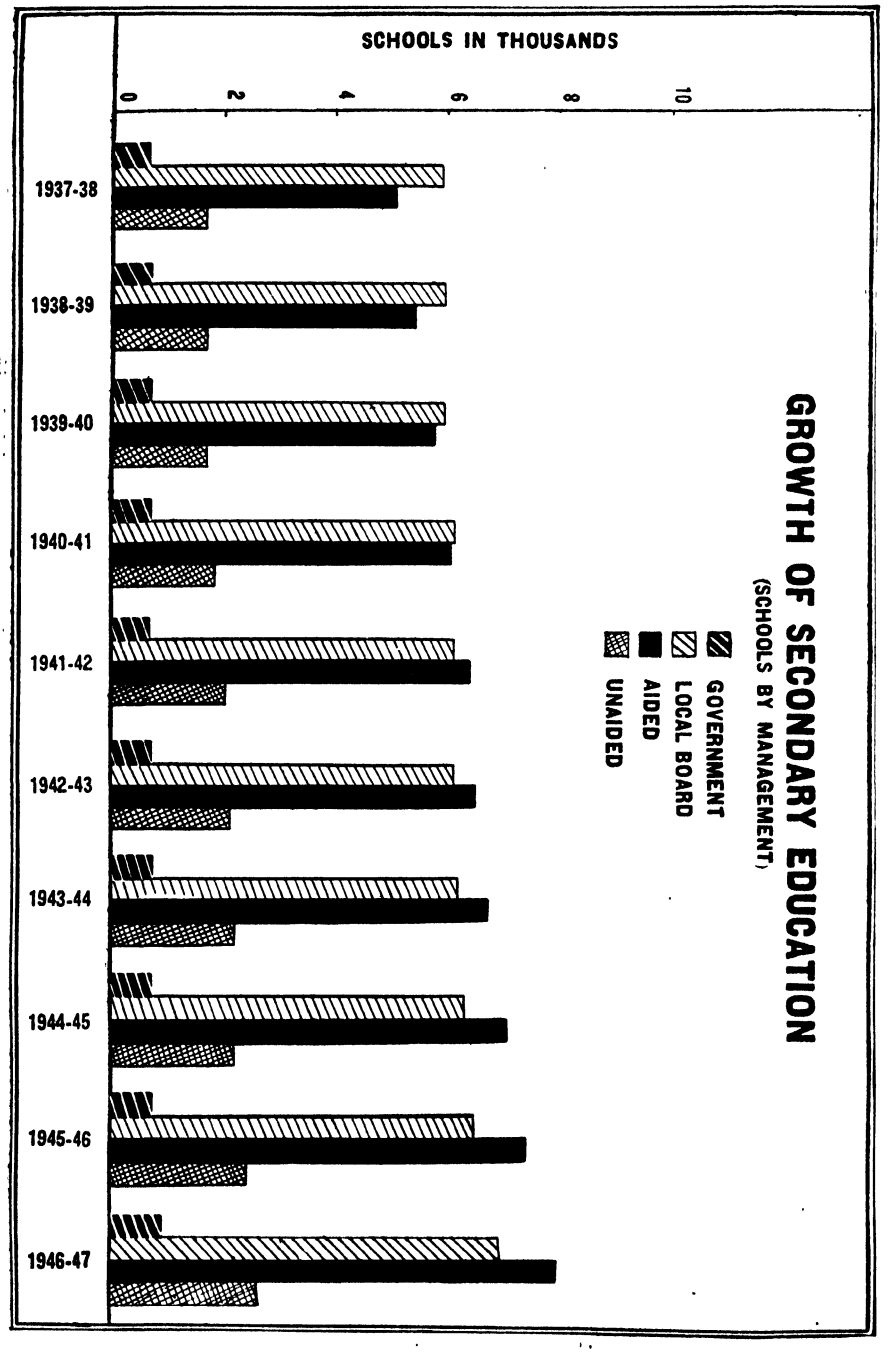

GROWTH OF SECONDARY EDUCATION
(SCHOOLS BY MANAGEMENT)
SCHOOLS IN THOUSANDS
0
2
4
6
8
10
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47
GOVERNMENT
LOCAL BOARD
AIDED
UNAIDED

Fig. 12

Fig. 13

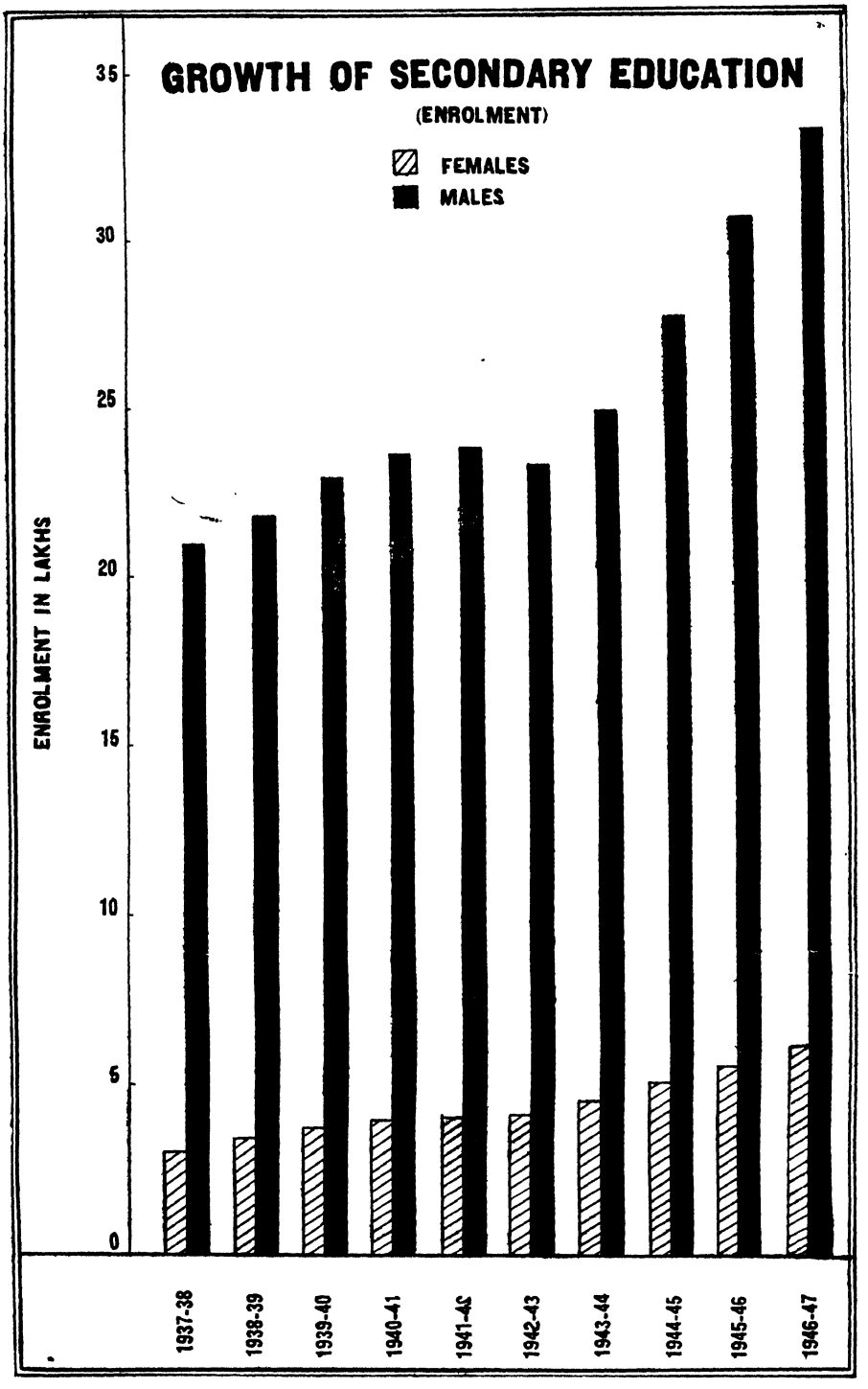

GROWTH OF SECONDARY EDUCATION
(ENROLMENT)
FEMALES
MALES
ENROLMENT IN LAKHS
35
30
25
20
15
10
5
0
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

Fig. 14

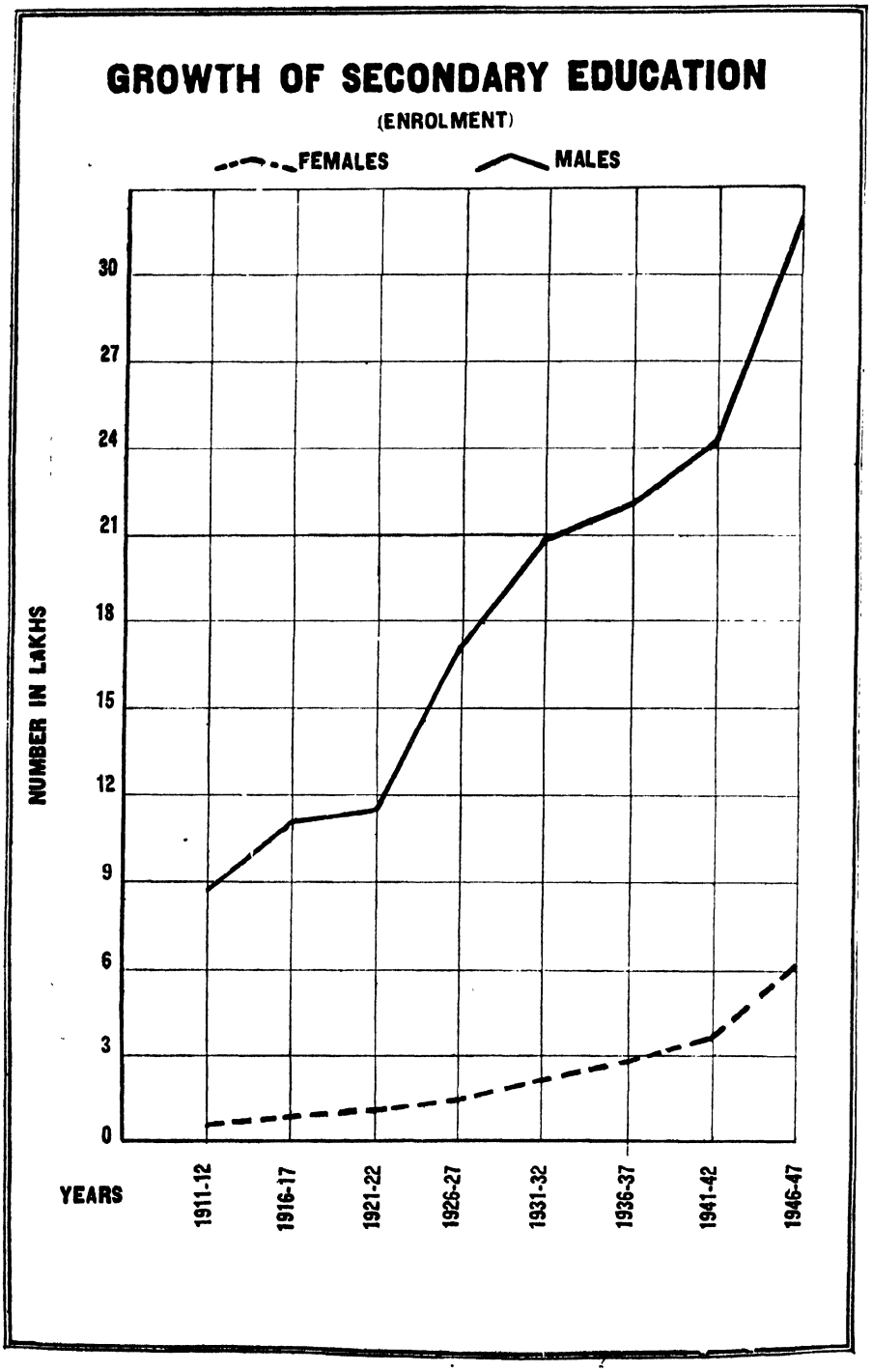

GROWTH OF SECONDARY EDUCATION
(ENROLMENT)
FEMALES
MALES
NUMBER IN LAKHS
30
27
24
21
18
15
12
9
6
3
0
YEARS
1911-12
1916-17
1921-22
1926-27
1931-32
1936-37
1941-42
1946-47

Fig. 15

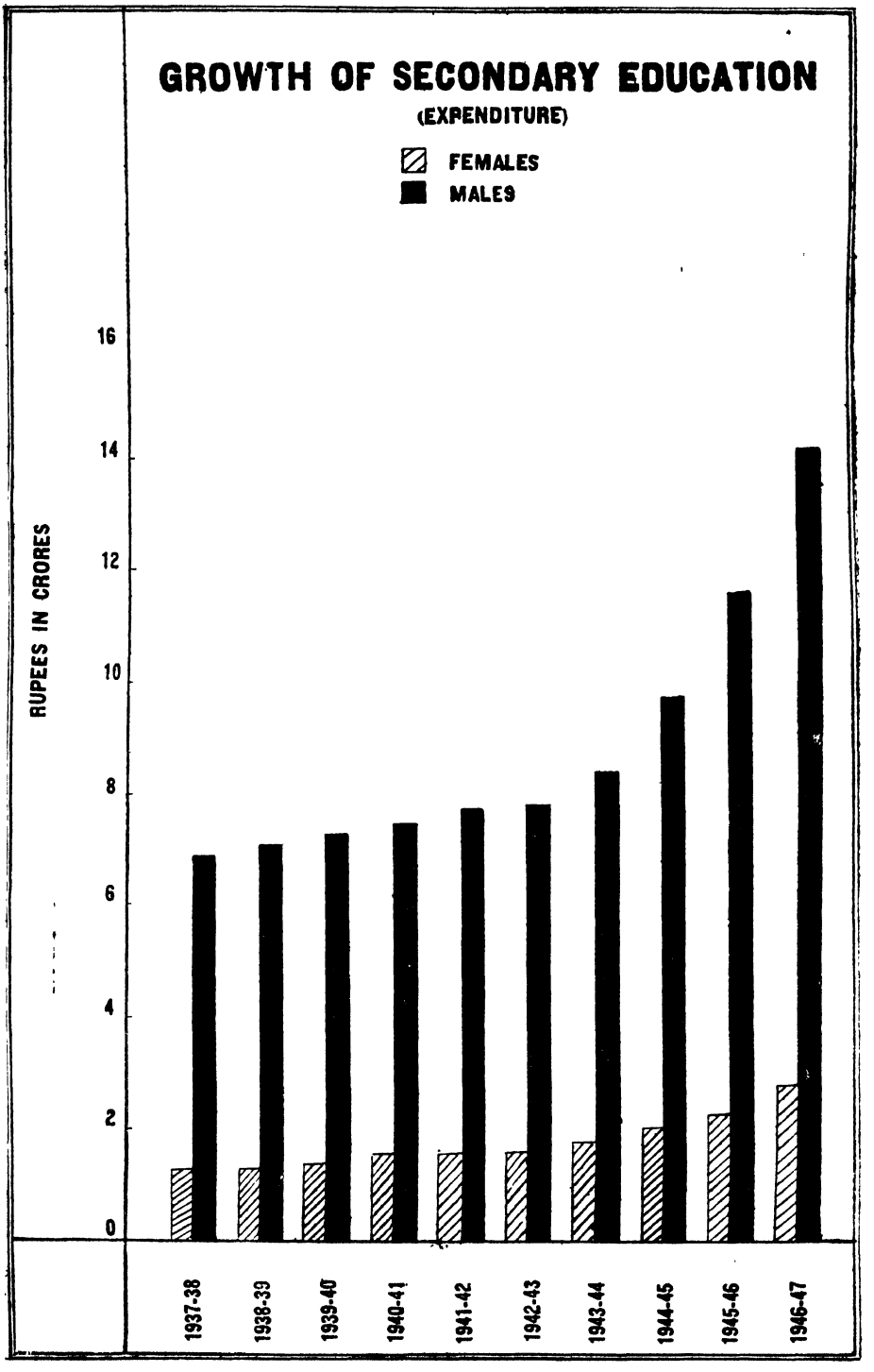
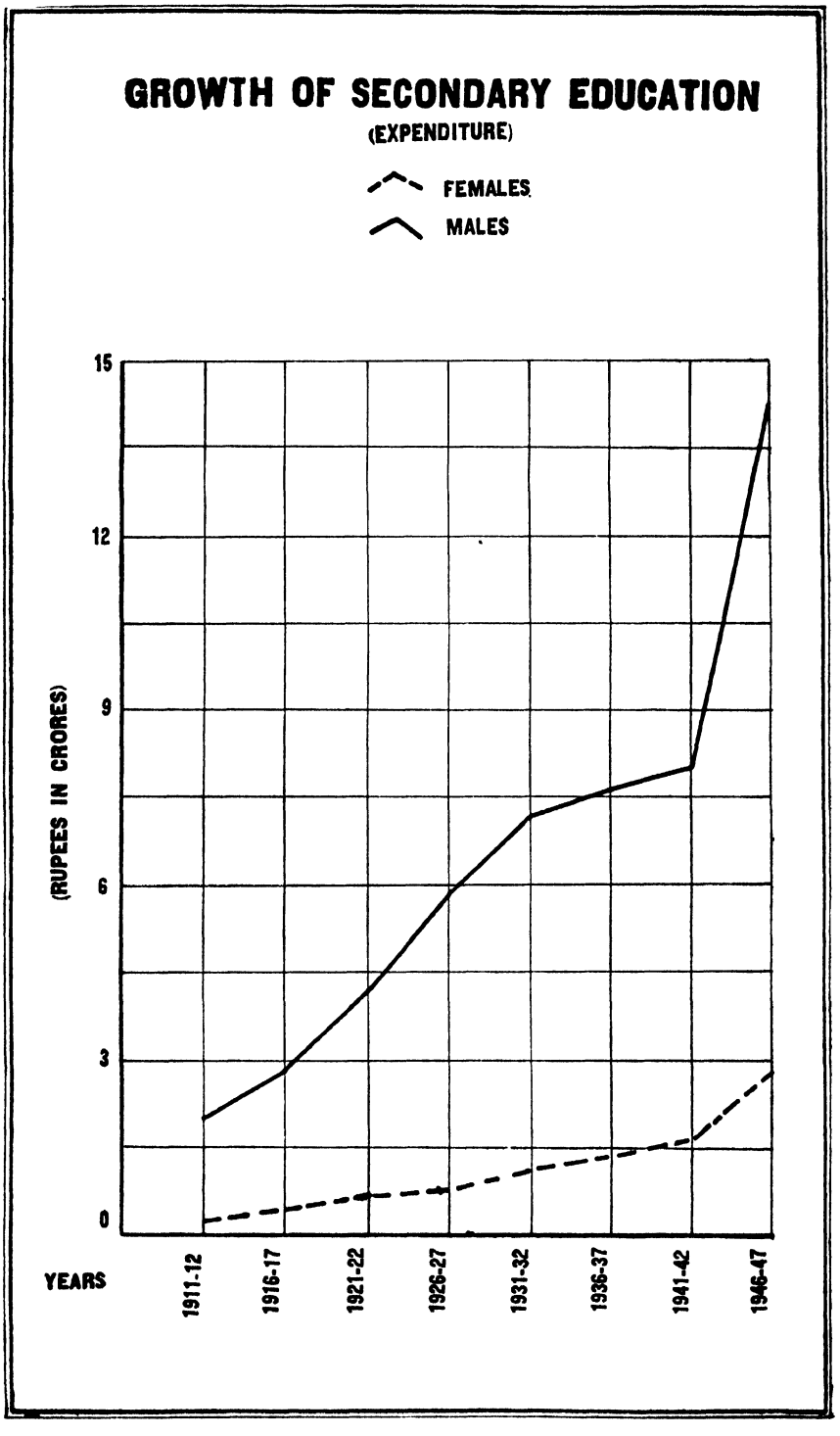

GROWTH OF SECONDARY EDUCATION
(EXPENDITURE)
FEMALES
MALES
RUPEES IN CRORES
16
14
12
10
8
6
4
2
0
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

Fig. 16


GROWTH OF SECONDARY EDUCATION
(EXPENDITURE)
FEMALES
MALES
(RUPEES IN CRORES)
15
12
9
6
3
0
YEARS
1911-12
1916-17
1921-22
1926-27
1931-32
1936-37
1941-42
1946-47

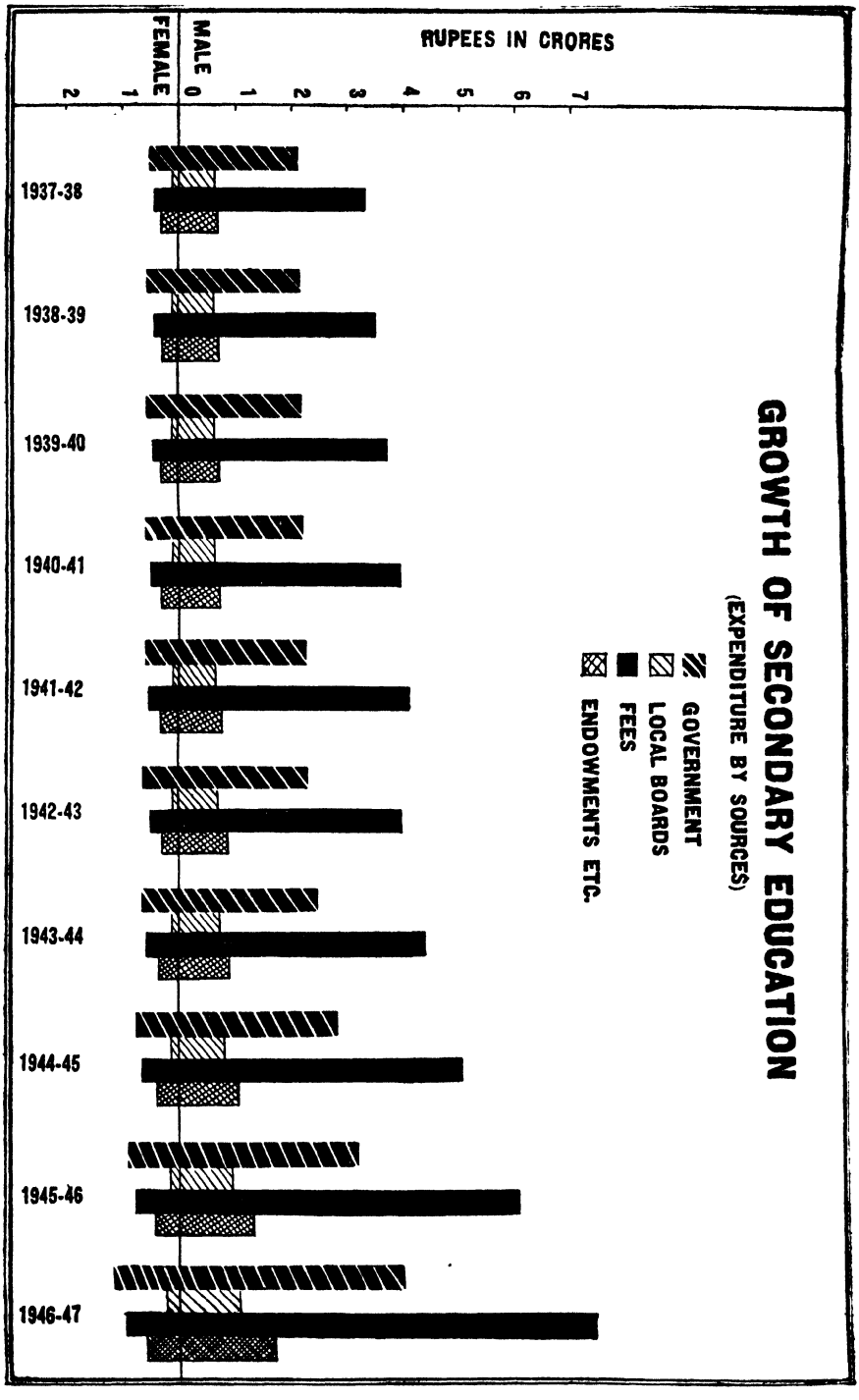

GROWTH OF SECONDARY EDUCATION
(EXPENDITURE BY SOURCES)
GOVERNMENT
LOCAL BOARDS
FEES
ENDOWMENTS ETC.
RUPEES IN CRORES
FEMALE
MALE
2 1 0 1 2 3 4 5 6 7
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

Fig. 17

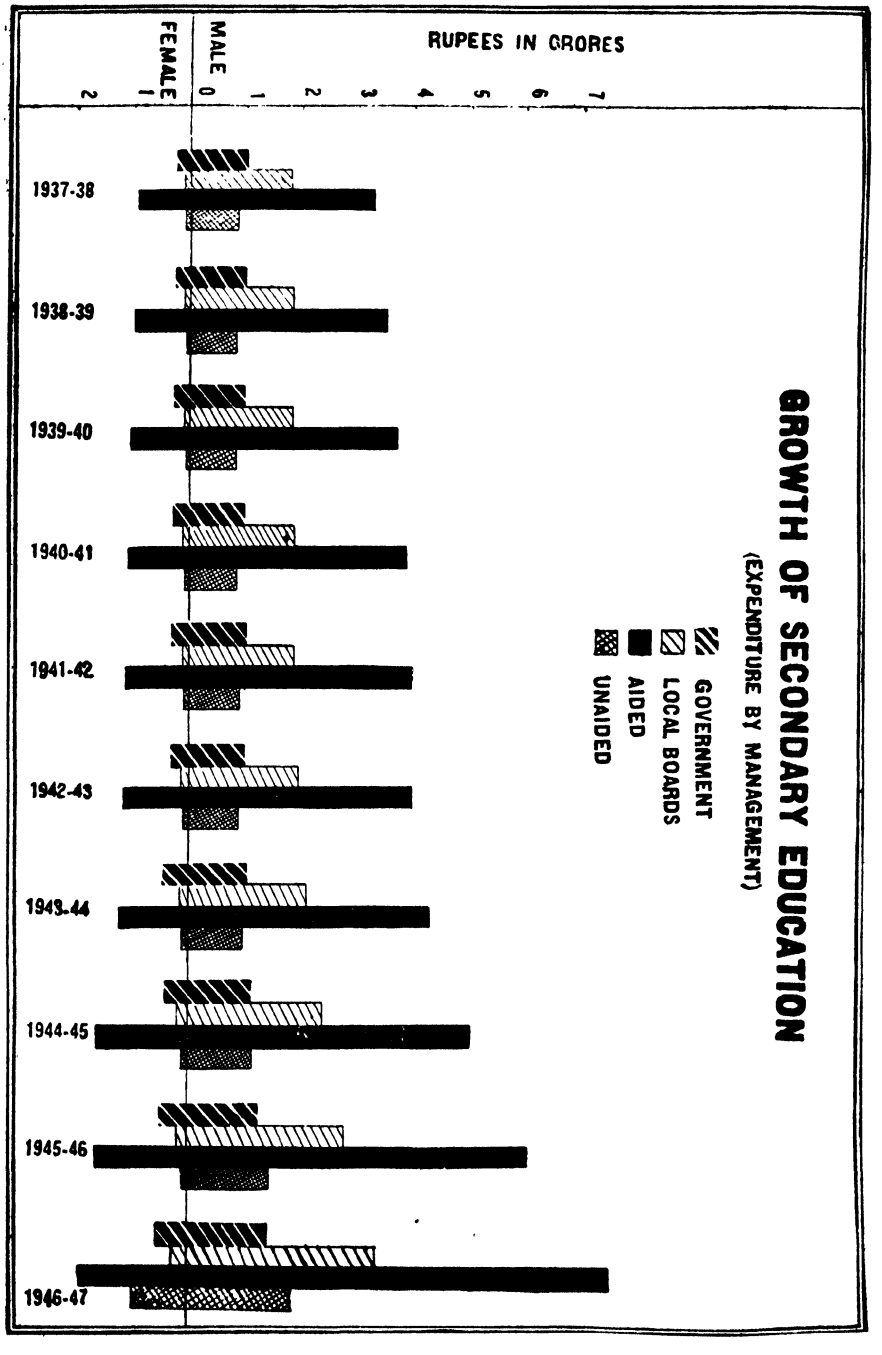
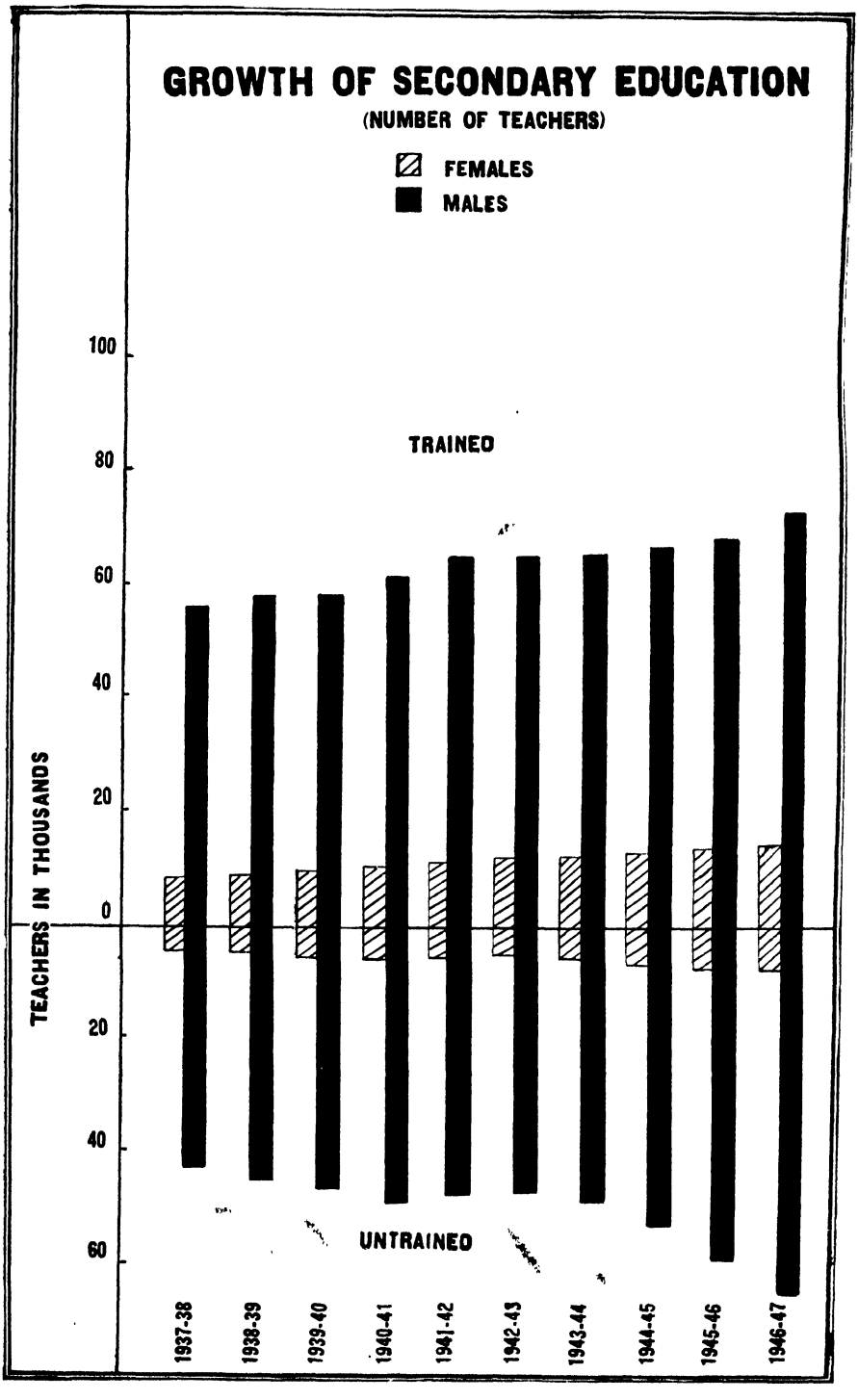

GROWTH OF SECONDARY EDUCATION
(EXPENDITURE BY MANAGEMENT)
GOVERNMENT
LOCAL BOARDS
AIDED
UNAIDED
RUPEES IN CRORES
FEMALE
MALE
2 1 0 1 2 3 4 5 6 7
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

Fig. 18

Fig. 19


GROWTH OF SECONDARY EDUCATION
(NUMBER OF TEACHERS)
FEMALES
MALES
TRAINED
UNTRAINED
TEACHERS IN THOUSANDS
100
80
60
40
20
0
20
40
60
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

CHAPTER V

UNIVERSITY EDUCATION

UNIVERSITY Education in India has been steadily extending since the middle of the last century. Twenty-one universities have come into existence in the course of 90 years and in recent years there have been proposals for starting more. During the period under review five universities were founded.

The following is the list of universities at the end of 1947, indicating their character and date of foundation.

TABLE XXI

Name of University	Date of Foundation	Present Character
Calcutta ..	1857	Affiliating and Teaching.
Bombay ..	1857 (Reconstituted 1928)	Affiliating and Teaching.
Madras ..	1857 (Reconstituted 1923)	Federative, Affiliating and Teaching.
Punjab ..	1882	Affiliating.
Allahabad ..	1887 (Reconstituted 1922)	Teaching.
Banaras ..	1916	Teaching.
Mysore ..	1916	Teaching and Affiliating.
Patna ..	1917	Teaching and Affiliating.
Osmania ..	1918	Teaching.
Aligarh ..	1920	Teaching.
Lucknow ..	1920	Teaching.
Dacca ..	1921	Teaching.
Delhi ..	1922	Teaching and Federative.
Nagpur ..	1923	Teaching and Affiliating.
Andhra ..	1926	Teaching and Affiliating.
Agra ..	1927	Affiliating.
Annamalai ..	1929	Teaching.
Travancore ..	1937	Teaching and Affiliating.
Utkal ..	1943	Affiliating.
Saugor ..	1946	Teaching and Affiliating.
Rajputana ..	1947	Affiliating.

Arts and Science Colleges

During the decennium the number of Arts and Science Colleges increased from 272 in 1937-38 to 420 in 1946-47, showing an increase of 54.4 per cent. The comparative figures for the different Provinces are given in Table XXII.

TABLE XXII

Number of Arts and Science Colleges

(Degree and Intermediate)

Province	1937-38			1941-42			1946-47		
	For Men	For Women	Total	For Men	For Women	Total	For Men	For Women	Total
Assam	8	2	10	10	4	14	18	4	22
Bengal	43	7	50	58	12	70	39	12	51
Bihar	9	..	9	14	2	16	20	3	23
Bombay	17	..	17	19	1	20	29	2	31
C. P. and Berar ..	9	1	10	11	1	12	13	1	14
Madras	58	7	65	57	7	64	68	9	77
N.-W. F. P. ..	3	..	3	3	..	3	..	..	..
Orissa	4	1	5	3	1	4	11	1	12
Punjab	32	4	36	37	5	42	25	3	28
Sind	3	..	3	3	..	3	..	..	..
United Provinces ..	50	10	60	66	13	79	128	21	149
Ajmer-Merwara ..	2	..	2	2	..	2	3	2	5
Baluchistan	..	..	..	..	..	..	..	..	..
Bangalore	1	..	1	1	..	1	1	..	1
Coorg	..	..	..	..	..	..	..	..	..
Delhi	..	..	..	6	1	7	5	1	6
Minor Administrations	1	..	1	1	..	1	1	..	1
TOTAL ..	240	32	272	291	47	338	361	59	420

Fig. 20

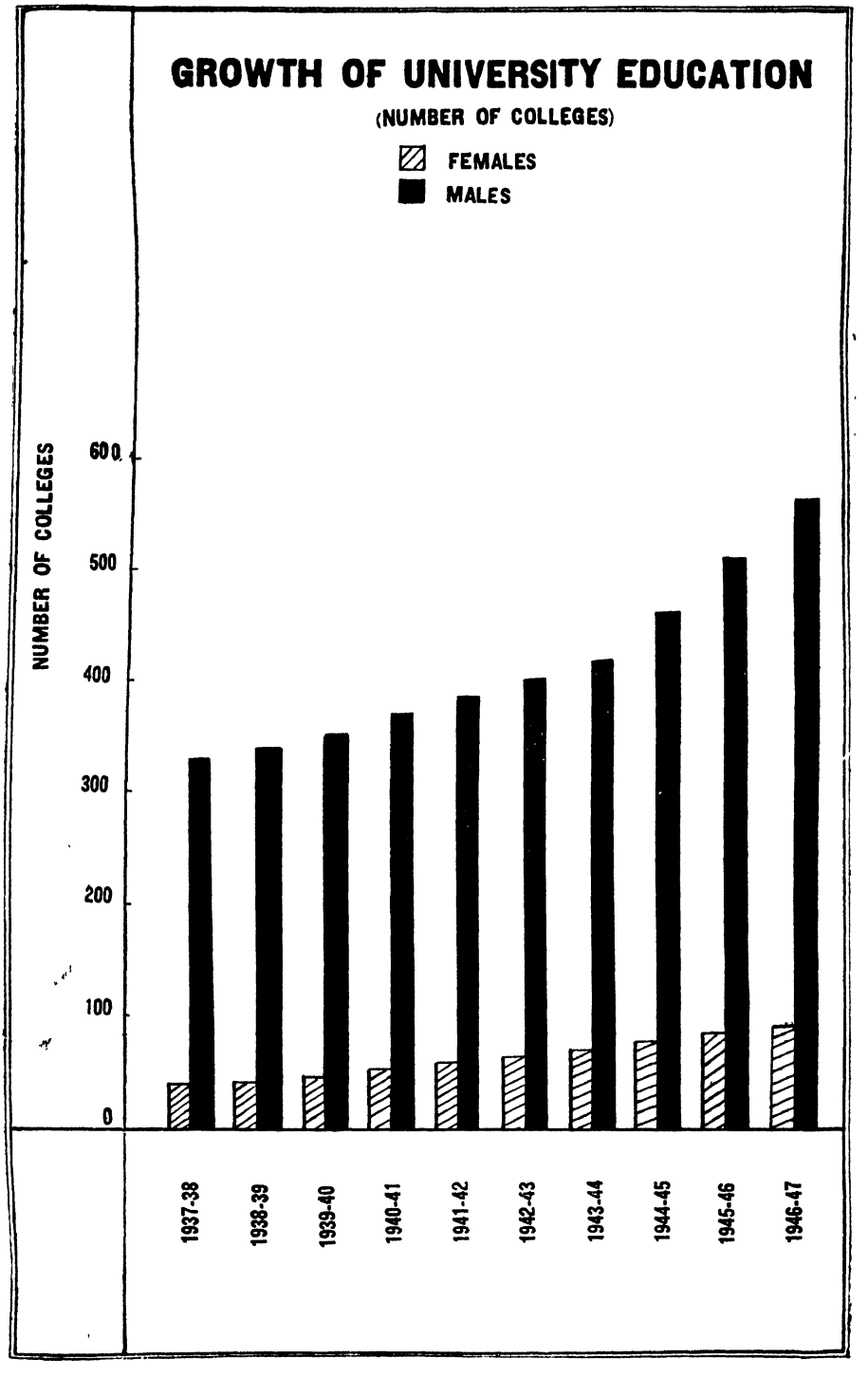

GROWTH OF UNIVERSITY EDUCATION
(NUMBER OF COLLEGES)
FEMALES
MALES
NUMBER OF COLLEGES
600
500
400
300
200
100
0
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

Fig. 21

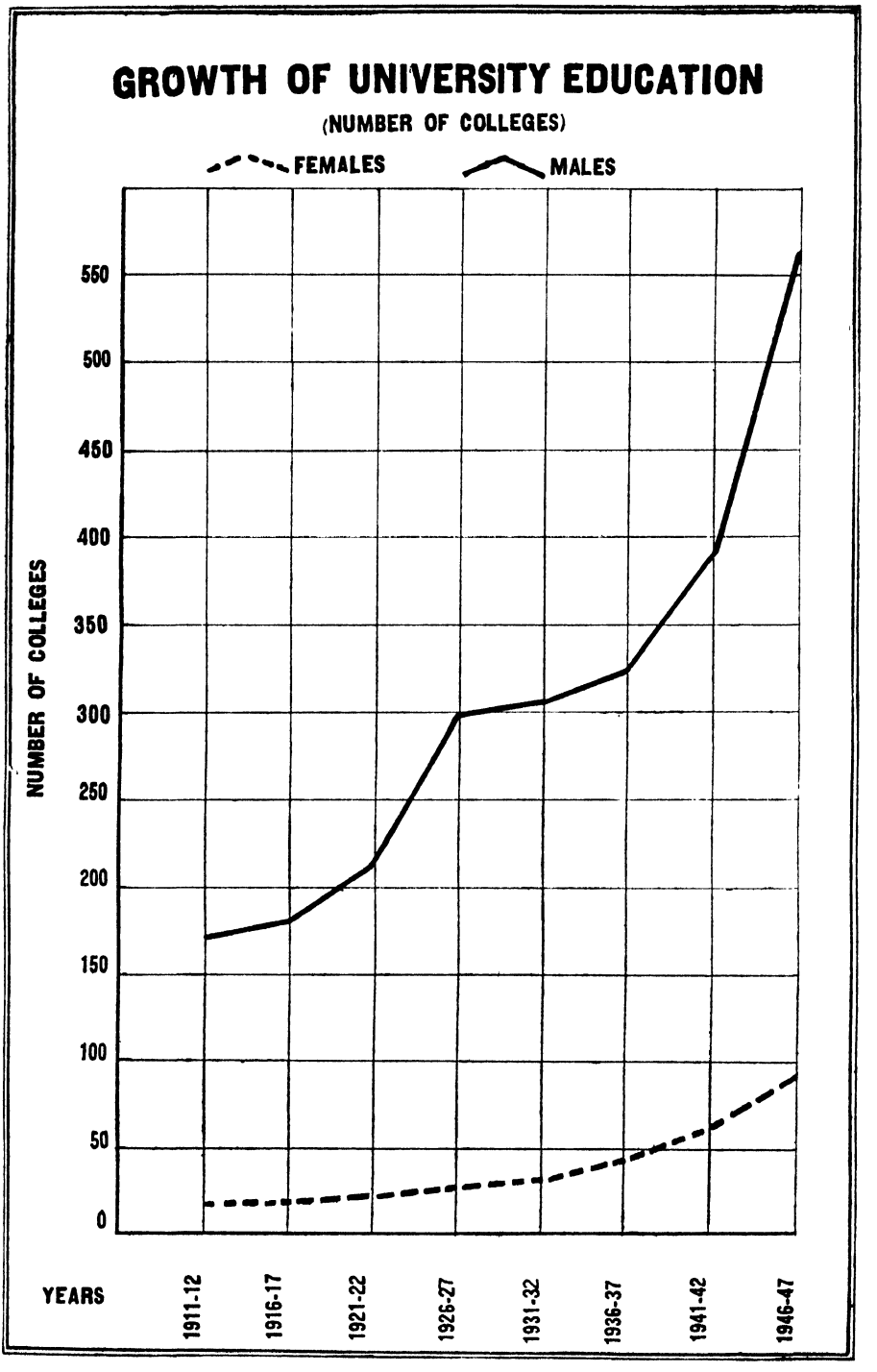

GROWTH OF UNIVERSITY EDUCATION
(NUMBER OF COLLEGES)
FEMALES
MALES
NUMBER OF COLLEGES
550
500
450
400
350
300
250
200
150
100
50
0
YEARS
1911-12
1916-17
1921-22
1926-27
1931-32
1936-37
1941-42
1946-47

Table XXIII shows enrolment in the universities during 1941-42 and 1946-47.

TABLE XXIII

Enrolment in Universities

University	1941-42		1946-47	
	Men	Women	Men	Women
Agra	4,468	109	9,936	
Aligarh	2,204	64	3,770	239
Allahabad ..	2,654	148	3,240	222
Andhra	5,537	361	8,780	665
Annamalai ..	692	42	1,841	140
Banaras	3,269	212	4,651	221
Bombay	25,993	3,945	36,565	6,525
Calcutta	40,476	3,031	41,005	4,003
Dacca	1,320	100	1,214	96
Delhi	2,948	417	3,766	545
Lucknow ..	2,330	218	3,492	401
Madras	12,256	1,597	24,420	4,468
Mysore	4,356	449	8,356	994
Nagpur	5,987	746	5,064	670
Osmania	2,404	176	4,445	417
Patna	8,456	192	15,054	417
Punjab	22,925	2,066	31,933	2,885
Saugor	..	..	1,712	116
Travancore ..	2,712	562	4,181	1,258
Utkal	..	..	3,478	184
TOTAL ..	1,50,987	14,435	2,06,967*	24,466*
GRAND TOTAL ..	1,65,422		2,41,369†	

* Excluding Agra.

† Including Agra.

Fig. 22

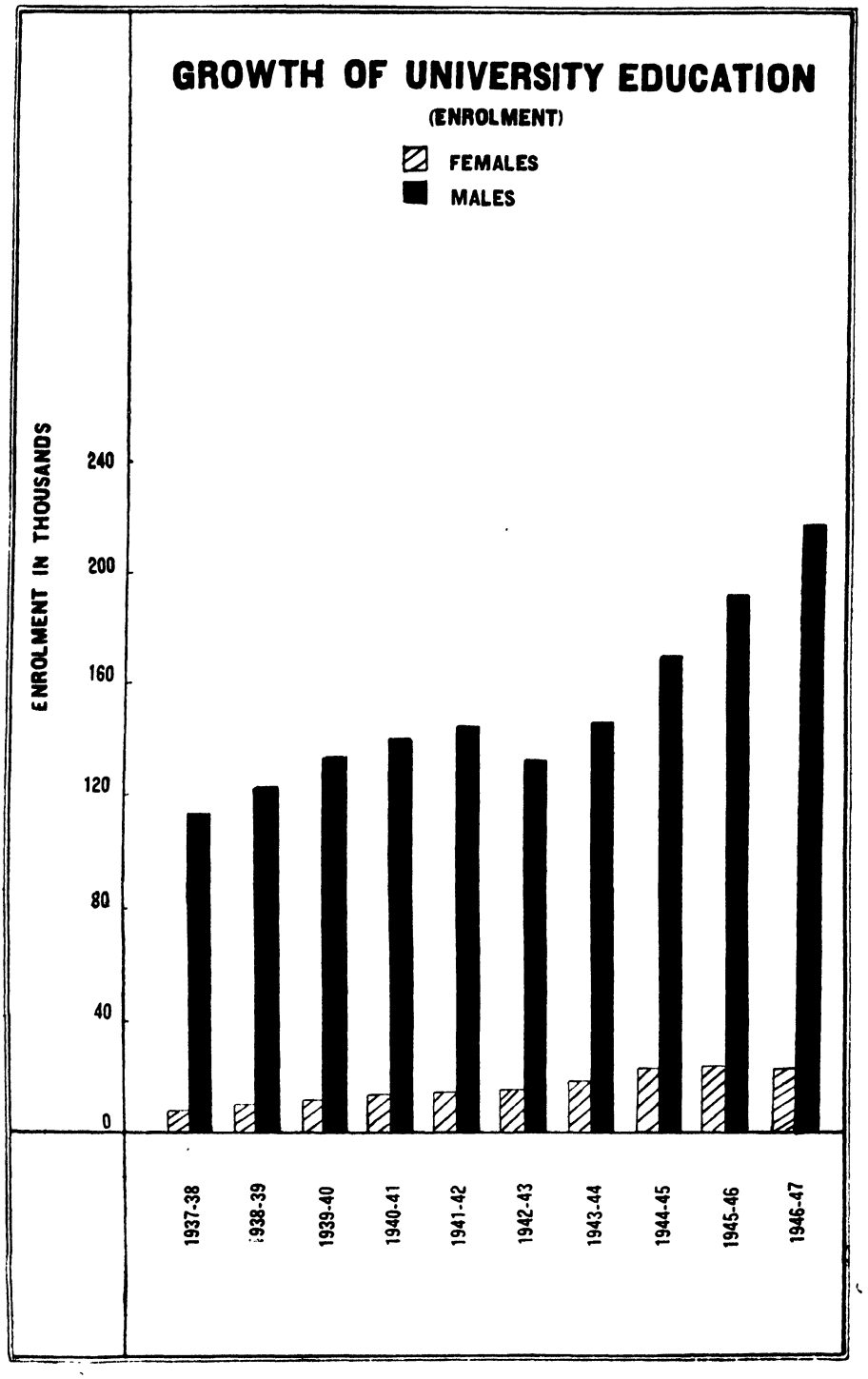
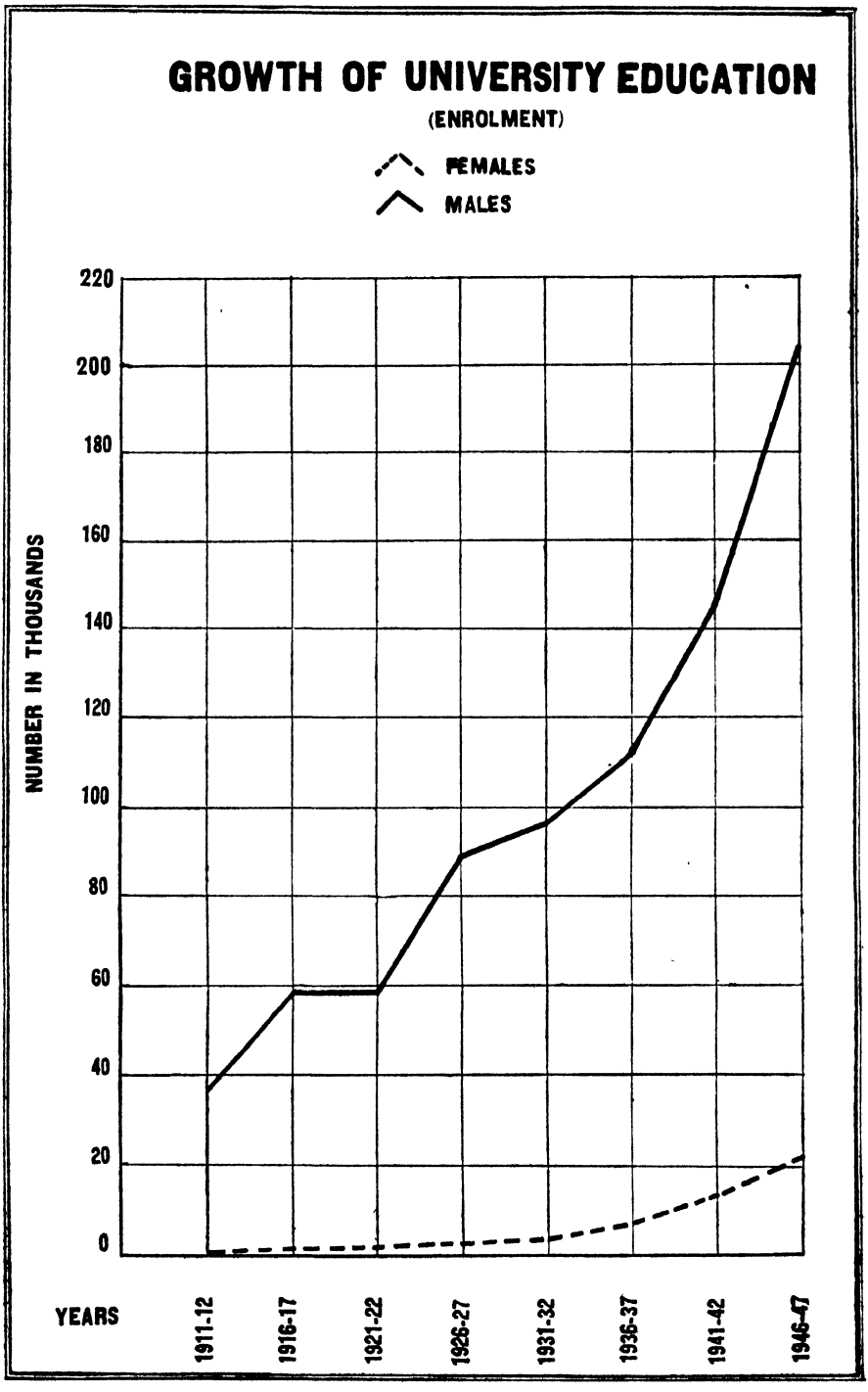

GROWTH OF UNIVERSITY EDUCATION
(ENROLMENT)
FEMALES
MALES
ENROLMENT IN THOUSANDS
240
200
160
120
80
40
0
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

Fig. 23


GROWTH OF UNIVERSITY EDUCATION
(ENROLMENT)
FEMALES
MALES
NUMBER IN THOUSANDS
220
200
180
160
140
120
100
80
60
40
20
0
YEARS
1911-12
1916-17
1921-22
1926-27
1931-32
1936-37
1941-42
1946-47

Income and Expenditure

The total income and expenditure of the universities is given in Table XXIV.

TABLE XXIV

University Finances

University	1941-42		1946-47	
	Income	Expenditure	Income	Expenditure
1	2	3	4	5
Agra	1,95,722	1,80,459	4,01,707	3,59,799
Aligarh	10,94,373	10,08,149	15,67,455	15,70,487
Allahabad ..	12,75,831	12,41,786	14,98,687	16,72,358
Andhra	13,68,924	14,64,877	15,05,328	11,36,124
Annamalai ..	4,76,413	3,67,261	12,84,930	12,83,330
Banaras	41,92,795	36,62,234	1,37,33,658	1,25,79,880
Bombay	17,03,173	16,11,885	24,36,720	26,95,096
Calcutta	56,74,580	57,00,500	41,03,928	39,22,274
Dacca	9,73,932	10,49,064	11,40,555	12,37,150
Delhi	3,98,033	4,36,766	11,30,515	9,76,985
Lucknow ..	19,52,304	20,37,899	20,20,557	22,23,376
Madras	12,16,058	10,34,328	19,65,695	16,50,387
Mysore	21,40,072	18,85,427	24,56,368	25,48,392
Nagpur	2,23,686	2,28,046	7,33,970	6,78,118
Osmania	19,19,427	19,19,427	38,31,562	34,92,342
Patna	4,92,227	4,16,393	8,43,497	8,63,627
Punjab	20,03,220	20,80,532	42,30,243	37,54,049
Saugor	..	..	2,99,429	2,73,997
Travancore ..	12,80,547	12,56,925	28,31,600	25,72,089
Utkal	..	..	4,16,113	2,35,359
TOTAL ..	2,85,81,317	2,75,81,958	4,84,32,517	4,57,25,219

Fig. 24

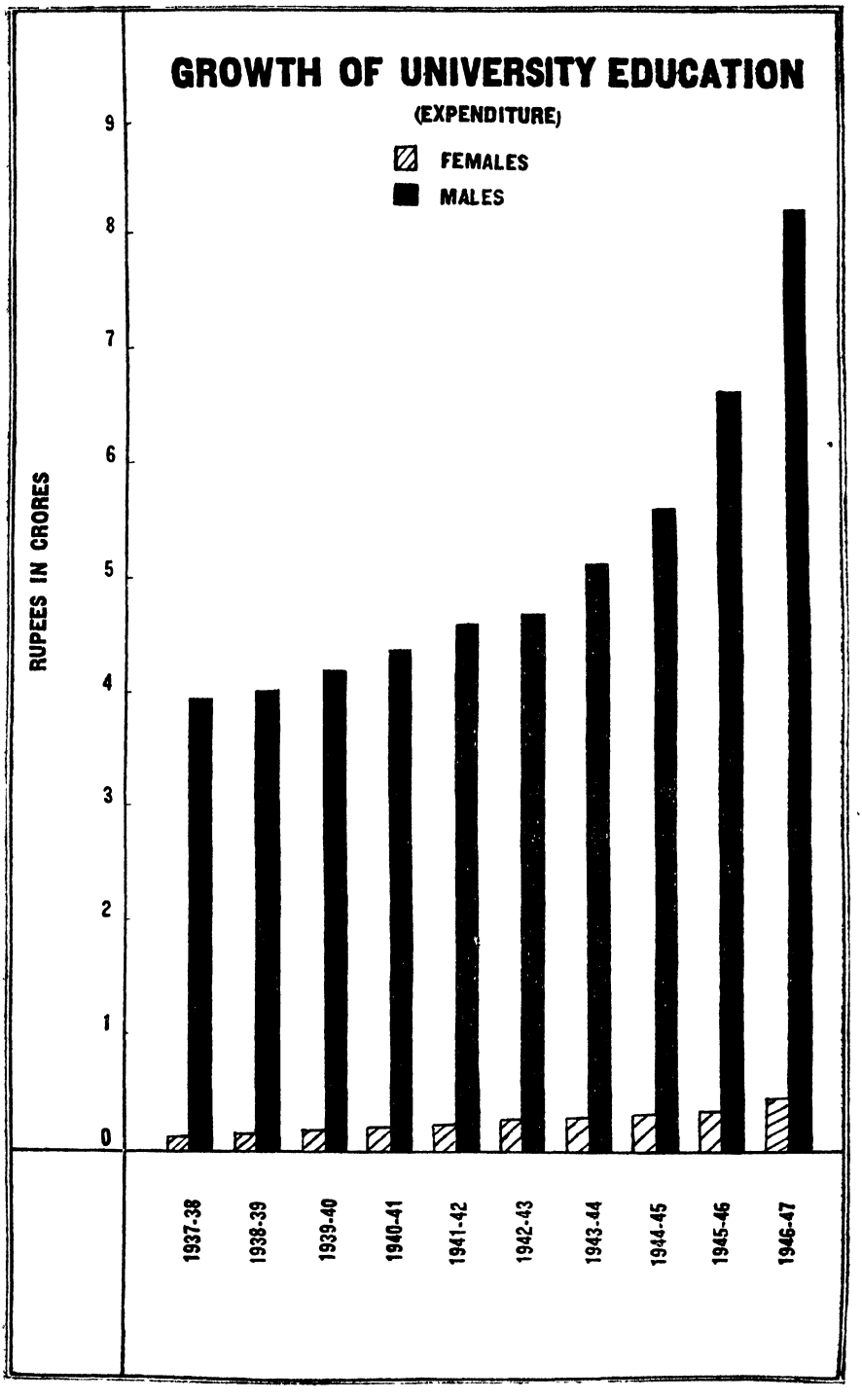
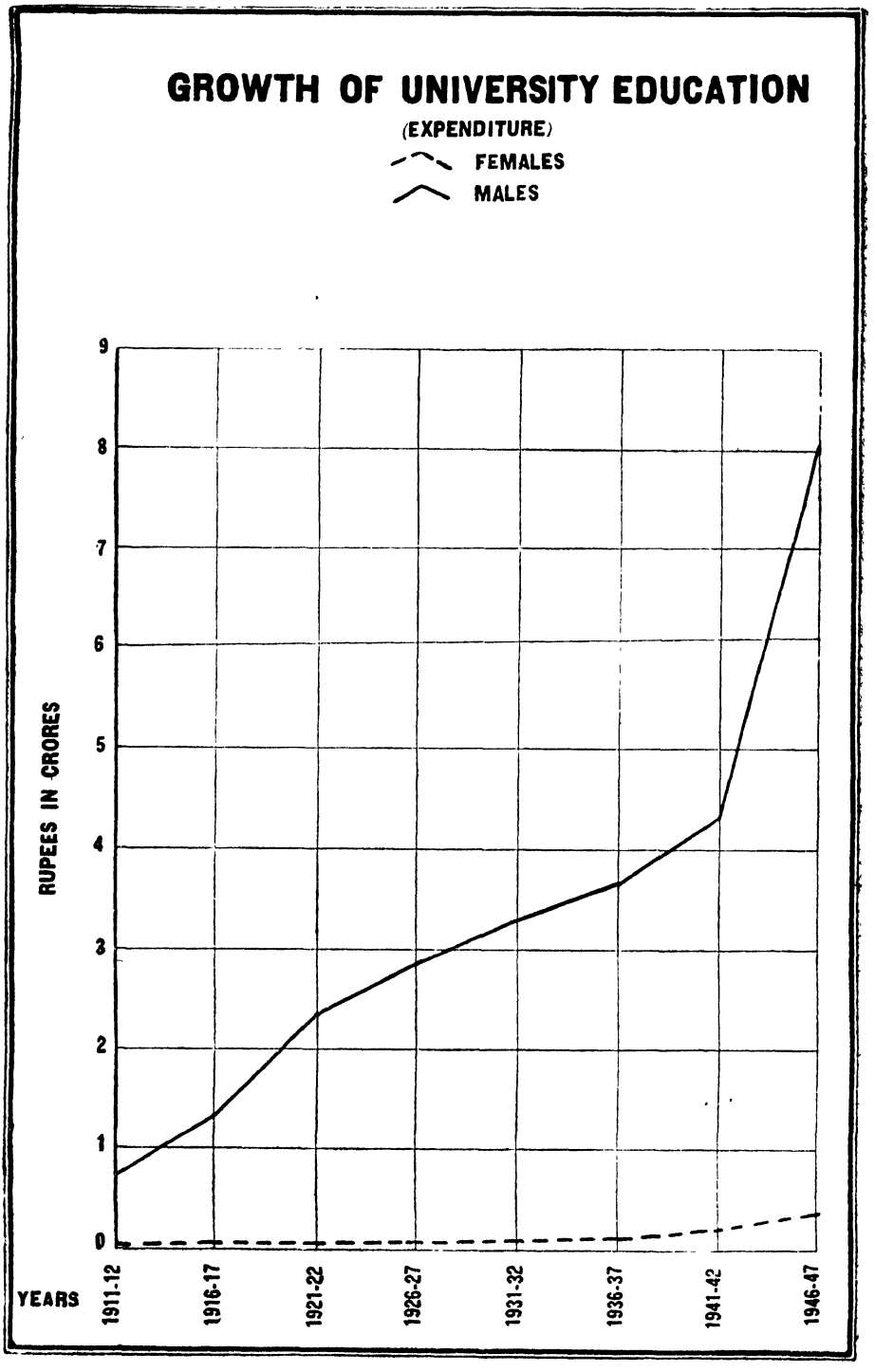

GROWTH OF UNIVERSITY EDUCATION
(EXPENDITURE)
FEMALES
MALES
RUPEES IN CRORES
0
1
2
3
4
5
6
7
8
9
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

Fig. 25


GROWTH OF UNIVERSITY EDUCATION
(EXPENDITURE)
FEMALES
MALES
RUPEES IN CRORES
0
1
2
3
4
5
6
7
8
9
YEARS
1911-12
1916-17
1921-22
1926-27
1931-32
1936-37
1941-42
1946-47

Scholarships, Stipends and Freeships

Scholarships, stipends and freeships are awarded in almost all universities. In some there are special endowments out of which scholarships are generally awarded either upon the results of the various Degree Examinations or for special research work.

Teachers

Table XXV shows the number of teachers in the universities for 1946-47.

TABLE XXV

Number of Teachers in 1946-47

University	Number of Teachers
Agra	1,172
Aligarh	179
Allahabad ..	175
Andhra	706
Annamalai ..	126
Banaras	388
Bombay	1,739
Calcutta	2,737
Dacca	160
Delhi	259
Lucknow ..	253
Madras	2,047
Mysore	393
Nagpur	297
Osmania	444
Patna	652
Punjab	2,081
Saugor	150
Travancore ..	359
Utkal	204
TOTAL ..	14,521

Salaries, etc.

Scales of salaries of University Professors, Readers and Lecturers vary for each University. The salaries of teachers at this stage of education are not also satisfactory, though in Government Colleges the teachers fare a little better than those in non-Government Colleges. Many universities have recently revised their scales of pay on account of the rising cost of living.

Conditions of Service

Conditions of service in colleges have generally remained unsatisfactory. As compared to other services even the highest places in education suffer from an inferior status.

The Committee of the Central Advisory Board of Education appointed to consider the question of the Training, Recruitment and Conditions of Service of Teachers in Universities and other institutions of higher education previously dealt with by the Board (1944-45) made the following observations on the subject :—

"The Committee entered upon their deliberations with the firm conviction that the teacher is the central factor in every education system and every scheme for educational reform; and in their view no system or scheme can be either effective or efficient unless it provides for a sufficient number of properly qualified teachers selected on grounds of merit alone, and unless those teachers are adequately remunerated, have a recognised status, adequate leisure as well as opportunities for research or for self-improvement and security of tenure, and enjoy such other conditions of service as may preserve their independence and self-respect. The Committee regretfully admit that the teaching profession is at the present time far from possessing all these things; it does not enjoy universally the status which it ought to have; and by reason of its undue subjection in many instances to bodies of laymen, often ignorant of educational matters and regarding teachers as their servants or employees rather than their partners in the cause of education, it lacks the intellectual and academic freedom without which it cannot give of its best. In these circumstances it is not surprising that the profession does not always attract recruits of a proper quality. All educational reform must begin with the teachers and their conditions of service."*

Medium of Instruction

Up to 1944, the medium of instruction in all universities and institutions of higher learning, with the exception of the Osmania University, continued to be English. Since then the position of English has been challenged by modern Indian languages. The Central Advisory Board of Education decided at their meeting held in January 1944 that greater stress should be laid on instruction in higher stages of education being given through the medium of mother tongue.† The Inter-University Board also considered at their meeting held in December 1944 the opinion expressed by the Central Advisory Board and re-affirmed the following part of the resolution passed at the Fourth Conference of the Indian Universities regarding the medium of instruction—"That modern Indian languages be recognised gradually and as far as possible alternatively with English as media of instruction for the Intermediate and Degree courses excepting for English and if necessary for Science subjects".‡ At their meeting held in January 1945 the Central Advisory Board of Education requested the Inter-University Board to suggest ways and means for attaining this goal.§ The latter at their meeting held in December 1945 made some suggestions which were generally approved by the Central Advisory Board at their meeting held in January 1946.¶

During the latter part of the decennium some universities took steps to introduce modern Indian languages as media of instruction. Allahabad University has decided to introduce a compulsory paper in Hindi or Urdu composition for all students appearing at the B.A., B.Sc., and B.Com. Examinations. Annamalai University has made arrangements to publish

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*Pages 2 and 3, Report of the Committee of Central Advisory Board of Education on the question of Training, Recruitment and Conditions of Service of Teachers in Universities, etc.

†Page 20, Bureau of Education, Pamphlet No. 22.

‡Page 33, Proceedings of the Eleventh Meeting of the Central Advisory Board of Education.

§Page 10, Proceedings of the Eleventh Meeting of the Central Advisory Board of Education.

¶Page 18, Bureau of Education, Pamphlet No. 32.

suitable textbooks in Tamil for subjects in Intermediate classes. The Banaras University has given option to students to answer their papers in I.A., I.Sc., B.A., B.Sc. and B.T. Examinations in any language. The Lucknow University started teaching B.A., B.Com. and LL.B. through Urdu and Hindi from July 1946. The Nagpur University has resolved that from July 1947 all instructions in Intermediate classes shall be given in Hindi, Marathi or Urdu and not in English. The University of Patna has directed all colleges to make arrangements from July 1947 for teaching all non-language subjects up to B.A., B.Sc., or B.Com., through Hindustani, and where possible through Bengali.

Curricula

Teaching of arts subjects takes the first place in the universities; next comes science and lastly the professional subjects. The technical and professional studies, however, are gaining ground and some reformed curricula have also a place for such cultural subjects as Architecture, Indian Music, Western Music, etc.

Examination

Table XXVI shows the results of University Examinations for the year 1946-47.

TABLE XXVI

Results of Examinations

University	Matriculation			Intermediate in Arts		
	Number of Candidates	Number of Passes	Percentage of Passes	Number of Candidates	Number of Passes	Percentage of Passes
1	2	3	4	5	6	7
Agra	..	..	..	..	..	..
Aligarh	1,467	561	38.2	235	144	61.2
Allahabad ..	..	..	..	..	..	..
Andhra	..	..	..	5,731*	1,881*	32.8*
Annamalai ..	..	..	..	689*	281*	40.7
Banaras	..	..	..	252	194	76.9
Bombay	31,823	14,007	44.0	4,891	2,980	60.9
Calcutta	60,205	40,587	67.4	11,719	5,815	49.6
Dacca	..	..	..	..	..	..
Delhi	..	..	..	..	..	..
Lucknow ..	..	..	..	..	..	..
Madras	1,247	337	27.0	14,083*	5,902*	41.9*
Mysore	..	..	..	736	347	47.1
Nagpur	..	..	..	1,840	1,041	56.6
Osmania	..	..	..	1,738*	797*	45.9*
Patna	16,021	9,487	59.2	3,279	1,473	44.9
Punjab	34,761	24,159	69.5	3,546	1,453	41.0
Travancore ..	..	..	..	2,034*	1,046	51.4*
Utkal	4,167	1,910	45.8	972	506	52.0
TOTAL ..	1,49,691	91,048	..	51,745	23,860	..

* Represents figures for both Arts and Science.

TABLE XXVI—*contd.*

University	Intermediate in Science			B.A. (Pass)		
	Number of Candidates	Number of Passes	Percentage of Passes	Number of Candidates	Number of Passes	Percentage of Passes
Agra	..	..	..	1,675	1,288	76.9
Aligarh	554	263	47.4	284	219	77.1
Allahabad ..	..	..	..	844	684	81.0
Andhra	..	..	..	1,364	430	31.5
Annamalai ..	..	..	..	72	51	70.8
Banaras	398	295	74.0	373	272	72.9
Bombay	4,472	2,250	50.3	385	284	73.8
Calcutta	8,204	3,906	47.6	3,157	1,970	62.4
Dacca	..	..	..	132	77	58.3
Delhi	..	..	..	374	214	57.2
Lucknow ..	..	..	..	553	453	69.4
Madras	..	..	..	3,954	1,681	42.5
Mysore	2,884	1,056	36.6	446	287	64.1
Nagpur	434	252	58.2	1,056	606	57.4
Osmania	..	..	..	342	218	63.7
Patna	991	505	51.5	1,163	588	50.6
Punjab	2,813	1,758	62.5	2,249	1,127	50.2
Travancore ..	..	..	..	195	185	62.7
Utkal	499	259	51.9	205	81	39.5
TOTAL ..	21,249	10,544	..	18,823	10,715	..

University	B.A. (Hons.)			B.Sc. (Pass)		
	Number of Candidates	Number of Passes	Percentage of Passes	Number of Candidates	Number of Passes	Percentage of Passes
Agra	..	..	..	606	449	74.1
Aligarh	8	8	100.0	191	91	47.6
Allahabad ..	..	..	..	264*	191	72.3
Andhra	62	31	50.0	354	200	56.5
Annamalai ..	40	39	97.5	148	93	62.8
Banaras	13	1	7.6	162	130	80.2
Bombay	2,056	1,516	73.7	3,341	1,101	33.0
Calcutta	491	427	87.0	1,475	1,152	78.1
Dacca	76	60	78.9	70	36	51.4
Delhi	96	72	75.0	126	52	41.3
Lucknow ..	90	73	81.11	172	134	77.9
Madras	271	241	88.9	2,525	746	29.5
Mysore	48	47	98.0	981	288	29.2
Nagpur	8	6	75.0	187	103	55.0
Osmania	..	..	..	200	115	57.5
Patna	230	175	76.0	151	86	57.0
Punjab	10	3	30.0	457	294	64.3
Travancore ..	4	3	75.0	474	280	59.1
Utkal	95	71	75.5	61	29	47.5
TOTAL ..	3,598	2,773	..	11,945	5,570	..

* Includes 8 B.Sc. Special Course Scholars.

TABLE XXVI—*concld.*

University	B.Sc. (HONS.)			MASTER OF ARTS			MASTER OF SCIENCE		
	Number of Candidates	Number of Passes	Percentage of Passes	Number of Candidates	Number of Passes	Percentage of Passes	Number of Candidates	Number of Passes	Percentage of Passes
Agra	..	..	..	503	453	90.0	67	63	94.0
Aligarh	9	4	44.4	215	194	90.2	46	43	90.3
Allahabad	..	..	..	209	185	88.5	65	61	93.8
Andhra	37	37	100.0	16	16	100.0	26	26	100.0
Annamalai	28	25	89.3	..	..	..	..	..	..
Banaras	15	7	46.6	122	105	86.0	95	89	94.0
Bombay	..	..	..	432	293	67.8	79	42	53.2
Calcutta	416	357	85.8	862	564	65.4	248	177	71.4
Dacca	28	19	67.8	101	92	91.7	44	39	88.6
Delhi	71	42	59.1	214	121	56.5	39	27	69.2
Lucknow	10	10	100.0	249	242	97.2	53	50	94.3
Madras	87	85	97.7	92	70	76.0	16	14	87.5
Mysore	78	73	93.6	32	27	84.4	36	26	72.2
Nagpur	4	3	75.0	236	168	71.1	29	19	65.5
Osmania	..	..	..	27	27	100.0	20	20	100.0
Patna	40	34	85.0	167	146	87.4	36	27	83.3
Punjab	..	..	..	189	112	59.3	71	43	60.6
Travancore ..	14	12	85.7	7	7	100.0	18	15	83.3
Utkal	25	21	84.0	8	6	75.0	..	..	..
TOTAL ..	862	729	..	3,681	2,828	..	988	781	..

Health and Physical Education

Colleges and universities have larger provision for all kinds of physical exercises and games like Cricket, Football, Tennis, Hockey, Swimming, etc., than the High Schools. Athletic clubs are in many cases organised and run by students themselves. University Training Corps have been formed in several universities and have greatly contributed to the physical education of under-graduates. Nevertheless, there are many colleges which lack adequate provision of play-grounds and games equipment.

As in the schools, so in the colleges and universities there is no regular Medical Service. Periodical, mostly annual, medical examinations and reports are the only provisions that exist at present in many higher institutions. In general the physique of a vast majority of Indian students compares unfavourably with that of students in other countries.

Extra-Curricular Activities

During the decennium increasing attention has been paid to useful recreative and educative extra-curricular activities. Within financial limits, Clubs, Associations, Co-operative Societies, College Unions, Literacy and Adult Education Campaigns, Ambulance Classes, Athletic and Debating Tournaments and Musical Societies were set up in almost every College and University.

Developments

The steps taken by various universities to replace English as a medium of instruction by other Indian languages have been mentioned above.

Other important developments during the decennium are as follows :

The Universities of Allahabad, Aligarh, Banaras and Lucknow introduced certain new courses of studies and revised many old courses to give greater emphasis to Technology and Science.

The Bombay University instituted a Diploma course in Indian Music (1944-45) and a new degree course of Bachelor of Textiles in the Faculty of Technology (1945-46). In the interest of academic efficiency, the Senate in 1945-46 laid down certain minimum terms and conditions of service of teachers, the fulfilment of which is now one of the conditions for affiliation of new colleges. A conference held at Poona in 1946 set up a Committee to draw up for the consideration of Government a detailed scheme for a Maharashtra University at Poona.

The Calcutta University instituted specialised courses of training, some of post-graduate level, in subjects which were considered to be of immediate practical value and as having important possibilities in future. An institute for training of teachers in Domestic Science was also opened in 1944. A Social Work course for giving training to Labour Welfare officers employed by different industries and Government, both Central and Provincial, as well as the Indian Air Corps classes were set up during the period.

The Dacca University set up an Appointments Advisory Board on the lines of the one in Calcutta. This was an attempt to meet a keenly felt need for employment.

The abolition by the Delhi University of the Intermediate stage and trengthening the High School course and B.A. and B.Sc. Degree course y adding a year was a major reform of the decade in the field of Jniversity Education in India.

The Nagpur University set up an Air Training Corps, a Faculty of Medicine and established a Chair of Political Science.

The most important developments in the Patna University were the pening of a Department of Applied Psychology and the establishment of Chair of Geology. The latter was created with an endowment by the 'atas which enabled the University to run M.Sc. classes in Geology.

THE INTER-UNIVERSITY BOARD

ntroduction

The Calcutta University Commission Report expressed the need of a o-ordinating authority for the Indian universities. In 1921, the Indian)elegation to the Congress of the Universities of the Empire passed a esolution recommending to the universities of India to form such a 'entral Body. Again, the Indian Universities Conference (May 1924) assed a resolution recommending the formation of an Inter-University Board. Accordingly, the Board came into being and the first meeting was eld in 1925. Since then the meetings of the Board have been held regularly very year.

The functions of the Board are :

(*a*) To act as an Inter-University Organisation and Bureau of nformation.

(*b*) To facilitate the exchange of Professors.

(*c*) To serve as an authorised channel of communication and facilitate ıe co-ordination of University work.

(*d*) To assist Indian universities in obtaining recognition for their egrees, diplomas and examinations in other countries.

(*e*) To appoint or recommend, where necessary, a common representa- ve or representatives of India at Imperial or International Conferences n Higher Education.

(*f*) To act as an Appointments Bureau for Indian universities.

(*g*) To conduct Inter-University tournaments.

(*h*) To try and effect a settlement in cases of disputes or differences f opinion between the different universities as regards recognition of xaminations and degrees.

All the Indian universities are constituent members of the Board and ıe Board has increasingly become a voice of the Indian universities as 'ell as a common and recognised platform for all Inter-University roblems of Indian universities.

A brief summary of the meetings of the Board during the period under eview is given below :—

8th Annual Meeting (December 1937)

At this meeting the Board recommended that all universities having Iedical Faculties should recognise for the purpose of post-graduate work, ıedical degrees of those universities which were included in Schedule " A " the Indian Medical Council Act of 1933. The Board asked for increased 'ants from Provincial Governments for Universities for their research

work in Applied Science. The Board further recommended that Provincial Governments should form semi-official Appointment Boards consisting of representatives of Governments and Universities in their areas and all the chief industrial and commercial firms to serve as employment bureaux for University graduates.

14*th Annual Meeting* (*February* 1939)

The Board urged adequate representation of universities of Central and Provincial Legislatures. In the sphere of Inter-University co-operation the Board recommended Inter-University cold weather lectures and also that post-graduate students of one University may be permitted to follow a part of their course at another University. For improving library service the Board recommended a system of inter-loan between universities and public libraries and that only trained persons should be employed in University libraries.

15*th Annual Meeting* (*December* 1939)

The Board made the following important recommendations in this session :

Special subjects of study suitable for women such as Domestic Science, Music and other fine arts should be introduced as optional subjects for Intermediate, Degree and Diploma courses.

Though the Board recommended that expelled students of one University may be admitted in another University, it expressed the opinion that a convention should be established that ordinarily students expelled from one University should not be admitted by another University. During the decade the Inter-University Board had many occasions to recommend the expansion of the University Training Corps and its recognition as a part of the Indian Defence system.

The Board recommended that universities should extend their activities in the field of popular education and permanent committees to take charge of the areas under their jurisdiction may be appointed.

16*th Annual Meeting* (*January* 1941)

At this meeting the main recommendation of the Board was to standardise the Pre-medical and Medical courses.

17*th Annual Meeting* (*January* 1942)

During the latter part of the decennium the Board had many occasions to consider concessions to war service candidates. The general outline of such concessions is that though attendance rules may be relaxed in favour of these candidates they must submit to a University Examination in order to receive the corresponding degree or diploma.

18*th Annual Meeting* (*January* 1943)

Many important recommendations were made at this session of the Board. The Board adopted a standard migration certificate for students and recommended to the universities to give the fullest facilities to students migrating from universities in difficult areas (during the war) and particularly to allow them to prosecute their studies as far as possible according to syllabuses of their own universities. While considering maintenance of high level of discipline in the universities the Board recommended that students should be restrained from participating in activities subversive of law and order and requested University authorities to give their fullest support to the universities and constituent colleges in any suitable steps they take to safeguard discipline, but also requested the

Government to take the consent of University authorities before taking executive action against the students within the precincts of universities and colleges. The Board also expressed a desire that universities should preserve historical and literary manuscripts in their possession. It urged greater co-ordination between universities and the Board of Scientific and Industrial Research. In order to standardise the Diploma course in librarianship it recommended that only graduates should be admitted into these courses. The Board again stressed the importance of adult education and asked all universities to organise extra-mural lectures on subjects of general interest for public benefit.

19*th Annual Meeting* (*December* 1943)

Resolution II of this session is one of the most important resolutions of the Board during the decennium. By this resolution, the Board welcomed the system of national education set forth in the memorandum on Post-War Educational Development in India prepared by the Ministry of Education. The Board recommended for adoption the principle of compulsory education for all boys and girls for a period of 8 years from the age of 6, the pupils having an opportunity of learning through activities in arts and crafts. The Board recommended that the High School course should be strengthened by adding another year, thereby making it possible to plan three-year course for degrees in Arts and Science excepting for degrees in Medicine, Engineering and Technology. Students going for Medicine, Engineering and Technology after the Higher School Certificate would be respectively licentiates, overseers and foremen, while those taking to these professions after the first year degree course could take up the full degree course in these subjects. The Board also resolved that every candidate appearing for Matriculation should be examined in 5 Basic subjects, *viz.*, Mother Tongue, English, Mathematics, Elementary Science and History and Geography. Optionals should include Domestic Science for girls. The medium of instruction in the High School Examination should be the mother tongue. The Board also recommended the establishment of a Central Grants Committee, suggested its functions and composition but added that the Grants Committee should exercise no control or inspection over a University.

20*th Annual Meeting* (*December* 1944)

In the thirteenth meeting the Board refused to lay down a minimum age for Matriculation Examination. In this meeting the Board expressed the opinion that the minimum age of admission to the first year class in case of universities which have a three-year degree course should be 15. The Board laid down the conditions under which professional degrees in Commerce and Agriculture may be given. In view of the post-war need for engineers for road development the Board recommended that practical steps should be taken by universities to investigate ways and means for increase in the output of trained engineers. It recommended that a Chair of Highway Engineering be instituted by universities wherever possible. One of the most important resolutions of this meeting related to the question of medium of instruction. It was recommended that a modern Indian language should be recognised gradually and as far as possible alternatively with English as medium of instruction for the Intermediate and Degree course except for English and, if necessary, for Science subjects. At this meeting the Board appointed a Standing Committee for a year to decide all matters of procedure and for preparation of agenda, etc., budget, with powers to co-opt. The election of this Committee has since become a regular feature of the Board.

21st Annual Meeting (December 1945)

This meeting also took up the question of medium of instruction and recommended the following steps for giving effect to the Board's resolution on the subject in their 20th Annual Meeting :

(*i*) Central and Provincial Governments and States should subsidise production of books of University standard in Indian languages.

(*ii*) Universities should select certain areas and institutions where the medium of instruction should be in Indian languages and should give encouragement to such colleges by means of grants and special preference in matters of employment to their alumni.

On the important subject of exchange of teachers between different universities the Board recommended that the minimum period should be one academic year and offered its services to collect from different universities a list of teachers willing to visit other universities as teachers for a specified period and circulate this list to the different universities. In this meeting the Board laid down the qualification, salaries and conditions of service of University teachers.

22nd Annual Meeting (December 1946)

In this meeting the Board laid down conditions under which professional and research degrees may be awarded in Engineering and Technical subjects. The Board recommended that suitable courses of study should be instituted for students preparing for political, trade and diplomatic service in foreign countries. The Institution of Central Board of Information for students going abroad and also such Advisory Boards at different universities was considered necessary. Another important recommendation of the Board was to request the Government of India to appoint a University Commission for examining the existing University Education and for making recommendations.

Publications

The Board have been publishing Annual Reports, Proceedings, Research Lists of Subjects in Arts and Science (carried on in the different universities) and some editions of the Handbook of Indian Universities. During the decennium the Proceedings of the Fourth Conference of Indian Universities and a Bibliography of Doctorate Theses in Science and Arts accepted by Indian universities were also published.

CHAPTER VI

THE TRAINING OF TEACHERS

DURING the decennium provision for the training of teachers was still inadequate. The number of untrained teachers in India is the largest among the progressive countries of the world. Indian education has also suffered from the paucity of women teachers for girls' schools and for the Primary Departments of boys' schools.

The general dearth of all grades of trained teachers has led to the setting up of various kinds of institutions such as temporary training centres, training classes attached to ordinary schools and colleges in addition to new training schools and colleges. Even these extra provisions have failed to bring down appreciably the high percentage of untrained teachers.

A new problem has been created by the rapid growth of training courses, viz., the problem of their co-ordination both within the Province and without. The same Province often has three kinds of awards for the same grade of training, viz., the Bachelor of Training or Education, the Licentiate in Teaching, and sometimes also the Senior Anglo-Vernacular Certificate (S.A.V.). While in some provinces, colleges are institutions which besides training under-graduates for Primary and Middle Schools also train graduates for High Schools, in a majority of provinces, colleges are of post-graduate standard and train teachers for High Schools only.

Such a diversity is confusing and calls for a uniform organisation of teachers' training, a proper co-ordination of courses and, if possible, also a uniform nomenclature. Above all, there is the urgent need for more trained teachers, both men and women, in all grades and consequent need for increased facilities of training at all levels.

A number of provinces have set up committees for examining the question of teachers' training but they have been mostly confined to a revision of the existing curricula. In 1942, the Central Advisory Board of Education set up a committee to examine the general position of teachers in India in respect of their training, recruitment and conditions of service. The Committee suggested many improvements* which were accepted by the Board in their annual meeting held in 1943.

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*Bureau of Education, Pamphlet No. 19.

Table XXVII shows the number of Training Schools and Colleges in each Province during the decennium.

TABLE XXVII

Province	1937-38		1941-42		1946-47	
	Number of Training Schools	Number of Training Colleges	Number of Training Schools	Number of Training Colleges	Number of Training Schools	Number of Training Colleges
Assam	8	..	6	..	13	..
Bengal	99	6	148	6	149	6
Bihar	71	1	73	1	76	1
Bombay	33	1	58	3	73	3
C. P. and Berar ..	16	1	15	1	24	2
Madras	139	5	142	5	163	7
N.-W. F. P. ..	2	..	2	..	2	..
Orissa	20	1	20	1	17	1
Punjab	31	4	40	6	25	9
Sind	5	..	6	..	6	..
United Provinces ..	101	4	92	7	90	11
Ajmer-Merwara ..	5	..	4	1	4	1
Baluchistan ..	2	..	..	..	1	..
Bangalore ..	..	..	1	..	2	..
Coorg	..	..	..	..	..	..
Delhi	2	..	2	..	2	..
Minor Administrations.	3	..	3	..	3	..
TOTAL ..	537	23	612	31	650	41
GRAND TOTAL ..	560		643		691	

Fig. 26

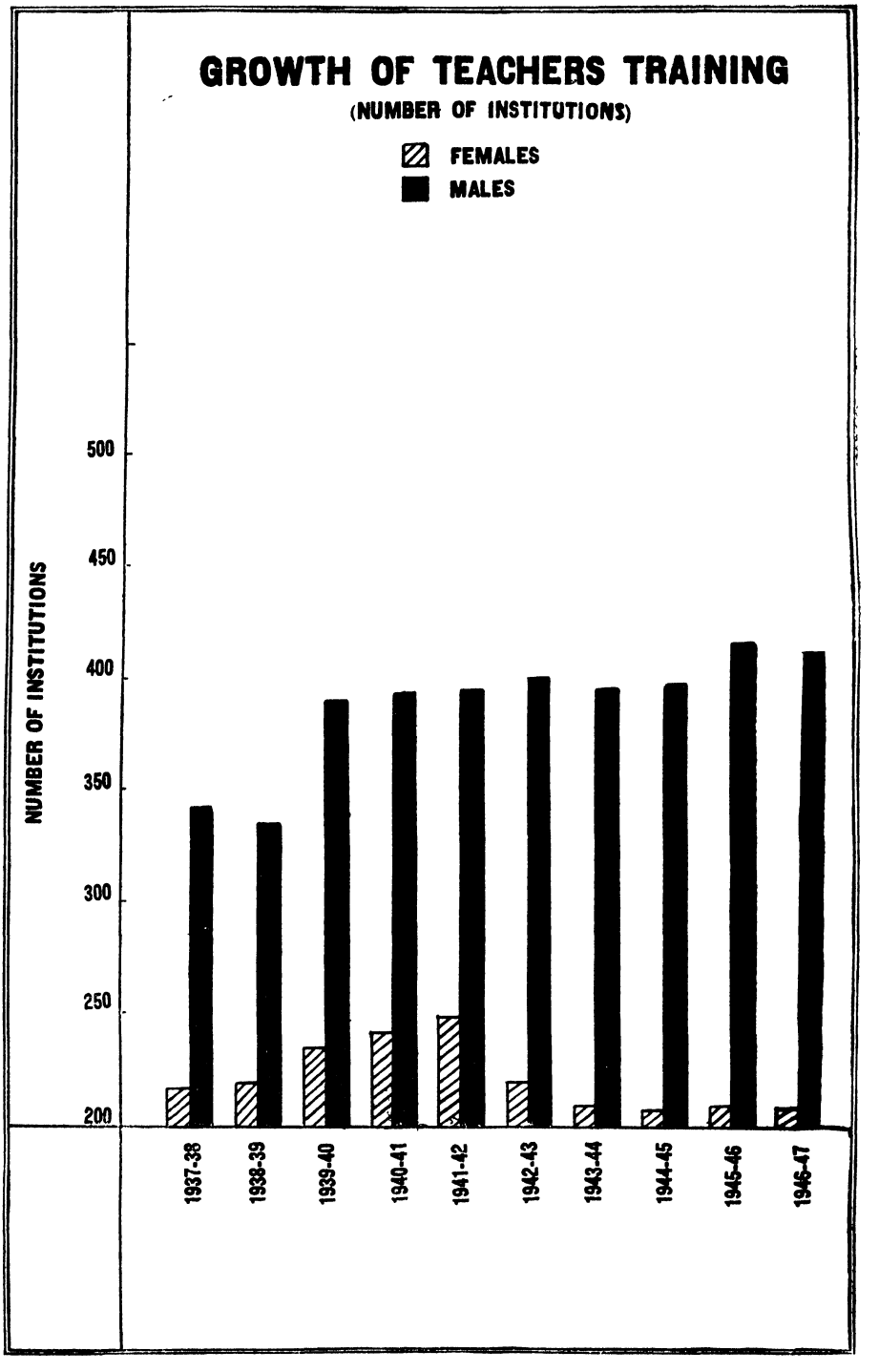

GROWTH OF TEACHERS TRAINING
(NUMBER OF INSTITUTIONS)
FEMALES
MALES
NUMBER OF INSTITUTIONS
500
450
400
350
300
250
200
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

Fig. 27

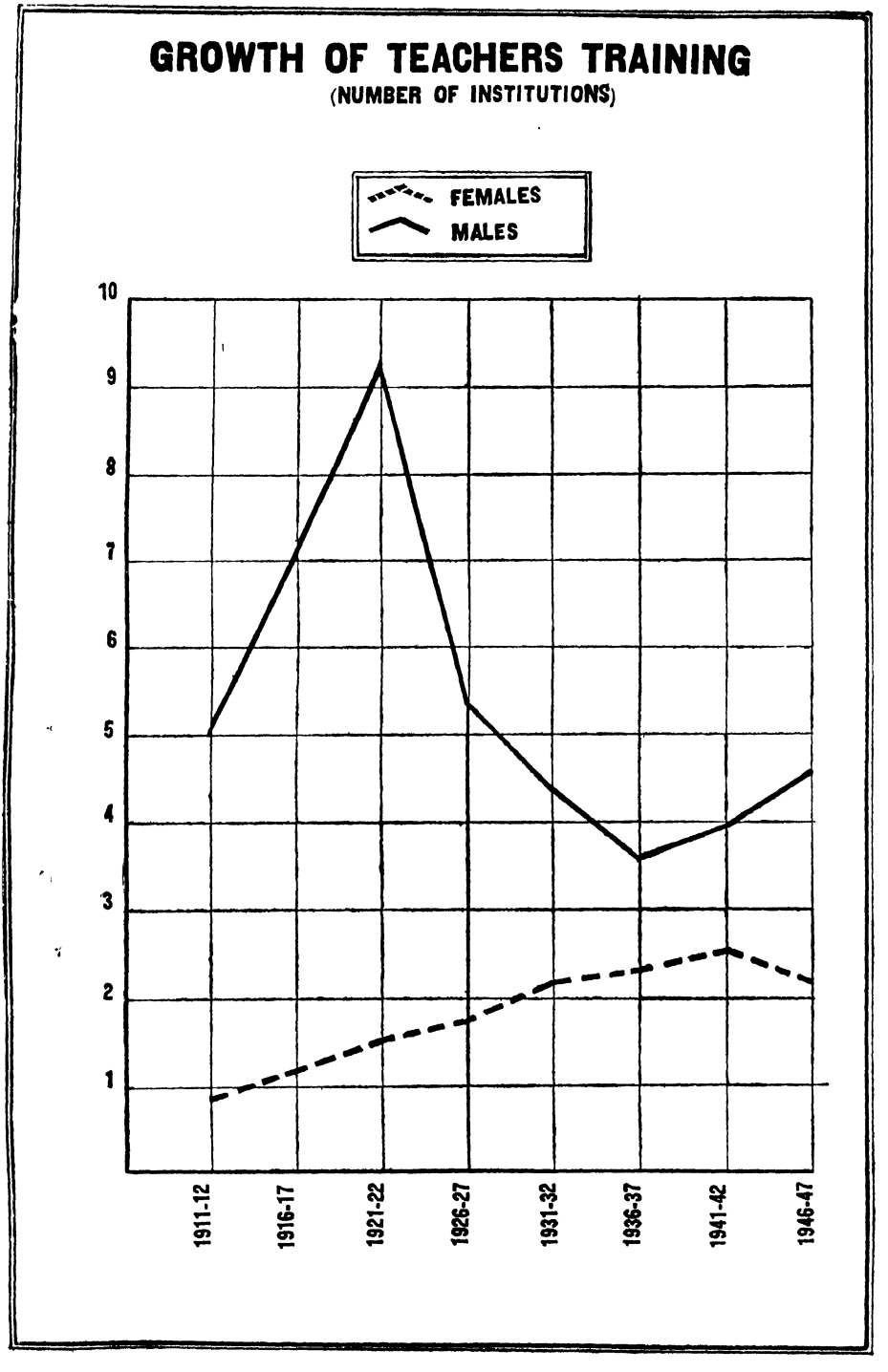
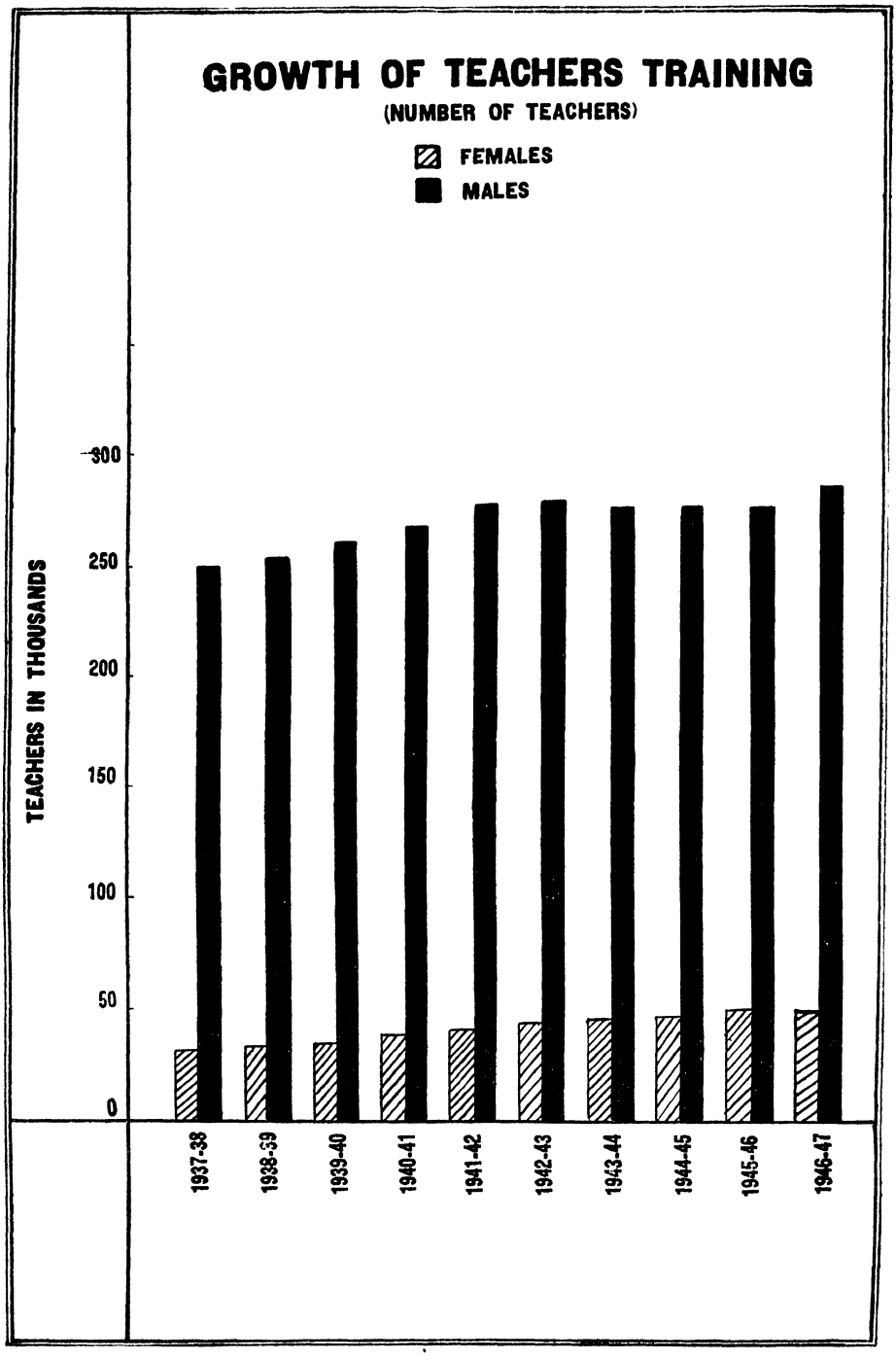

GROWTH OF TEACHERS TRAINING
(NUMBER OF INSTITUTIONS)
FEMALES
MALES
10
9
8
7
6
5
4
3
2
1
1911-12
1916-17
1921-22
1926-27
1931-32
1936-37
1941-42
1946-47

Table XXVIII compares the numbers of trained teachers to the total number of teachers in Primary and Secondary Schools for the closing years of the last two quinquennia.

TABLE XXVIII

Province	1941-42			1946-47		
	Number of Teachers	Number of Trained Teachers	Per cent	Number of Teachers	Number of Trained Teachers	Per cent
Assam	16,520	4,425	26.8	19,692	4,377	22.2
Bengal	1,29,106	45,598	35.3	1,35,027	51,055	37.8
Bihar	47,256	27,598	58.4	47,883	27,645	57.7
Bombay	55,977	24,654	44.0	61,676	29,932	48.5
C. P. and Berar ..	19,609	12,904	65.8	22,304	12,986	58.2
Madras	1,21,000	1,09,195	90.2	1,34,251	1,23,196	91.8
N.-W. F. P. ..	4,047	2,657	65.7	4,468	2,839	63.5
Orissa	13,338	7,829	58.7	13,191	7,475	56.7
Punjab	42,261	35,590	84.2	48,547	37,492	77.2
Sind	8,327	2,935	35.2	9,493	3,577	37.7
United Provinces ..	58,004	41,345	71.3	62,887	42,789	68.0
Ajmer-Merwara ..	1,208	873	72.3	1,465	989	67.5
Baluchistan ..	419	343	81.9	450	302	67.1
Bangalore ..	831	696	83.8	926	705	76.1
Coorg ..	407	275	67.6	488	295	60.5
Delhi	1,959	1,728	88.2	2,549	2,156	84.6
Minor Administrations.	986	629	63.8	1,101	690	62.7
TOTAL ..	5,21,255	3,19,274	61.3	5,66,398	3,48,500	61.5

Fig. 28


GROWTH OF TEACHERS TRAINING
(NUMBER OF TEACHERS)
FEMALES
MALES
TEACHERS IN THOUSANDS
300
250
200
150
100
50
0
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

As against the total number of 4,78,193 teachers in the Primary and Secondary Schools in the year 1936-37 of whom 2,06,695 were untrained making a percentage of 43.2 untrained, the period under review shows some increase both in the total number of teachers and in the percentage of the trained ones. The figures for 1941-42 were 5,21,255, of whom 2,01,981 were untrained, representing 38.7 per cent of the total number. The figures for 1946-47 were 5,66,398 of whom 2,17,898 were untrained or 38.5 per cent of the total.

The following is a brief account of the more important developments in the field of teachers' training in provinces during the period.

Primary and Middle Teachers' Training

In Assam, some training centres for men and women teachers of Primary Schools were started with a view to meeting the demand for trained teachers. A batch of teachers, men and women, were sent to Jamia Millia Islamia, Delhi and Sevagram, Wardha, for training in Basic Education. The intention was to open centres of Basic Education in the Province after their return.

In Bengal, Primary School teachers continued to be trained as heretofore in Primary Training Schools. These have been improved steadily in respect of both curriculum and accommodation. An interesting development of the period under review was the formation of Primary Training Centres which were attached to High Schools and served economically the purpose of Primary Training Schools. During 1945-46, there were altogether 129 Primary Training Schools and Centres in the Province. The number of teachers under training in these Schools and Centres was 3,666. The same curricula were followed in all the Primary Training Schools and Centres. The course of study is for one year during which a teacher-trainee had to study various subjects including theory and practice of teaching and nature-study.

Middle School teachers continued to be trained in the next higher grade of training schools, viz., the First-Class Training Schools or Normal Training Schools. Teachers trained in these are also employed as staff for Primary Training Schools. The minimum qualifications for training was raised from the Middle School Pass to Matriculation. The syllabus was also revised and the duration reduced from 3 to 2 years.

In Bihar, Primary School teachers continued to receive training in the Elementary Training Schools, 60 of which were in existence. Candidates who passed the Middle School Examination are admitted to these schools. In each Government School, the usual strength of pupils is 20, and of these 18 are stipendiary students. The period of training is one year only. Most of these schools were conducted through the medium of Hindi, although in one school instruction was given through the medium of Urdu and in three others through the medium of Bengali. The revised syllabus of Elementary Training Schools provides for new methods and devices for instruction.

Encouragement was given to the education of the aboriginals by opening an Elementary Training School at Gumma and by providing grant-in-aid to the School Kerabani run by the Santal Mission.

A special feature of the Province was the provision of facilities for the training of teachers in Basic Education. The Patna Training School which was converted into a Basic School in 1938 continued to function as a training centre for both preliminary and final courses. Two new Basic

Training Schools were started during the second half of the decennium, one at Bikram in Patna District and the other at Brindaban in Champaran District. Six Primary Schools on the Basic System were started within a radius of three miles from the school at Bikram and these served as practising schools.

During the period Government sanctioned a project for the training of 30 teachers at the Patna Basic Training School and the Training Institution, Sevagram, in connection with the scheme for the expansion of Basic Education in the Province.

Middle School teachers continued to be trained in the three Secondary Training Schools in the Province. These schools admit Matriculates and under-graduates and offer a two-year course for the Teachers' Certificate. Two notable features of the decennium are special emphasis laid on the improved methods of teaching Indian languages and use of mental tests in one of these schools.

It has been observed that training facilities for women teachers being mostly in towns, the need for them in rural areas is being keenly felt.

The new training scheme of the Province was designed to train within a period of 10 years all the teachers between the ages of 22 and 40 in the schools run by local bodies. As local bodies did not agree to pay these teachers for their period of training, Government had to amend the Primary Education Rules to compel them to do so.

By another reform, Matriculates were admitted directly to the second year of the Primary Training Course, thereby reducing the period of training of the higher qualified candidates to one year. Again, the system of each Divisional Inspector holding a separate examination for teachers trained in his Division was replaced by a uniform standard of examination prescribed by a Central Committee consisting of officials and non-officials nominated by Government.

The number of Primary Training institutions during 1945-46 stood at 53. Of these, 49 were ordinary training institutions, one was a vocational training institution where instruction in Agriculture and Carpentry was imparted in addition to ordinary subjects and 3 were Kindergarten training schools for preparing teachers for pre-Primary Education. There were 3 Basic training institutions also which followed the syllabus framed by the Board of Basic Education and approved by Government.

The Teachers' Diploma (T.D.) of the University of Bombay and the Secondary Teachers' Certificate (S.T.C.) of the Department of Education are the two awards which qualify teachers for Middle Schools in the Bombay Province.

In the Central Provinces and Berar, Primary School teachers continued to be trained in Normal Schools, which were 15 in 1944. One of the very first things done by the popular Government was to take special measures to accelerate the supply of trained teachers. In 1946-47, 10 new Normal Schools—8 for men and 2 for women—were opened guaranteeing an additional supply of 600 men and 150 women trained teachers per year. There is thus roughly one Normal School for each District in the Province. The problem of accommodation resulting from sudden expansion was solved by locating some of the Normal Schools in Government High School Buildings on a double shift basis and some in private bungalows. Arrangements for practical teaching were made in the local Primary Schools and houses had to be hired for use as hostels. As regards the staffing of these schools,

Government allowed five advance increments to graduates joining them, thus attracting young men to the profession. Another notable feature was the provision of 300 Middle School stipends for those undertaking to go up for training in Normal Schools.

Mention may be made here of the establishment of a Department of Training in Basic Education at the Spence Training College, Jubbulpore. Sixty trainees at the College were specially trained in the ideology of Basic Education with a view to staffing the Normal Schools of the Province.

Middle School teachers continued to be trained in the Spence Training College, Jubbulpore. Separate training for them covering a period of two years is provided. Teachers trained in this course are awarded the Diploma in Teaching after passing an examination conducted by the Nagpur University. To meet the growing demand for Middle School teachers, three Diploma Training Institutes—two for men and one for women—were opened in 1946-47, ensuring a total supply of 185 men teachers and 75 women teachers every year.

In Madras, Primary School teachers continued to be trained in the lower classes of Training Schools while Middle School teachers were trained in higher sections of these schools. Since 1939-40, permission has been accorded to those who had obtained the lower grade of Elementary Certificate and were working as teachers, to appear as private candidates for the higher grade of Elementary Certificate. In 1940-41, a revised syllabus for both these grades of training was brought into force and the first examination under it was held in March 1943. The examination under the old scheme also continued to be held simultaneously that year and the following, but from the year 1945, the examination under the revised scheme alone is being held.

Since the introduction of the scheme of compulsory Elementary Education, the dearth of trained teachers is being keenly felt. An Emergency Secondary Grade training course of one year was, therefore, started in 1946-47, in order to train a large number of teachers within a short period. Except in the case of certain backward communities, only candidates who had obtained at the S.S.L.C. Public Examination marks qualifying them for a University course or for public service were selected for the course.

Two Basic Training Schools were also started by Government in 1946-47. In the same year twelve candidates were deputed for training in Basic Education in the Training Institution, Wardha.

In the North-West Frontier Province, the two Training Schools, one for women and the other for men, continued during the period under review, with their curricula revised in 1939-40. Primary School teachers were trained in the Junior Vernacular Classes and Middle stage teachers in the Senior Vernacular Classes of these Normal Schools. Junior Anglo-Vernacular Classes for Women were started in 1941 at Government Normal School for Women, Peshawar.

In Orissa, Primary School teachers continued to be trained in the Elementary Training Schools, the minimum qualification for admission being Middle School Pass.

Middle School teachers continued to be trained in the Secondary Training Schools, the minimum qualification for admission being Matriculation or Secondary School Leaving Certificate. Both courses are of two years' duration.

In Punjab, Primary School teachers continued to be trained in the lower classes of Normal Schools and in the Training Units attached to ordinary schools while Middle School teachers were trained in the higher classes and the course was called the Senior Vernacular Teachers' Course (S.V.). A higher grade of training for Middle stage teachers is the Anglo-Vernacular, more specifically called the Junior Anglo-Vernacular (J.A.V.). This training is provided for women in the Lady Maclagan Training College, the Kinnaird Training Centre and the Sohan Lal Training College.

The minimum qualification for admission to the Junior course for both men and women is the Middle School Pass, while that for the Senior (S.V.) course is three years of approved service in a school besides a Junior Vernacular Certificate (J.V.). The durations of these courses are respectively two years and one year.

In Sind, during the first half of the decennium the number of training institutions for Primary School teachers remained the same, viz., 5, as during the previous quinquennium, 1932–1937. Two of these, the Training College for Men and the Training College for Women, Hyderabad, were Government Institutions. A Mulla training class and a Montessori class were attached to the Training College for Men during the period under review. The institution continued to provide a three-year course of training. In 1945-46, two additional training schools for men were opened raising the number of Government Training Institutions to 4.

In the United Provinces, Primary School teachers were trained in three types of institutions, Normal Schools, Central Training Schools and Training Classes. In the last two types, the course of training provided was for one year for Primary Teachers' Certificate Examination, while in the former, it was for two years leading to the Vernacular Teachers' Certificate. The minimum qualification for admission to the Normal Schools was a pass in the Hindustani Final Examination, but since 1938, at least 50 per cent of the candidates were required to have passed the Matriculation Examination. The other two categories of institutions have been losing in strength and popularity, because of their lower standard and quality.

Middle stage teachers of a higher grade continued to be trained in institutions called colleges, which provide a two-year course of training. The course is open to under-graduates though graduates also were admitted. Their award has been known as the Anglo-Vernacular Teachers' Certificate. These institutions also have been losing in strength and popularity.

Besides these institutions, a Basic Training College, opened in Allahabad in 1938, continued training under-graduates and graduates.

In Ajmer-Merwara, Primary and Middle School teachers continued to be trained in the four schools, two of which were for women and two for men. Three other institutions, viz., the Primary Teachers' Training Classes in the towns of Bhinai and Bhim, and the Anglo-Vernacular Teachers' Training Class at the Government Normal School, Ajmer, were closed down during the period under review.

Baluchistan has no training institution and teachers from here are sent for training to neighbouring provinces.

In Bangalore, there is one Training School for women teachers of European Schools. Other teachers of this area and Coorg were sent to institutions in Madras and Bombay. In 1943-44, classes were, however, opened in the Central High School, Mercara, for training Secondary and Higher Elementary grade teachers in Coorg.

In Delhi, Primary School teachers continued to be trained in the Government Normal School for Men, Najafgarh. They took the examination of the Punjab Education Department for their Junior Vernacular Certificate. Classes for the Senior Vernacular Certificate were suspended since 1940. The qualification for the Primary training which was formerly Primary Pass was raised to Middle Pass. For other grades of training, teachers of the Province were deputed till 1940 to the Punjab, and thereafter to the Teachers' Training College, Ajmer.

High Stage Teachers' Training

In all the provinces this grade of teachers, meant for higher departments of High Schools, were trained in institutions called Training Colleges or in Teachers' Training Departments of Arts and Science Colleges. The minimum qualification required for B.T. and B.Ed. was a degree in Arts or Science. For L.T. only in Calcutta University a candidate with Intermediate was eligible, while in other universities, where L.T. was offered, a candidate must be a graduate.

The position in various provinces is summarised in the following paragraphs :—

In Assam, these teachers continued to be trained in the St. Edmund's College for Men (subsidised by Provincial Government) and St. Mary's College for Women, both in Shillong.

In Bengal, there were two Government Training Colleges for Men, David Hare Training College, Calcutta and Teachers' Training College, Dacca. The former remained suspended for the sessions 1942-43 and 1943-44, as its buildings were commandeered for the Lady Brabourne College in August 1942. It was re-opened thereafter in the premises of the Hooghly Training School. The College was, however, shifted back to its former buildings at Calcutta during 1945-46. Additional arrangements had to be made for the training of teachers to meet the urgent needs of the Province. The Calcutta University, St. Xavier's College, Scottish Church College and Loreto House, all in Calcutta, opened Training Departments and Classes. Facilities for training were also provided by the Union Christian Training College, Berhampore. Short-term courses in selected subjects, such as Geography and Science, were also provided for High School teachers by the Calcutta University. Another facility extended to graduate teachers in certain schools, working under the supervision of their trained colleagues, was that they were permitted to take B.T. Examination as private candidates.

One other notable event of the decennium was revision of the B.T. syllabus in 1940.

In Bihar, the Patna Training College, which is the only institution of its kind in the Province, continued to train teachers mainly for High Schools. The College has a diploma class with a primary and a secondary section and a class for the degree of Master of Education. The respective strength of these classes were 74, 15, and 2 at the end of 1946-47. Of these 8 were women.

The syllabus was prescribed by the Patna University. The practical work for the secondary section was carried on in the Patna College and Patna High Schools. Primary and Middle Schools in Patna were utilised for the requirements of the primary section. There has been a progressive increase in the number of candidates seeking admission, necessitating an all-round expansion of the College.

In Bombay, there are six institutions for the training of Secondary teachers of which two are in the Indian States. Five of these prepare teachers for the degree of B.T. and are affiliated to the University of Bombay and the sixth trains graduates for Physical Education and issues a diploma of its own.

In the Central Provinces and Berar, the Spence Training College, Jubbulpore, was the only training college of the Province, which trained graduates for the B.T. degree of the Nagpur University. It was suspended in 1942, as its buildings were requisitioned. It was, however, re-started in 1946. In 1944-45, the Nagpur University started a Training College of its own. To meet the increasing demand for trained teachers, it is proposed to double the strength of the B.T. classes of the Spence Training College so that the annual output may be raised from 75 to 150.

In Madras, there were seven Training Colleges at the end of the decennium. Two Mission Training Colleges for Women were opened during this period. In addition, the University of Madras started a post-graduate course in Education and M.Ed. classes were conducted in the Meston Training College, Madras. In the Lady Willingdon Training College and Teachers' College, Saidapet, Tamil was introduced as an optional subject for the B.T. course.

In the North-West Frontier Province, the Islamia, College at Peshawar opened in 1940, training classes for graduates for the B.T. degree of the Punjab University and S.A.V. Certificate of the Punjab Education Department. In 1941, the S.A.V. classes were discontinued. For training women teachers for the B.T. degree the Government provided a stipend to be held at Lady Maclagan Training College, Lahore.

In Orissa, the Cuttack Training College is the only institution of its kind which is maintained by Government for professional training of actual and prospective teachers of Secondary Schools and Sub-Inspectors of Schools. It prepares students for the Diploma in Education, Utkal University.

In the Punjab, previously two courses, viz., B.T. and S.A.V., were provided for training men graduates. In accordance with the recommendations of the Committee for re-organisation of courses for Secondary School teachers appointed by the Provincial Government in 1941, the S.A.V. class was abolished in 1944-45. Other recommendations of the above Committee which were accepted by Government comprise introduction of a new syllabus for the B.T. degree emphasising practical work and teaching of modern Indian languages, and provision of a course for a post-B.T. degree or diploma in School Administration.

A special two-year training course in Arts and Crafts for High School teachers was inaugurated during the period.

In Sind, there is no training college and the teachers for High Schools were trained at the Bombay Secondary Teachers' College. With effect from 1940, the Provincial Government, however, instituted a separate examination for the award of Secondary Teachers' Certificate.

A scheme for the establishment of a Secondary Training College for training Secondary teachers was prepared during the period under review. The College, which is named Pir Illahibux Secondary Training College, was to start functioning from 1947 under the auspices of the newly created Sind University.

In the United Provinces, there were five training colleges for graduates, two at Allahabad, one at Aligarh, one at Banaras and one exclusively for women at Lucknow. In addition, there were training departments of Lucknow and Allahabad Universities, the former for B.Ed. and D.T. and the latter for M.Ed. degree. The Colleges at Aligarh and Banaras train teachers for the degree of B.T. The Basic Training College at Allahabad trains teachers in Basic System and the other Training College for the L.T. Diploma of the Provincial Department of Education. The Isabella Thoburn College, Lucknow, trains teachers for the Diploma of Teaching of the Lucknow University.

A notable feature of their curricula during the period under review was the inclusion of training in the teaching of Urdu and Hindi.

In Ajmer-Merwara, a Training College was started in 1941 at Ajmer, by the Board of High School and Intermediate Education for Rajputana, Central India and Gwalior. It trained graduates for B.T. degree of Agra University. The College was meant to meet the requirements of all areas within the jurisdiction of the Board. Ajmer-Merwara got about 10 seats every year for both men and women teachers. This was, however, far below the requirements of the Province.

Delhi and Baluchistan continued to depute candidates for B.T. training to the Teachers' Training College, Ajmer.

Bangalore and Coorg depended on the neighbouring provinces of Madras and Bombay for training their graduate teachers.

Collegiate Grade of Teachers

There are no training colleges for college teachers, a post-graduate degree in the special subject of the teachers being regarded as sufficient. The Central Advisory Board of Education formed a Committee in 1944 to review the recruitment, qualifications and conditions of service of teachers of this grade. The Report gives not only an account of the existing conditions but also an estimate of the standards required for various branches of collegiate teaching.*

Refresher Courses

In Bengal, for the benefit of teachers who had received their training years ago, refresher courses in up-to-date methods and technique of teaching and in the organisation of physical and extramural activities including rural reconstruction work, were provided during the period in various centres.

In Bihar, refresher courses were held in every Division during the period for old teachers in Primary Schools. In 1941-42, a month's special training course in Basic English was held under Government auspices in the Zilla School at Ranchi.

In Bombay, refresher courses were held in 1938 and 1940 in various centres for women teachers in Primary Schools. Some private bodies also held training camps for short periods to give instruction in Psychology, Hygiene and other subjects.

In the Central Provinces and Berar, refresher courses for Secondary School teachers were held at the Spence Training College, Jubbulpore, in 1944.

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*Report of the Committee of the Central Advisory Board of Education on the question of Training, Recruitment and Conditions of Service of Teachers in Universities, etc.

For the Primary School teachers, such courses were held in almost all Normal Schools.

At the Spence Training College, annual five-week refresher courses in the ideology of Basic Education and the technique of the reorganised syllabus were also held.

In Madras, refresher courses and exhibitions are reported to have been organised by many Teachers' Associations.

In the North-West Frontier Province, ten-day refresher courses, intended to revise subjects of the Middle School Teachers' training courses, were organised in 1941 by District Inspectors at the Headquarters of the Mardan, Bannu, and Dera Ismail Khan districts. Other refresher courses lasting for two days were held at the Headquarters of some Tahsils for Primary and Middle School teachers.

In Orissa, refresher courses in Physical Training were reported to have been organised in Berhampore for Physical Training Instructors.

In several northern centres, refresher courses in teaching were also organised for selected teachers of Primary Schools.

In Punjab, Government sanctioned a special annual grant of Rs. 3,670 for a period of five years beginning from 1939-40 for the purpose of providing refresher courses for a month for Primary and Middle School teachers in each Division. During the first half of the decennium, about 1,500 teachers were reported to have had the benefit of these refresher courses. Government have sanctioned the continuance of this scheme for a further period of five years on a more liberal scale.

Besides these Divisional refresher courses, District educational officers also held their own short courses in Physical Training and Rural Science and in Domestic Science for women teachers.

In the United Provinces, refresher courses were provided for men and women at the Basic Training College, Allahabad, and for women teachers exclusively in several Normal Schools.

CHAPTER VII

ADULT EDUCATION IN INDIA

THE decennium will remain notable in the history of Education in India for its record of progress in the field of Adult Education. The progress was not only in the number and nature of agencies participating in Adult Education but also in its concept. Previously there were a few night schools in the country attended by both adults and children, but during the period under review, the number of adults continually increased till they became primarily adult education institutions. The following table exhibits the sharp rise in the number and enrolment of the school :—

TABLE XXIX

	1937-38		1946-47	
	Schools	Enrolment	Schools	Enrolment
Adult Schools for Men	1,532	44,713	5,722	1,71,445
For Women ..	15	983	371	7,719
TOTAL ..	1,547	45,696	6,093	1,79,164

In addition to night schools other agencies such as day schools, libraries, reading rooms, lectures organised by various institutions, etc., went on multiplying. There was also more adult literature than before. But the high light of the period was the fact that Governments recognised Adult Education as one of their responsibilities. Popular Governments took a prominent part in organising literary campaigns in Assam, Bihar, Bombay, North-West Frontier Province, Orissa, Punjab and Uttar Pradesh.

The concept of Adult Education was also undergoing a change. The Adult Education Committee established by the Central Advisory Board in 1938 emphasised that literacy was not the end of Adult Education but only the beginning of it, leading to further education.

The following is an account of Adult Education in provinces and Centrally Administered Areas. Details of statistics are given at the end of the chapter.

In Assam, in 1940, a literacy and post-literacy campaign was sponsored by Government. The campaign was placed in charge of a Provincial Literacy Committee of which the Minister of Education was the Chairman. Various Sub-divisional Committees were formed under the control of Deputy Commissioners and Deputy Inspectors of Schools. Non-officials were closely associated with the work of these Committees.

Later, on account of war-time difficulties, Adult Education work suffered a set-back; the number of literacy centres fell from 1,369 in 1941-42 to 625 in 1946-47.

Many of these centres arranged for a post-literacy course. Attempts were made to increase the number of mass literacy circulating library boxes with more sets of new books. The number of such boxes in Assam Valley was 160 (till February 1947) and in Surma Valley 97 (up to February 1946). Efforts were also made to organise rural libraries in selected areas. Two hundred such libraries were working in Assam Valley in February 1947 and 130 in Surma Valley in February 1946. These libraries were fed by booklets, news-sheets, and the periodical "Janasikhya" published by the Education Department.

In the latter part of the decade Government sanctioned a scheme of grants-in-aid of Rs. 35 and Rs. 25 to village libraries and post-literacy centres respectively.

In Bengal, at the beginning of the decennium, Adult Education was in charge of Rural Reconstruction Department. The schools, however, did not function long through lack of proper supervision and adequate financial assistance. In 1941, the Rural Reconstruction Department was co-ordinated with Education Department and an impetus was given to Adult Education. In 1941-42 there were about 2,595 adult schools with an enrolment of 70,832. During war years the number of schools declined.

Prospects of Adult Education in Bengal have not improved since the end of the war. Efforts are, however, being made to re-organise old night schools and start new ones.

A majority of schools for adults teach only the primary course, but in some there are arrangements for teaching the major subjects of a Middle School course together with a vocational subject, such as tailoring, book binding, typewriting, etc.

There has been no systematic provision of post-literacy classes. There is no adequate Adult Education literature. The National Welfare Units, however, arranged some cinema shows, travelling exhibitions and lectures on useful topics.

Some adult schools are sponsored by the Social Service Units which in times of distress render service to villagers on a co-operative basis. Some of the items in the programme were "Making of Roads," "Excavation of Stagnant Ponds" and "Popularisation of the Grow More Food Campaign."

In Bihar, a mass literacy campaign was inaugurated in 1938, at the instance of the Minister of Education but under non-official auspices. During its first phase which lasted from May to October 1938, work was undertaken with great enthusiasm by voluntary workers, Primary School teachers and students. The initial success achieved by the movement induced Government to grant it an aid of Rs. 2,00,000 which has continued uninterruptedly.

During its second phase, in November 1938, Government appointed a Provincial Literacy Committee with a view to giving the movement a better organisation. A large number of adults were made literate during the year 1938-39.

The campaign completed the ninth year of its existence on 31st March, 1947. It is reported that during this period it has done useful work in many ways. The movement has become an agency for imparting civic education to the rural population.

Literacy work among women is carried on by District Inspectresses of Schools. The organisers are mostly women except where suitable ones are not available. There are Ladies' Committees in various centres. An interesting experiment of literacy work among women of the semi-aboriginal Tharu tribe in the extreme north of the Champaran District on the Nepal border was initiated in 1946. The centres organised in that area were considered to be the best ones in the Province.

During the period, mass literacy work on an intensive scale was carried on in one thana or part of a thana selected for the purpose in each district. In 1946-47 the number of centres in intensive areas was about 1,557 and the number of pupils under instruction was 81,924, out of whom 55,999 passed the literacy test.

Steps were taken to publish a series of Hindi, Urdu and Bengali books for libraries. A fortnightly news-sheet "Roshni" was also published.

In Bombay, only at the beginning of the decennium was the programme of Adult Education placed on a proper footing, with a Provincial Board for Adult Education consisting of non-officials appointed to advise Government on Adult Education. A scheme of registration of Adult Education workers and of grants-in-aid to Adult Education classes conducted by registered workers or bodies was put into operation from January 1939. These measures gave a definite impetus to the growth of such classes and in 1939-40 the number of adult schools rose to 1,503 from 217 in 1937-38 with an enrolment of about 58,053 adults. In the following two years the rates of grants were reduced, as a result of which the number of schools declined. In 1941-42 there were, in the Province, 1,100 adult schools with an enrolment of 28,471 adults.

In order to prevent new literates from relapsing into illiteracy, a scheme for the establishment of village libraries and reading rooms was sanctioned by Government in 1941. Accordingly, in 1941-42, 762 village libraries were started. The number of such libraries increased to 1,982 in 1945-46.

To extend facilities for further education of literate adults, post-literacy classes were maintained by the Bombay Adult Education Committee and the Bombay City Adult Education Committee.

The Bombay City Adult Education Committee also carries on extensive work in the field of Adult Education. It runs literacy as well as post-literacy classes. The Committee also publishes a fortnightly news-sheet, "Saksharata deep," in Marathi. It intends to publish similar news-sheets in different languages, at a shorter interval and on a larger scale.

In 1947 the Committee drew up a ten-year plan for speeding up the work of liquidating illiteracy. Government have approved the plans and have promised to share half the estimated expenditure, *i.e.*, about Rs. 5 lakhs. The plan was put into operation in March 1947, with the idea of maintaining 900 literacy and 300 post-literacy classes in sessions of 4 months' duration.

The plan also includes a programme of education for efficient citizenship. Towards the fulfilment of this the Committee laid down definite schemes which include

(*i*) the production of cheap and useful literature,
(*ii*) setting up of reading rooms and libraries,
(*iii*) general education through films,
(*iv*) publication of special types of newspaper,
(*v*) training and refresher courses for workers,
(*vi*) opportunities of community life, and
(*vii*) opening of craft training centres.

In the Central Provinces and Berar, there were 43 adult schools with an enrolment of 1,714. In 1939-40 there were 75 such schools with a total enrolment of 2,475. In 1941, 1942 and 1943, the numbers were 36, 18 and 24 respectively. The number of adults under instruction decreased from 2,214 in 1940-41 to 1,097 in 1942-43. During 1944-45 there were in all only 23 Adult Schools, though efforts were made by the students of Normal and High Schools to conduct some adult classes as a part of their social service activities. These classes are reported to have contributed very little towards promotion of literacy.

In order to maintain literacy, public and circulating libraries have been established. There were 131 such libraries in 1944-45. Out of these 44 village libraries received a Government grant.

In Madras, no provision was made for either literacy or post-literacy Adult Education, the main attention being given to the promotion of Primary School Education. There were, however, few Adult Education classes, and these were generally held in the evening and were mostly run by colleges from Local Bodies funds.

In 1939-40 the Congress Government initiated a scheme of Adult Education in the North-West Frontier Province. Good progress was made in the beginning but, with the departure from office of that Government, there was a set-back. Other factors such as failure of crops and insufficiency of funds also hindered the progress of the movement.

In 1946-47 it was sought to revive the scheme. Several adult centres were opened. No post-literacy provision was made.

Towards the close of 1938-39, a literacy campaign was launched in Orissa and about 20 mass literacy centres were opened. The organisation of literacy classes was on a voluntary basis and proved unsuccessful. The number of centres dwindled to one by 1942-43, with an enrolment of 19 pupils; the night schools were reduced to 11, with 256 pupils; the adult schools to 2, with 84 pupils.

Special classes were conducted for the benefit of illiterate women at the headquarters of four districts by peripatetic teachers paid by Government. The Jail Department also co-operated by establishing schools and supplying necessary literature to convicts.

Village libraries were maintained as a post-literacy measure. In 1936-37 their number was 58 but it came down to 47 in 1945-46.

The year 1937 marks the turning point in the history of Adult Education in the Punjab. In February 1937, Dr. Laubach arrived and called a conference at Moga to discuss the technique of his method "Each one teach one." In May 1937, another conference was held and it was *inter alia* decided that the experiment of teaching adults on the lines and technique of Dr. Laubach's method should be conducted by the Mission School, Moga, under the guidance of Dr. and Mrs. Harper and a small committee. Experimental work was carried on at several stations and very hopeful results were reported from all the places.

After the experimental stage was over, the Punjab Government inaugurated a five-year programme to fight illiteracy. Commencing from 1939-40, a recurring sum of Rs. 22,800 was sanctioned for the purpose. In 1939, the Minister of Education made a province-wide appeal to all institutions and literate persons to co-operate in the campaign. During 1939-40, 308,000 copies of adult primers and 57,000 copies of follow-up literature were purchased. Further, 54,585 copies of other books were purchased for distribution among the 600 travelling libraries in the Province. A sum of Rs. 7,380 was given as subvention to journals for supplying Adult Education Supplements for free distribution.

In the next year a special grant of about Rs. 75,000 in all was made to place the whole work on a paid basis. Twenty teachers on a pay of Rs. 8 per month were recruited in each district and put through a training course in the district itself. Two experienced teachers on a special allowance of Rs. 18 were appointed to supervise their work and District Inspectors were further authorised to award prizes to the most successful voluntary workers.

In the following years (1941–1944) the same methods were followed but the financial provisions were reduced progressively to about Rs. 49,000, 43,000 and 38,000. The number of adults under instruction also decreased.

In 1944-45 the programme for the liquidation of illiteracy was sanctioned for a further period of five years at an annual expenditure of Rs. 40,000. The plan provided for the employment of 8 men teachers for each district at Rs. 10 per mensem and 20 women teachers in all at Rs. 10 per mensem. It also provided for the award of prizes to voluntary women workers at Rs. 300 per annum.

In Sind, apart from the few night schools conducted by private agencies, no recognised drive against illiteracy was launched until December 1941, when work was started in one selected area in each district. During the first two years some progress was made. But in 1943-44 the adult schools dwindled to about 17 in number and their enrolment decreased to 558. In 1945-46 the number further declined to 14 and their enrolment to 518.

In the United Provinces, an Adult Education Scheme was launched on 15th July, 1939, a day observed as Literacy Day throughout the Province. The Education Expansion Department was set up with an officer of U. P. Educational Service, Class I, as its head. About 960 teachers were recruited and each was placed in charge of a small group of villages about 8 to 10 in number. About 915 private schools were also aided by grants, and voluntary workers were awarded a bonus of one rupee for every person made literate. All employers were induced to arrange for literacy classes for their employees. Educational institutions were encouraged to adopt a village each and to do what they could to spread literacy in it during the year. About one-third of the total number of educational institutions in the Province adopted this plan. Educated persons were requested to take literacy pledges, that is, a promise of either to make one man literate in a year or to pay Rs. 2.

As a result of this campaign nearly 1,462 adult schools with an enrolment of nearly 47,500 adults and 3,600 reading rooms were functioning during 1942-43.

Generally, the adult schools were staffed by teachers whose pay and prospects were poor. They were ineffectively supervised and suffered from lack of interest and funds.

Post-literacy and social service work did not receive the same consideration as literacy work. Provision was, however, made for the maintenance of libraries and reading rooms, which in 1945-46 numbered 1,347 and 3,600 respectively. The functioning of these libraries is reported to be unsatisfactory.

No organised Adult Education Scheme was launched in the Centrally Administered Areas. Only in Delhi and Ajmer-Merwara literacy work was carried on by District Boards and Municipalities of important towns and by bodies of social workers. Post-literacy work received little attention. In Ajmer-Merwara, since 1939-40, there was only one adult night school run by the Beawar Municipal Committee. In Delhi, enthusiasm for and interest in Adult Education was aroused with the foundation of the Delhi Adult Education Society in 1937. The society was set up with the aim of imparting the technique of Adult Education to college students who offered to take up the work in villages. Several colleges in Delhi started literacy classes in various centres of the city, though many failed to do work of any importance.

The pioneer work of the Delhi Adult Education Society led to the holding of the Indian Adult Education Conference in Delhi in 1938. This Conference founded the Indian Adult Education Association, the only all-India Adult Education organisation in the country. As a result of the Conference, a Provincial Committee was set up to push forward the work of literacy in co-operation with other organisations interested in Adult Education in Delhi.

The Jamia Millia Islamia did good work during this time. A special department of Adult Education was established which opened a fair number of adult schools and prepared some suitable charts, etc., for the adults.

Table XXX gives a comprehensive view of Adult Education in India during the decennium.

TABLE XXX

Statistics of Adult Education (1937-38)

Province	Number of Adult Schools		Enrolment in Schools		Expenditure on Schools	
	Men	Women	Men	Women	Men	Women
					Rs.	Rs.
Assam	3	..	146	..	813	..
Bengal	703	..	19,659	..	31,862	..
Bihar	..	..	..	..	..	..
Bombay	204	13	7,513	608	1,28,537	15,263
C. P. and Berar ..	60	2	2,036	375	5,859	4,793
Madras	4	..	258	..	2,504	..
Orissa	2	..	127	..	459	..
Punjab	153	..	3,892	..	11,345	..
Sind	24	..	695	..	6,036	..
United Provinces ..	350	..	9,885	..	33,322	..
Ajmer-Merwara ..	12	..	233	..	1,583	..
Delhi	17	..	269	..	3,054	..
TOTAL ..	1,532	15	44,713	983	2,25,374	20,056

Statistics of Adult Education (1938-39)

Province	Number of Adult Schools		Enrolment in Schools		Expenditure on Schools	
	Men	Women	Men	Women	Men	Women
					Rs.	Rs.
Assam	13	..	505	..	1,980	..
Bengal	967	..	28,152	..	38,124	..
Bihar	..	..	..	..	..	..
Bombay	638	35	20,853	1,242	1,75,075	18,453
C. P. and Berar ..	41	2	1,431	283	5,557	4,482
Madras	11	1	706	65	2,691	..
Orissa	1	..	26	..	140	..
Punjab	145	1	5,171	30	12,136	..
Sind	28	..	659	..	6,697	..
United Provinces ..	2,688	1	82,568	22	83,976	20
Ajmer-Merwara ..	13	..	268	..	902	..
Delhi	18	..	230	..	1,383	..
TOTAL ..	4,563	40	1,40,569	1,642	3,28,661	22,955

TABLE XXX—*contd.*

Statistics of Adult Education (1939-40)

Province	Number of Adult Schools		Enrolment in Schools		Expenditure on Schools	
	Men	Women	Men	Women	Men	Women
					Rs.	Rs.
Assam	86	2	2,570	50	2,813	120
Bengal	1,505	..	45,327	..	62,462	..
Bihar	..	..	..	..	..	..
Bombay	1,314	189	54,190	3,863	2,73,496	27,298
C. P. and Berar ..	73	2	2,070	405	6,572	5,710
Madras	26	2	1,109	69	4,014	..
Orissa	3	..	106	..	375	..
Punjab	201	..	6,075	..	7,890	..
Sind	37	1	916	19	7,466	156
United Provinces ..	2,511	7	75,240	130	2,28,978	527
Ajmer-Merwara ..	1	..	20	..	118	..
Delhi	14	..	380	..	2,069	..
TOTAL ..	5,771	203	1,88,003	4,536	5,96,253	33,811

Statistics of Adult Education (1940-41)

Province	Number of Adult Schools		Enrolment in Schools		Expenditure on Schools	
	Men	Women	Men	Women	Men	Women
					Rs.	Rs.
Assam	1,821	26	44,262	540	48,942	418
Bengal	1,311	..	40,119	..	52,067	..
Bihar	..	..	..	..	..	..
Bombay	551	143	13,751	2,931	2,16,920	33,359
C. P. and Berar ..	58	2	1,816	398	6,623	5,001
Madras	14	2	741	22	2,010	..
Orissa	2	..	97	..	500	..
Punjab	420	4	12,844	95	19,265	211
Sind	29	..	766	..	6,791	..
United Provinces ..	1,975	35	66,021	631	2,06,038	1,386
Ajmer-Merwara ..	1	..	20	..	107	..
Delhi	13	..	286	..	1,609	..
			..			
TOTAL ..	6,195	212	1,80,723	4,617	5,60,872	40,375

TABLE XXX—*contd.*

Statistics of Adult Education (1941-42)

Province	Number of Adult Schools		Enrolment in Schools		Expenditure on Schools	
	Men	Women	Men	Women	Men	Women
					Rs.	Rs.
Assam	1,275	94	35,408	2,316	66,486	2,770
Bengal	2,595	..	70,832	..	52,757	..
Bihar	..	..	..	..	..	..
Bombay	982	118	25,548	2,923	2,54,879	34,970
C. P. and Berar ..	34	2	1,336	370	5,769	5,266
Madras	14	1	477	55	1,676	112
Orissa	2	..	92	..	500	..
Punjab	166	4	5,307	57	15,726	186
Sind	21	..	556	..	5,328	..
United Provinces ..	1,598	37	50,600	673	2,19,078	3,259
Ajmer-Merwara ..	1	..	20	..	102	..
Delhi	29	..	652	..	3,291	..
TOTAL ..	6,717	256	1,90,828	6,394	6,25,592	46,563

Statistics of Adult Education (1942-43)

Province	Number of Adult Schools		Enrolment in Schools		Expenditure on Schools	
	Men	Women	Men	Women	Men	Women
					Rs.	Rs.
Assam	1,063	100	25,425	2,278	36,948	2,421
Bengal*	2,775	..	66,052	..	55,987	..
Bihar	..	..	..	..	..	..
Bombay	920	131	21,912	3,041	1,13,492	35,720
C. P. and Berar ..	17	1	793	304	4,093	4,575
Madras	6	2	202	43	694	129
Orissa	2	..	84	..	448	..
Punjab*	148	2	4,809	37	11,919	123
Sind	16	..	438	..	3,664	..
United Provinces ..	1,422	60	46,743	733	2,43,439	5,064
Ajmer-Merwara ..	1	..	20	..	103	..
Baluchistan ..	..	..	..	..	..	..
Bangalore ..	..	..	..	..	..	..
Coorg	..	..	..	..	..	..
Delhi	29	..	640	..	4,401	..
TOTAL ..	6,399	296	1,67,118	6,436	4,75,188	48,032

* Estimated figures for the year 1942-43 for these two Provinces of Bengal and Punjab are shown.

TABLE XXX—*contd.*

Statistics of Adult Education (1943-44)

Province	Number of Adult Schools		Enrolment in Schools		Expenditure on Schools	
	Men	Women	Men	Women	Men	Women
					Rs.	Rs.
Assam	581	42	13,056	875	36,391	2,938
Bengal*	2,682	..	56,476	..	55,052	..
Bihar	..	..	..	..	..	..
Bombay	825	151	20,053	3,388	1,21,831	44,425
C. P. and Berar ..	22	2	1,011	334	4,988	8,247
Madras	3	1	84	4	548	..
Orissa	2	..	83	..	500	..
Punjab*	123	4	3,661	87	7,715	315
Sind	17	..	558	..	4,840	..
United Provinces ..	1,574	53	48,014	1,250	2,73,872	5,952
Ajmer-Merwara ..	1	..	20	..	100	..
Baluchistan ..	..	..	..	..	..	..
Bangalore ..	..	..	..	..	..	..
Coorg	..	..	..	..	..	..
Delhi	11	..	352	..	875	..
TOTAL ..	5,841	253	1,43,363	5,938	5,03,712	61,877

* Estimated figures for the year 1943-44 for these two Provinces of Bengal and Punjab are shown.

Statistics of Adult Education (1944-45)

Province	Number of Adult Schools		Enrolment in Schools		Expenditure on Schools	
	Men	Women	Men	Women	Men	Women
					Rs.	Rs.
Assam	473	38	10,753	740	36,485	1,948
Bengal*	1,969	..	46,380	..	69,425	..
Bihar	..	..	..	..	..	..
Bombay	670	148	17,399	3,440	1,12,657	45,648
C. P. and Berar ..	22	1	363	291	5,154	1,441
Madras	11	..	325	..	1,345	..
Orissa	..	..	..	..	..	..
Punjab*	84	..	2,383	..	4,655	..
Sind	16	..	451	..	5,790	..
United Provinces ..	1,675	59	49,728	1,356	3,72,578	10,518
Ajmer-Merwara ..	1	..	20	..	102	..
Baluchistan ..	..	..	..	..	..	..
Bangalore ..	..	..	..	..	..	..
Coorg	..	..	..	..	..	..
Delhi	4	..	90	..	562	..
TOTAL ..	4,925	246	1,28,392	5,827	6,08,753	59,555

* Estimated figures for the year 1944-45 for these two Provinces of Bengal and Punjab are shown.

TABLE XXX—*concld.*

Statistics of Adult Education (1945-46)

Province	Number of Adult Schools		Enrolment in Schools		Expenditure on Schools	
	Men	Women	Men	Women	Men	Women
					Rs.	Rs.
Assam	538	33	12,771	679	39,894	1,773
Bengal*	884	..	21,697	..	83,054	..
Bihar	..	..	..	..	..	..
Bombay	1,286	186	31,964	4,318	1,69,522	52,178
C. P. and Berar ..	19	1	759	262	5,357	5,835
Madras	9	..	258	..	620	..
Orissa	..	..	..	..	..	..
Punjab*	92	..	2,780	..	9,783	..
Sind	14	..	518	..	5,540	..
United Provinces ..	1,690	53	53,730	1,070	4,71,927	10,860
Ajmer-Merwara ..	1	..	20	..	102	..
Baluchistan ..	..	..	..	..	..	..
Bangalore ..	..	..	..	..	..	..
Coorg	..	..	..	..	..	..
Delhi	7	..	131	..	463	..
TOTAL ..	4,540	273	1,24,628	6,329	7,86,262	70,646

* Estimated figures for the year 1945-46 for these two Provinces of Bengal and Punjab are shown.

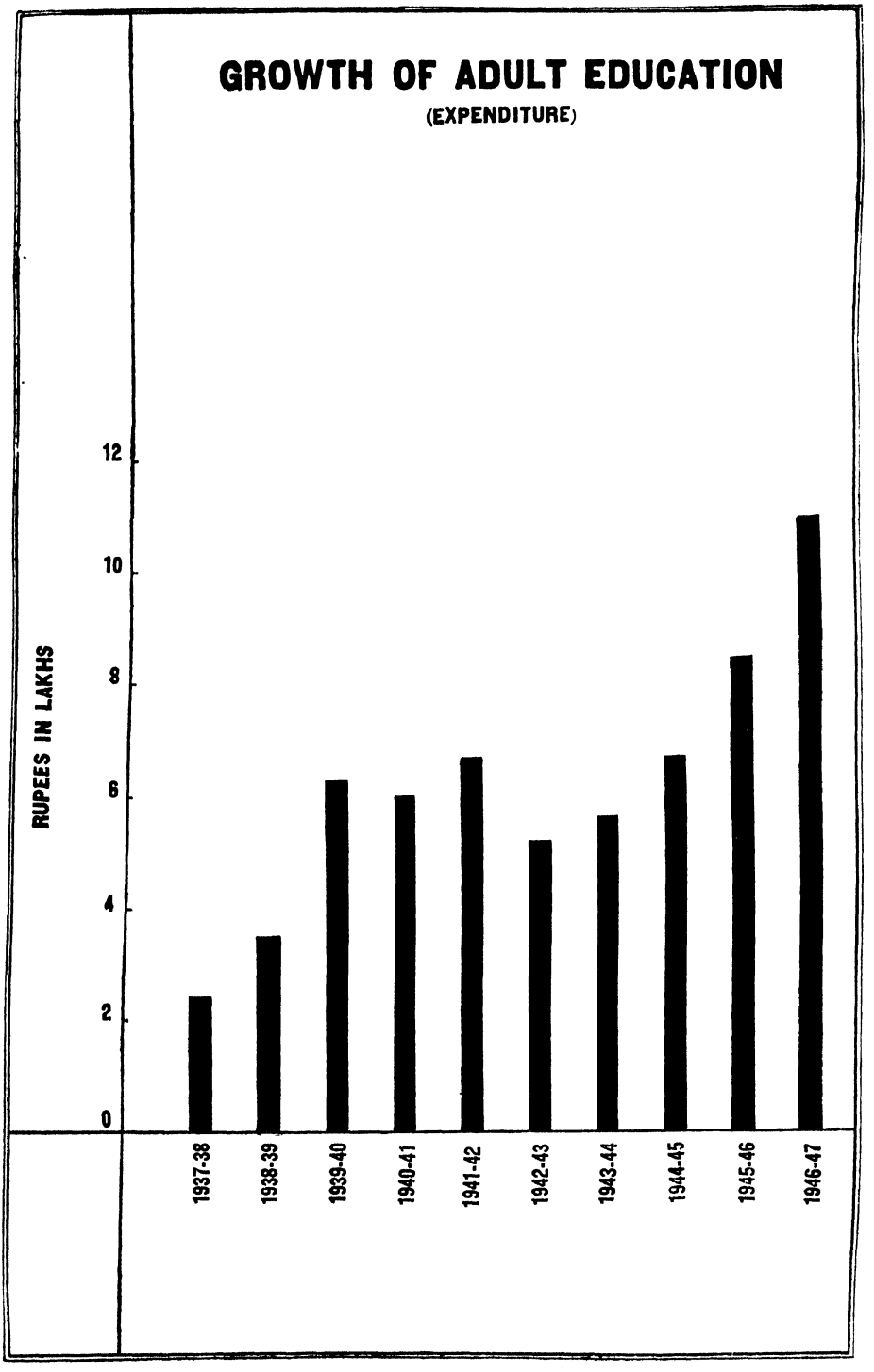
Statistics of Adult Education (1946-47)

Province	Number of Adult Schools		Expenditure on Schools		Enrolment in Schools	
	Men	Women	Men	Women	Men	Women
					Rs.	Rs.
Assam	580	45	13,390	903	37,428	2,207
Bengal*	447	..	23,433	..	1,03,818	..
	(412)		(12,256)		(26,215)	
Bihar	..	..	..	..	..	..
Bombay	2,740	281	71,006	5,601	2,69,047	54,937
C. P. and Berar ..	17	1	721	200	6,545	6,502
Madras	9	..	400	..	4,591	..
Orissa	..	..	..	..	..	..
Punjab*	96	3	3,002	45	12,229	240
	(26)	(3)	(652)	(45)	(1,595)	(240)
Sind	..	..	..	..	..	..
United Provinces ..	1,825	41	59,347	970	5,74,247	9,707
Ajmer-Merwara ..	1	..	20	..	102	..
Baluchistan ..	..	..	..	..	..	..
Bangalore ..	..	..	..	..	..	..
Coorg	..	..	..	..	..	..
Delhi	7	..	126	..	437	..
TOTAL ..	5,722	371	1,71,445	7,719	10,08,444	73,593
	(5,617)	(371)	(1,57,918)	(7,719)	(9,20,207)	(73,593)

Notes: (1) Figures in brackets for the year 1946-47 against Bengal and Punjab relate to W. Bengal and E. Punjab only.

*(2) Estimated figures for the year 1946-47 for these two Provinces of Bengal and Punjab are shown.

Fig. 29


GROWTH OF ADULT EDUCATION
(EXPENDITURE)
RUPEES IN LAKHS
0
2
4
6
8
10
12
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

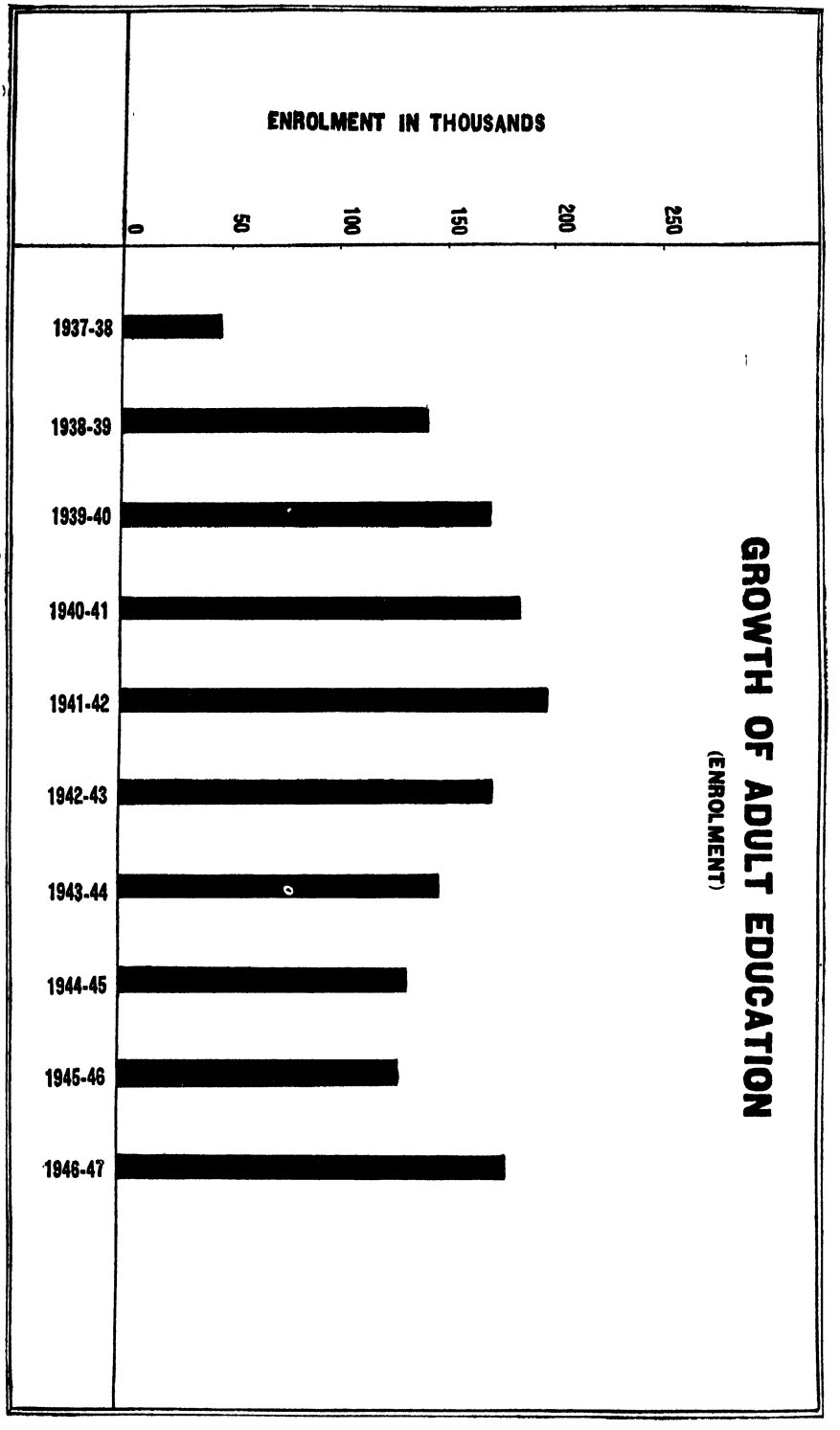
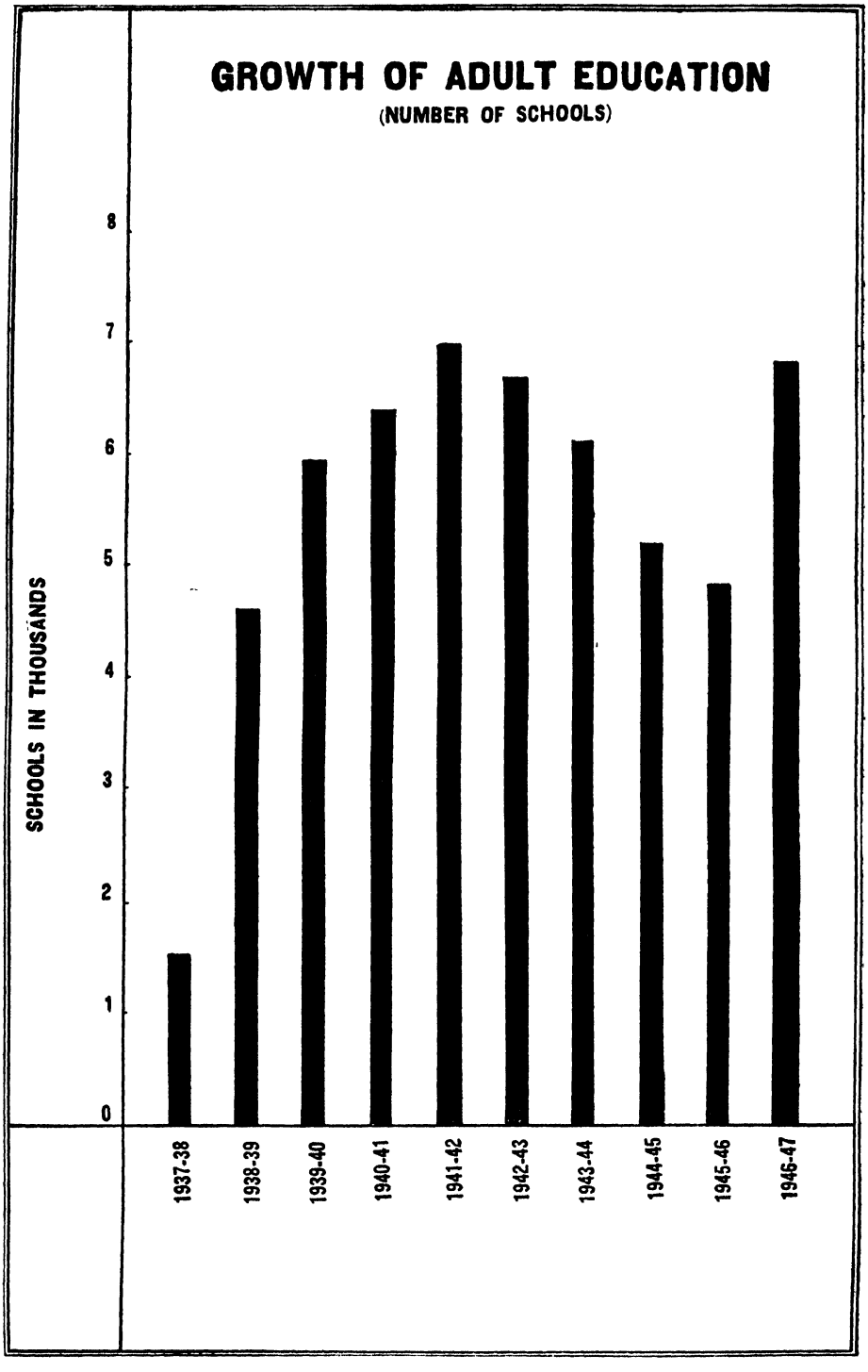

GROWTH OF ADULT EDUCATION
(ENROLMENT)
ENROLMENT IN THOUSANDS
0
50
100
150
200
250
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

Fig. 30

Fig. 31


GROWTH OF ADULT EDUCATION
(NUMBER OF SCHOOLS)
SCHOOLS IN THOUSANDS
0
1
2
3
4
5
6
7
8
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

CHAPTER VIII

THE EDUCATION OF THE HANDICAPPED

Schools for the Blind

In Assam, there is no school for blind children. The blind children of this Province have, therefore, to go to the Blind School at Calcutta. Though scholarships of Rs. 15 per month are offered and 24 seats are reserved for children from Assam, very few of them avail of these facilities.

In Bengal, there are two important institutions, both situated in Calcutta, viz., The Calcutta Blind School at Behala (24 Parganas) and the Lighthouse for the Blind, Calcutta. The institution for the vocational rehabilitation of blind children of age-groups 5 to 18 years, belonging mostly to families of ex-soldiers and hill-men at Kalimpong, run by Dr. Mary Scott, also deserves special mention. The Calcutta University had a department for training teachers for the blind, but it has now been closed. The Lighthouse for the Blind is a co-educational institution started specially to provide facilities for the education and training of the adult blind. The Calcutta Blind School at Behala provides instruction from Primary to High School stage and prepares students for the Matriculation examination. It is a residential school providing separate hostels for boys and girls. In 1945-46 it had an enrolment of 67 pupils of which 19 were girls. This school has a teachers' training department. Vocational training in Carpentry, Weaving, Basket-making, Spinning and Knitting as well as in Music is provided in these schools.

In Bihar, there are two schools for the blind, viz., the S. P. G. Mission School at Ranchi and the Patna Blind School. The former teaches up to the middle vernacular course in addition to vocational subjects like Weaving, Knitting and Cane-work, and the latter teaches up to Matriculation standard and subjects like Typewriting, Music, Cane-work, Rope-making, Gardening and Cooking, etc. This school admits only boys, while the one at Ranchi admits girls also. The enrolment in these schools on the 31st March, 1947, were 33 at Patna and 57 at Ranchi. Special scholarships are awarded to students by Government and local bodies. The S. P. G. Mission Blind School at Ranchi is managed by the Missionaries. The Patna School is run by a managing committee representing the public. Provision has been made in the post-war scheme for opening two more special schools for the blind in Bihar.

In Bombay, there are four schools for the blind, viz., The Victoria Memorial School and the Dadar School at Bombay, the School and Home for the Blind at Poona and the School for the Blind at Ahmedabad. Mention may also be made in this connection of the Narsingrao Shivaji Dharmaji's Industrial Home for the Blind and the Haji Allarakhia Sonavala Andhakshi Ashram, Andheri, Bombay, which are doing good work. The schools for the defective are generally maintained by private bodies or individuals and are aided by Government or by local bodies. A majority of the schools provide for board and lodging for their pupils.

The blind receive instruction in the 3 R's in regional languages through Braille. English is also taught to some of the pupils. Various useful crafts are taught to enable the pupils eventually to earn a living. Provision has also been made for vocal and instrumental music.

In the Central Provinces, there is one school for the blind—the Blind Boys' Institute at Nagpur. It is a residential school and pupils are mostly destitutes. The instruction here is free. The subjects taught are the 3 R's, Elementary Geography, Music and Craft. The total number of students receiving education and training in the school was 38 during 1946.

In Madras, there are five schools in all for the blind, one of them being a part of the Deaf and Dumb School at Teynampet. There are in addition two schools at Palamcottah, one at Poonamalle and one at Rentachintala. The school formerly at Teynampet in Madras was moved to Srivilliputtur in 1942 due to the war but has again been moved back to Madras during 1946-47.

Excepting the Tinnevelly Diocesan Trust Association's School for Blind Girls at Palamcottah, all the schools are mixed schools. They provide general education for their pupils at least up to Standard V and lay emphasis on teaching several small cottage industries and music. The Victory Memorial Blind School, Poonamalle, has also attached to it an industrial section

In the North-West Frontier Province and Orissa, there is no school for the blind. No provision for their schooling outside the Province has been reported.

In the Punjab, there are two schools for the blind, one at Lahore and the other at Amritsar, both exclusively for boys. The schooling extends over four to five years and includes general subjects like Arithmetic, Sanskrit and English in Braille and crafts like Spinning and Weaving, Cane and Moonje work and Band-playing.

In Sind, there is one institution known as Ida Rieu School for the Blind, managed by the Ida Rieu Poor Welfare Association.

In the United Provinces, there are six schools for the blind situated in Dehra Dun, Aligarh, Mainpuri, Lucknow, Banaras and Naini near Allahabad.

The school at Dehra Dun is mainly for girls though boys up to the age of 7 are admitted. The subjects taught in these schools include the 3 R's, music and various other crafts.

In the Centrally Administered Areas, there is one residential school for the blind at Ajmer. Its enrolment was 13 during the year 1946-47.

There is another school for the blind in Tuglakabad, Delhi, which is managed by a private body.

Schools for the Deaf and Dumb

In Assam, there is a school at Sylhet, providing instruction to boys and girls for a period of ten years in Lip-reading and Writing, Tailoring, Sewing, etc. Some children are also sent to the Deaf and Dumb School at Calcutta, and they get scholarships from the Provincial Government.

In Bengal, there are one or two deaf and dumb schools in each Division. The most important of them is the Deaf and Dumb School at Calcutta, the others being in Dacca, Mymensingh, Chittagong, Suri, Berhampore, Burdwan, Rajshahi, Bogra, Barisal and Brahmanbaria. Except for the school at Calcutta, these are managed by private bodies and Municipalities. Their courses of study range from 8 to 10 years and comprise general subjects like Writing, Lip-reading, History and Arithmetic and Carpentry, Tailoring, Weaving and Printing.

The Calcutta Deaf and Dumb School is important owing to its Teachers' Training Department where teachers from different parts of the country come for training in the methods of teaching the deaf. Diplomas and certificates are awarded to successful candidates.

In Bihar, there are two schools, one at Ranchi and the other at Patna. Government give grants-in-aid and special scholarships. Both the schools are co-educational and their courses extend from 8 to 10 years. The subjects of study are the 3 R's, Tailoring, Drawing, Clay-modelling, Spinning, Bee-keeping, Typewriting, etc.

In Bombay, the number of schools increased during the period under review from 5 to 8. They are in Bombay, Poona, Sholapur, Ratnagiri, Nasik and Ahmedabad. Lip-reading and Articulation form main features of instruction in these schools. Practical instruction in at least one of the common crafts is also given.

In the Central Provinces there is only one school, viz., the Bhonsla Deaf and Dumb School situated at Nagpur. The school is in receipt of grants from Government and local bodies.

In Madras, there are co-educational institutions, one each in Coimbatore, Karaikudi, Palamcottah, Teynampet and Mylapore. The one at Teynampet is a combined school for the blind and the deaf-mute. During the period under review, the school at Erode was closed.

Articulation and Lip-reading are special methods used in schools for dumb children and Drawing, Painting, Needle-work and Embroidery are encouraged.

In Orissa, there is one small school at Cuttack, the All Orissa Deaf and Dumb School, with an enrolment of 4 on 31st March, 1946. It is a co-educational institution. Its course of studies extends over five years and consists of 3 R's and a few crafts.

In the Punjab, there are no facilities for the deaf and dumb. The Government, however, give an annual subsidy to the Lady Noyce School for Deaf and Dumb at New Delhi, for taking in the afflicted children of this Province.

In Sind, there are no schools, nor any facilities for the teaching of the deaf and dumb.

In the United Provinces, there were schools at Allahabad, Lucknow and Cawnpore, but the last one was closed in 1943-44. The Cawnpore school was a combined school for the deaf-mutes and the blind.

In the Centrally Administered Areas, there is one school at New Delhi, the Lady Noyce School for the Deaf and Dumb. Its course of training includes the 3 R's and crafts like Carpentry, Needle-work, Weaving, Dyeing, Tailoring and Toy-making. It is co-educational, partly residential and it serves the Province of the Punjab and other areas.

Schools for Those Afflicted with other Organic Diseases

Besides the blind, the deaf and the dumb, children suffering from other physical handicaps such as diseases of the heart, lungs, skin, etc., also come within the purview of the educational system. No facilities for such children have, however, been reported.

Bihar and Madras have schools for children whose parents are afflicted with the heritable disease of leprosy. The Bihar School at Purulia had an enrolment of 251 (including 125 girls) on 31st March, 1947. The Purulia Leper Asylum received a grant-in-aid of Rs. 720 per annum from the State Government. In Madras, there are five schools for leper children. Medical attention forms a chief feature of these schools. The total strength of these schools was 197 on the 31st March, 1947.

Speech Defect

No information is available regarding the existence of any special schools for this type of deficiency in children and youth. Elocution and right pronunciation are, however, given some attention in many schools in the course of their normal teaching. One of the benefits of oratorial contests, which are becoming more and more popular, is to improve elocution and the art of speech generally.

School for the Mentally Handicapped

During the decennium three schools for mentally handicapped children have been reported—two in Bengal and one in Bombay. Of the schools in Bengal, The Children's Home at Kurseong which catered only for Anglo-Indian and European children was closed in 1944. The other school, the Bodhana Niketan, is at Jhargram in Midnapore District. The school in Bombay (Chembur) forms a part of the Children's Home conducted by the Local Children's Aid Society.

The training in these institutions aims at correcting the special and the general mental deficiencies of the children and giving them as much general education as they are capable of. The institutions, however, are not run on scientific lines.

Table XXXI gives the number of institutions for the handicapped during 1946-47, together with their enrolment and expenditure.

TABLE XXXI

Education of the Handicapped, 1946-47

Province	Number of Institutions		Number of Scholars in Institutions		Expenditure	
	Males	Females	Males	Females	Males	Females
					Rs.	Rs.
Assam	1	..	22	..	3,060	..
Bengal*	15	..	252	..	1,80,752	..
Bihar	4	..	123	..	23,843	..
Bombay	11	..	360	..	65,248	..
C. P. and Berar ..	3	..	50	..	11,648	..
Madras	12	..	592	..	92,713	..
Orissa . ..	1	..	6	..	1,420	..
Punjab*	2	..	83	..	34,370	..
Sind*	1	..	7	..	4,094	..
United Provinces ..	5	1	118	55	29,251	8,711
Ajmer-Merwara ..	1	..	13	..	1,935	..
Delhi	1	..	68	..	12,838	..
TOTAL ..	57	1	1,694	55	4,61,172	8,711

* Indicates estimated figures.

REFORMATORY SCHOOLS FOR YOUNG OFFENDERS

Some children suffer from aberrations of conduct due to wrong education or native impulse which, if neglected, is likely to render them social misfits and social dangers. The Borstal or Reformatory schools aim at educating such children so that they may become healthy and useful members of society.

Table XXXII shows the facilities available in India for the education of young offenders.

TABLE XXXII

Statistics of Reformatory Schools, 1946-47

Province	Number of Schools	Enrolment	Expenditure
			Rs.
Bengal	3	222	69,451
Bihar	1	177	1,27,441
Bombay	1	155	93,088
C. P. and Berar ..	1	204	11,648
Madras	5	2,540	4,12,850
Punjab	2	117	62,207
TOTAL ..	13	3,415	7,76,685

In Bengal, there were three schools, but the one at Alipore, which was for delinquents below 15 years of age, was closed in 1942-43 and the children sent to the Hazaribagh Reformatory School in Bihar, which was jointly maintained by the Provinces of Bengal, Assam, Bihar and Orissa. The two other schools at Bankura and Berhampore admit delinquents between 15 and 21. These Borstal schools are under control of the Inspector-General of Prisons. Instruction is given in general subjects and in useful handicrafts.

There is no machinery for keeping in touch with the children after they leave the school and for checking relapses which may occur. The After-care Association of Bengal, however, receives into it those boys who have no guardians and wish to stay there after their course of training.

In Bihar, the Hazaribagh Reformatory School is an outstanding institution. It is a joint institution for Bihar, Bengal, Assam and Orissa and is maintained out of Government grants supplemented by income derived from sale proceeds from the workshop and other miscellaneous sources. In 1946-47, there were 177 boys of whom 76 were from Bihar, 88 from Bengal, 12 from Orissa and 1 from Jaipur State.

Besides handicrafts, the boys are taught general subjects up to the upper primary standard. After pupils leave the school they are kept under observation for two years.

In Bombay, there are two types of institutions, viz., the Certified schools and Borstal schools. The Certified* schools are 3 in number and admit boys of 16 and under. Of the second type there is one school meant for boys above 16 at Dharwar.

The Province also had in 1945-46 20 homes for delinquents.

All the schools teach up to the primary standard and give training in some vocational subjects.

In Punjab, there are several Borstal schools and the Government also maintain the Reformatory School at Delhi.

In the United Provinces, there is only one school at Chunar. It was formerly controlled by the Education Department, but in 1942-43 it was transferred to the Prison Department.

All-India Institutions

There is no All-India or Central Institution for the problems of afflicted children for their schooling or for the training of their teachers. There are, however, some schools for children, notably two, which have attained an inter-provincial standing. The school for deaf-mutes at Calcutta serves not only Bengal but also the neighbouring Provinces of Assam, Bihar and Orissa. The Hazaribagh Reformatory School in Bihar also serves the same areas.

The Central Advisory Board of Education took up the question of an All-India Braille Code for the blind in 1941 and appointed an Expert Committee for the purpose. The Braille Committee has since designed a Uniform Braille Code for the major Indian languages and its use has been recommended by the Government of India for all schools for the blind in India. The Uniform Indian Braille will satisfy a long-felt need for a common braille code for all Indian languages. The Government of India are taking active steps to set up an up-to-date Braille Printing Press for the production of suitable literature in Uniform Indian Braille. Apparatus and appliances for the education and training of the blind will be manufactured. It is also proposed to establish a Central Model Institute for the blind at a very early date.

*Included under "other schools" in the Statistical returns.

Fig. 32

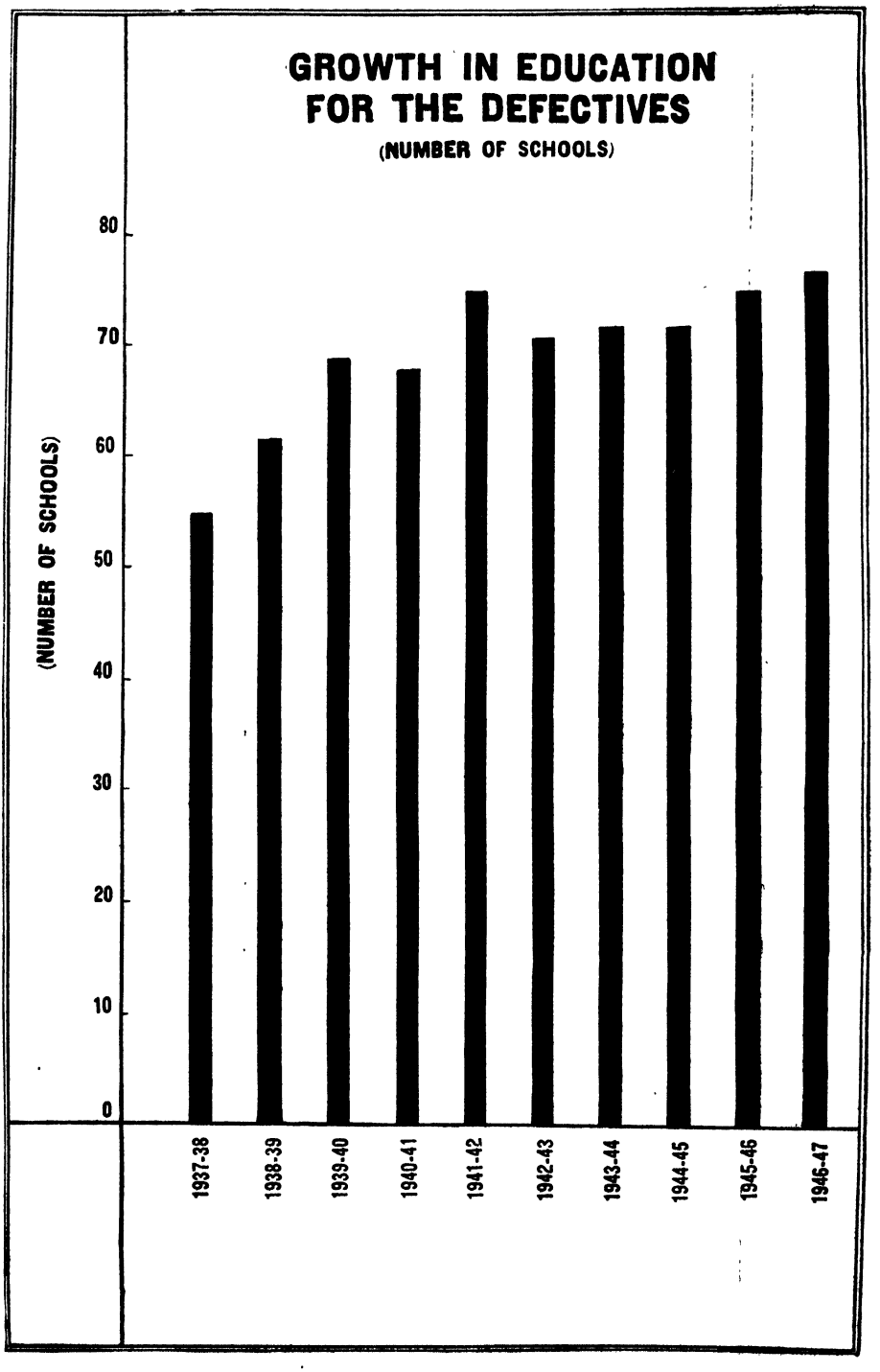

GROWTH IN EDUCATION
FOR THE DEFECTIVES
(NUMBER OF SCHOOLS)
(NUMBER OF SCHOOLS)
80
70
60
50
40
30
20
10
0
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

Fig. 33

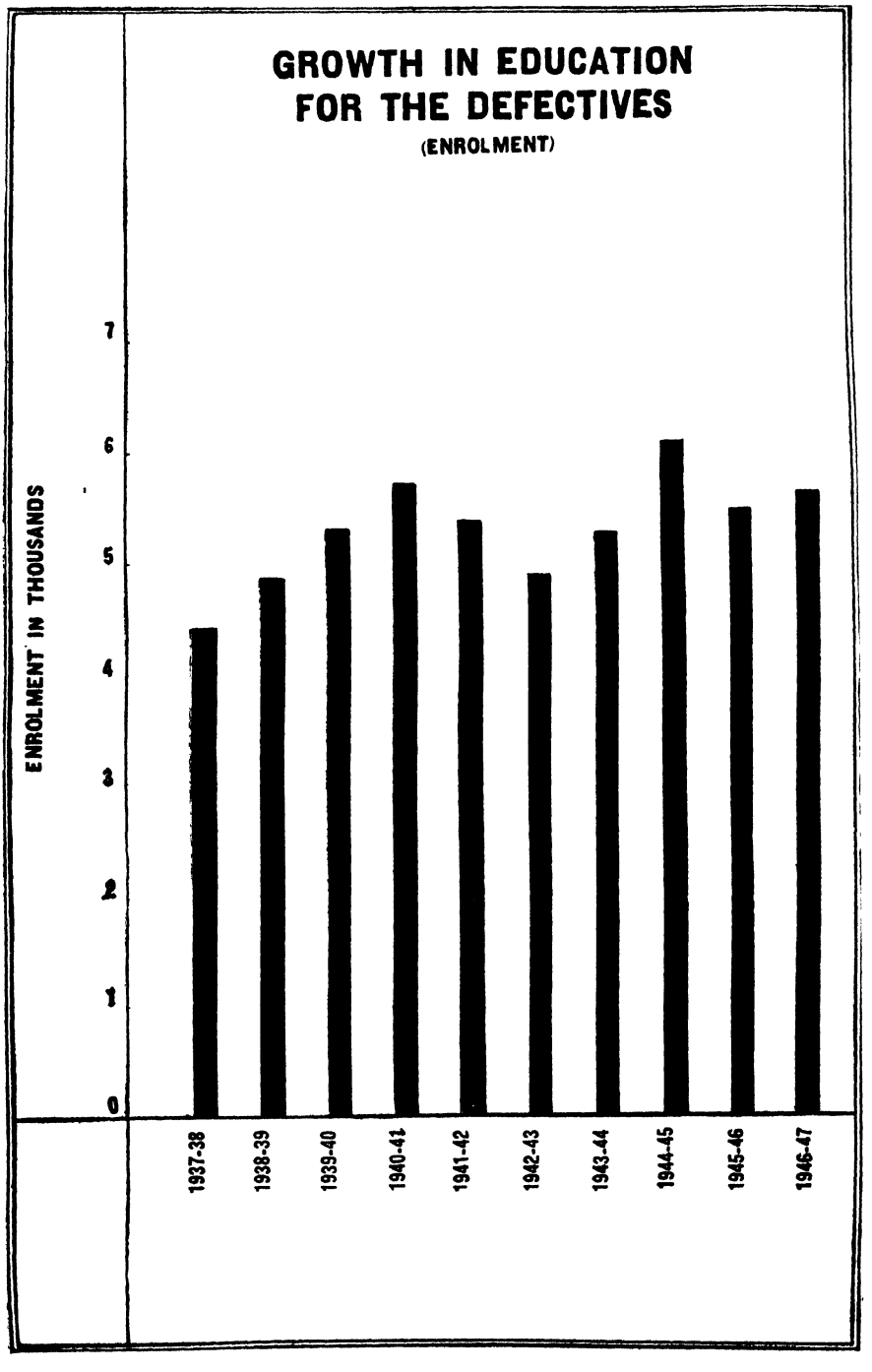
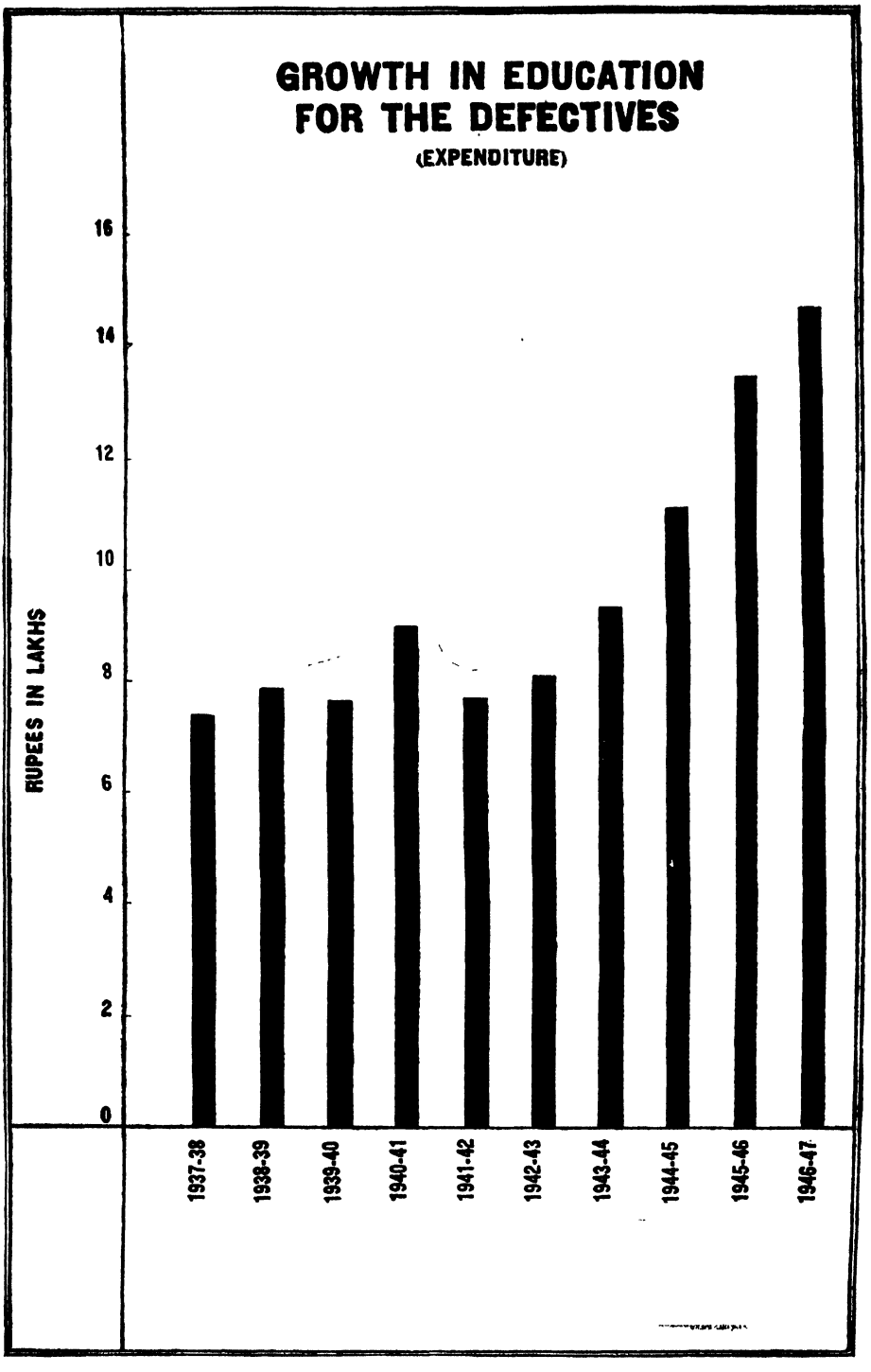

GROWTH IN EDUCATION
FOR THE DEFECTIVES
(ENROLMENT)
ENROLMENT IN THOUSANDS
0
1
2
3
4
5
6
7
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

Fig. 34


GROWTH IN EDUCATION
FOR THE DEFECTIVES
(EXPENDITURE)
RUPEES IN LAKHS
0
2
4
6
8
10
12
14
16
1937-38
1938-39
1939-40
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

CHAPTER IX

ÆSTHETIC EDUCATION

Arts and Crafts

TABLE XXXIII shows the number of schools teaching Arts and Crafts other than Music, Dancing and Architecture, along with their enrolment and expenditure.

TABLE XXXIII

Province*	Number of Schools	Enrolment	Expenditure
			Rs.
1937-38			
Bengal	5	524	79,383
Bombay	3	685	1,17,629
Madras	5	332	67,281
Punjab	1	161	65,842
United Provinces ..	2	332	66,644
TOTAL ..	16	2,034	3,96,779
1941-42			
Bengal	6	407	86,620
Bihar	1	24	605
Bombay	3	726	1,24,743
C. P. and Berar ..	1	44	3,502
Madras	5	388	72,001
Punjab	1	172	64,336
United Provinces ..	2	280	65,303
TOTAL ..	19	2,041	4,17,110
1946-47			
Bengal	4	376	1,00,293
Bihar	1	27	5,467
Bombay	3	784	1,93,587
C. P. and Berar ..	1	66	4,322
Madras	4	261	96,919
Punjab	1	125	1,36,475
United Provinces ..	2	163	57,887
TOTAL ..	16	1,802	5,94,950

* In other provinces/areas not mentioned in this table, there are no Arts and Crafts Schools.

There are no Arts Schools exclusively for Females.

The following is a brief account of the institutions and courses in Fine Arts and Manual Arts and Crafts as they have developed or continued in various provinces during the decennium.

In Assam, there is no institution under the Education Department exclusively for these subjects. Hand-work, Drawing, Painting and Needle-work, however, form part of the school routine.

In Bengal, Art in a rudimentary form forms part of the curriculum for Primary Schools and is included as one of the optional subjects—Hand-work. The training gives an impetus to children to acquire a taste for Fine Arts. In Secondary Schools, Drawing is a compulsory subject up to Class VIII and an alternative subject in Classes IX and X.

Among the special institutions devoted to Arts and Crafts, an important place is taken by the Kalabhavana of the Visva Bharati at Santiniketan and by the Government School of Art at Calcutta. The Kalabhavana has attracted students from all over India and some from outside the country. The Government School of Art, Calcutta, provides training in both elementary and advanced vocational grades in Lithography, Clay Modelling, Wood Engraving, Commercial Art, Draftsmanship and Drawing.

In Bihar, Drawing continued to be a compulsory subject in Primary and Middle Schools and an optional subject in the Matriculation Examination. Clay Modelling and Artistic Hand-work have been special features of education in schools.

Only one special school of Arts and Crafts exists in the Province, viz., the Art School of Patna, which was recognised by Government in 1941-42. There is a proposal to take it over under the management of Government.

In Bombay, there are three institutions specialising in Arts and Crafts, two managed by Government and one by a private body. Of these the most important is the Sir J. J. School of Art in Bombay. It provides training in Painting, Modelling, Architecture and Commercial Art, Designing and Artistic Research, Sculpture, etc.

In the Central Provinces and Berar, the Nagpur School of Art is the only recognised and Government-aided institution that provides instruction in Drawing and Painting up to the Diploma standard. It prepares candidates for the examinations held by the J. J. School of Art, Bombay.

Drawing or Hand-work (manual training) is a compulsory subject in Middle Schools in the Province. At the High School stage, there are courses in Drawing, Painting, Art, Needle-work, Wood and Metal work.

In Madras, a large number of institutions consisting of schools, colleges, training schools and colleges and special schools have manual training classes attached to them. Several arts and crafts subjects are taught in these classes.

For advanced vocational courses, the following institutions may be named :

(*i*) The School of Arts and Crafts, Egmore, Madras.

(*ii*) Art Masters' Class, Teachers' College, Saidapet.

(*iii*) Manual Training Class, Teachers' College, Saidapet.

(*iv*) Municipal Art School, Kumbakonam.

The Manual Training Class at Saidapet was, however, suspended during 1946-47.

In the North-West Frontier Province, there are no special Arts and Crafts schools, but Primary and Middle Schools in the districts provide elementary training in local crafts. Basket-making, Gold and Silver Embroidery, Hazara Embroidery, Toy and Doll-making, Mokiash work, Chab and Kundi work and Rug-making are some of the important crafts taught.

Orissa offers a few scholarships to her students for study in other provinces, as she has no school for Arts and Crafts herself.

For the Matriculation Examination, however, Drawing and Manual Training have been included as optional subjects. In Primary and Middle Schools, instruction is provided in handicrafts. Provision has also been made for Arts and Crafts in teachers' training schools. Hand-work forms a compulsory subject for elementary school teachers. Needle-work and Clay Modelling are compulsory for women teachers of this grade.

In Punjab, elementary training in some Arts and Crafts has been provided in Primary and Middle Schools for both boys and girls. Training in Arts and Crafts has also been insisted for training of teachers of all grades. The Re-organisation Committee of 1937-38 recommended this training as compulsory for elementary school teachers, and the recommendation was brought into force in 1939-40. At the Central Training College, Lahore, instruction in Pottery-making, Clay Modelling, Cardboard Modelling, Papier-mache work, Book-binding and Marbling has been provided in a separate class since 1942. In order to make University Education more realistic and attractive for girls, the latter have been allowed to offer Art as an elective subject at the Intermediate and B.A. Examinations. This is reported to have proved a great success.

Of the special schools, the outstanding institution is the Mayo School of Art at Lahore. During 1939-40, a Designs Department was added to it.

In Sind, Drawing is taught in Primary and Secondary Schools. Hand-work has been assigned an important place in the revised curriculum (1942) for Primary Schools for boys and girls.

In the United Provinces, Arts and Crafts of an elementary character are taught in the Basic and other Primary and Secondary Schools for boys and girls.

Art and handicraft classes have been provided in the Government Basic Training College for Teachers at Allahabad.

Facilities also exist for the teaching of Arts and Crafts outside the control of the Department of Education. There was a good deal of artistic activity in the Province. Private Art Schools came into existence at various places, the one at Allahabad attracting a large number of students. The Painting Class at the Allahabad University maintained all-round progress.

In Ajmer-Merwara, Vernacular Primary and Secondary Schools provide instruction in Arts and Crafts as optional subjects, while High Schools encourage them in the form of students' hobbies. Arts and Crafts form part of the compulsory course of studies in the Government Normal School for Women. The Sophia Girls' Intermediate College at Ajmer provides instruction in Needle-work, Drawing and Painting. For men teachers under training, the Government Normal School and the Training College, both at Ajmer, provide instruction in Clay Modelling, Painting, etc., of which in two subjects teachers are compulsorily required to take training.

In Delhi, no special schools exist for Arts and Crafts. But in the Delhi Polytechnic and the Modern Higher Secondary School, provision is made for teaching certain items of Arts and Crafts as part of the general curriculum, leading up to Higher Secondary School or Matriculation Examination.

Music

In Assam, one notable event was the appointment of a Committee in 1941 to consider the needs of Music Education in girls' schools. As a result of its recommendations, arrangements for teaching Music were made in four girls' schools in Shillong and 9 music teachers were appointed. In 1942, these classes had to be closed on account of poor attendance due to the war.

For college students, similar provision outside college hours exists in the Murarichand College, Sylhet, where there is a Music section organised on a voluntary basis.

For specialised study of Music, the Govardhana Sangit Vidyalaya, Sylhet, provides a four-year course leading to the award of a Diploma.

The Province also provides an annual scholarship for advanced students at the Marris College of Hindustani Music in Lucknow.

In Bengal, Music is taught as a regular subject in many girls' schools and is a subject for Matriculation. Of the special schools of Music, the most prominent are the Calcutta School of Music, the Sangit Vidyalala and the Sangit Sangha, all in Calcutta, and the Sangit Bhavana of the Visva Bharati, Santiniketan. Sangit Bhavana attracts students from all over India and abroad. The Music School at Moynadal in the district of Birbhum was meant specially for imparting training in Kirtan.

In Bihar, Music is taught either as an extra-curricular subject or as an optional subject for Matriculation Examination in selected High Schools particularly in Girls' High Schools. In all Middle Schools for Girls, Music is taught as a regular subject. European Secondary Schools for Girls prepare pupils for the Music examination of the Trinity College of Music, London.

The Patna University has decided to open a College of Music at Patna for which the Provincial Government have sanctioned a grant of Rs. 10,000 for a period of three years and a non-recurring grant of Rs. 3,000.

Though not progressing satisfactorily, mention may be made of the two music schools at Purulia, viz., Pashupati Gangadhar Sangit Vidyalaya and Saraswati Sangit Vidyalaya.

In Bombay, the number of special music schools in 1945-46 was 10 with an enrolment of 338. Instruction in Music is also imparted in certain Primary and Secondary Schools.

In Central Provinces and Berar, there is provision for courses in Music at the High School stage. Besides, there are a number of popular Music classes run by private bodies in some of the big towns like Nagpur, Jubbulpore, etc. These classes generally follow the Bhatkhande curriculum of Music and some of them prepare students for examination in Music of the Lucknow University.

In Madras, the only recognised special institution for Music is the Teachers' College of Music, Madras, which was recognised in 1937-38. This College presented 4 men and 9 women candidates in April 1946 for the examination for Teachers' Certificate in Indian Music and all of them were declared successful. The Madras University has instituted a Bachelor's Degree in Music.

In the North-West Frontier Province, Western Music is taught in the Convent Day School, Peshawar. Indian Music is taught in a few of the Hindu and Sikh schools.

In Orissa, Music is provided in a few high schools and training institutions for boys and in all high schools and training schools for girls. It is an optional subject for the Matriculation and Teachers' Certificate Examinations.

Of the special schools, mention may be made of the Utkal Sangit Samaj at Cuttack, which provides facilities for the teaching of vocal as well as instrumental Music. It receives a grant from the Provincial Government.

In Punjab, Music is provided in a large number of girls' schools as an extra-curricular subject and is reported to be very popular. It is also an optional subject for women for the Intermediate and B.A. Degree Examination of the Punjab University.

In Sind, almost all the district towns have music schools which are private institutions. Some of them are proprietary while others are managed by social, charitable and semi-charitable bodies.

In the United Provinces, Music maintained its popularity during the period under review. Apart from its being taught in a larger number of high schools and inter-colleges as an optional subject, it was also taught in the Allahabad University which had organised Diploma courses in Music. It has also been introduced as one of the subjects for the B.Sc. special course for women.

The chief institutions for teaching of higher classical Music are the Marris College of Hindustani Music at Lucknow and the Prayag Sangit Samiti at Allahabad.

The Marris College of Hindustani Music is an all-India institution where students from all over the country and even from outside come. It teaches the Bhatkhande system of Music. It has two courses—one leading to Intermediate in Music, lasting three years and five months, the other to Bachelor of Music, lasting two years after the Intermediate. The financial condition of the institution is still unsatisfactory.

The Sangit Samiti at Allahabad has increased in strength steadily since its foundation in 1926, and developed into an affiliating and examining institution, with the authority to grant diplomas in Music. During 1943-44, dancing classes were added.

The Uday Shankar Culture Centre at Almora, which was designed primarily as an institution for the Art of Dance, has also provided facilities for learning Indian Music.

In Ajmer-Merwara, Indian schools for girls and the European and Anglo-Indian schools for boys and girls provide for teaching of Music. It is an optional subject for the High School Examination of the Rajputana area. Provision for Music exists also in the Savitri College and the Government Normal School for Women Teachers. During 1934-44, a private Music College was started in Ajmer.

In Delhi, about 12 girls' schools have arrangements for Music which is an optional subject both for the High School and S. L. C. and Higher Secondary Education, Delhi Province.

Dancing

Action-songs and elementary forms of Dancing are taught in most of Primary Schools in all provinces.

In Assam, Bengal, Orissa, Ajmer and Delhi, in Secondary Schools for Girls, Dancing is taught in conjunction with music. In some provinces like Bengal and Bihar, Dancing on the Bratachari lines has been introduced in some schools.

Only a few provinces provide facilities for specialised study of Dancing.

Bengal has an outstanding centre for the cultivation of this art in the Sangita Bhavan at the Visva Bharati, Santiniketan.

A notable institution in Indian Dancing is Kala Kshetra at Adyar, Madras. Mention may also be made of the Kerala Kala Mandalam situated in the Cochin State which is devoted to the Kathakali, another Indian style of Dance.

In the United Provinces, the Uday Shankar Culture Centre at Almora flourished, though for a brief period, as an institute of Indian Dance. Founded in 1938-39, on contributions from England and America, amounting to the sum of £20,000, it provided a course of five years' training in various branches of Dance and Music. The Provincial Government also sanctioned a grant in 1941-42, but at the end of 1943, the institute had to close down on account of financial difficulties. During its brief period of existence it gathered together eminent exponents of various schools of Indian Dance and Music.

CHAPTER X

PROFESSIONAL AND TECHNICAL EDUCATION

Technical Education

THE growth in the number of educated unemployed has led to greater attention being paid to the problems of Practical and Vocational Education. Attempts have been made to provide such education in technical, agricultural, commercial, industrial, engineering and other vocational schools and colleges. The Eleventh Quinquennial Review gave an account of such institutions as they stood at the end of 1937.

At the beginning of the decennium (1937-38) the Report of Messrs. Abbott and Wood surveyed the general position of Vocational Education in India and suggested considerable and systematic modifications in all stages of education. The war delayed their implementation but gave a fillip to several lines of technical training required for war purposes. Technicians' training centres and factories were established in various parts of the country.

The wider problems of reorganisation have, however continued to attract attention. In 1940, a Committee of Technical Education surveyed the conditions in Bengal and formulated several lines of reform. The Central Advisory Board of Education continued their study of these problems and re-emphasised the importance of organised and systematic provision for practical training in all stages of education. In 1941, a Polytechnic was established in Delhi, in which Secondary Education was given a new practical bias. Elsewhere, in universities like Andhra, Madras, Bombay, etc., new Technical Colleges were instituted or older ones developed and new courses of technical training inaugurated.

Organisation and Administration

Technical Education in India has grown under the pressure of necessity along various lines including industrial, commercial, medical, agricultural and engineering training. This growth has been at two separate levels, one represented by colleges or universities and the other by schools. No comprehensive system of Technical Education has, however, been developed as an integrated part of the national system of education.

With regard to administration also, there has been a plurality of authorities, each controlling its own schools and colleges. Agricultural, Industrial and Labour Departments have run their own schools and colleges apart from and independent of those under Departments of Education. The problem of their co-ordination by Education Departments in a unified national scheme of education still remains to be solved. At present, the old policy set by the Abbott-Wood Report of 1937 (viz., that industrial and technical schools may remain under the control of the Departments of Industries, etc.) continues to be in force. This is so, not because the transfer of these schools to Education Departments has been felt to be undesirable or unnecessary, but because the present academic system of education has not hitherto found adequate room for Vocational and

Technical Education. The *status quo* has therefore been maintained as it was felt that the few Technical Schools could hardly be expected to flourish, much less impart a vocational or practical bias to the general scheme of education. The problem of vocational schools thus involves the wider problem of a general reorganisation of the present academic system.

The higher technical institutions, viz., those of the university standard, have, however, been generally under the control of educational authorities. As the predominantly academic type of education is being replaced by a more balanced type of education, there should be complete control by one department. It is being gradually recognised that the Education Department should be the controlling authority.

Inter-Provincial Co-ordination

The problems of co-ordination are not merely inter-provincial but also intra-provincial. The need for co-ordination and development without duplication of a great variety of institutions in the provinces has also been increasingly felt during the decennium. This has led to the formation of the All-India Association of the Principles of Technical Institutions in 1941 (A.P.T.I.). The Association has worked out certain schemes for All-India Certificate and Diploma courses in Technical and Commercial subjects.

The great paucity of facilities for training in different technical subjects was shown up cruelly during the war years. There was insufficiency of technical and scientific personnel, both in quality and quantity. Existing institutions had neither the equipment nor the teaching staff necessary for filling up the gaps. It was recognised that immediate steps must be taken to train a sufficient number of persons to man the many new institutions which would be necessary if adequate facilities for scientific and technical education were to be provided within the country. In order to meet the requirement of scientific and technical personnel, the post-war development plans as well as to train future teachers of the contemplated scientific and technical institutions, the Government of India instituted in 1944 the Overseas Scholarship Scheme. Details of this scheme will be found in Part III, Chapter VI.

COMMERCIAL EDUCATION

Commercial Schools and Colleges :—

Statistics relating to institutions, scholars and expenditure for 1937-38, 1941-42 and 1946-47 are given below :

1937-38			1941-42			1946-47		
Institutions	Scholars	Expenditure	Institutions	Scholars	Expenditure	Institutions	Scholars	Expenditure
361	15,270	Rs. 6,66,939	409	16,195	Rs. 8,56,851	329	24,143	Rs. 14,33,568

Apart from such special schools, commercial subjects have been provided as optional studies for Matriculation or School Leaving Examinations of ordinary High Schools in almost every Province.

Accountants and Actuaries

The Indian Accountancy Board was reconstituted during the period, on an elective basis under the revised rules of the Government of India. The new Board consists of 20 members, of whom 2 are officials, 4 are nominated by Government, 2 by commercial bodies and 12 elected by various constituencies in the country. The new rules have also removed certain restrictions in the areas of registration.

There is no provision in India for instruction, examination or certification in actuarial work. The Institute of Actuaries in London provides instruction by correspondence and holds examinations in India in Madras, Calcutta, Bombay and Delhi. Candidates have been elected to the Fellowship or Associateship of the Institute on the results of these examinations.

Till 1943, the Scottish Faculty of Actuaries has also occasionally held some of their higher examinations in India to help their former pupils to get on to their rolls in Scotland.

Secretarial and Other Work

In the North-West Frontier Province post-Matriculation Secretarial classes were arranged in some institutions. In the Punjab in some rural Primary Schools pupils were taught deciphering of village records and village maps, reading of manuscript letters, writing of receipts, petitions, money orders, etc.

Bihar reports growing popularity of office work class attached to the Ranchi Zilla School, started as an experimental measure.

The Indian School of Mines and Applied Geology, Dhanbad

The Indian School of Mines and Applied Geology at Dhanbad in Bihar is the only Central Government institution giving training in Mining and Geology. About 40 full-time students from various provinces are enrolled annually. The main course extends over 4 years. Students who successfully complete the course are awarded the Associateship of Indian School of Mines, which is approximately of M.Sc. standard. The chief object is to supply highly qualified mining engineers and technologists for public services and private companies.

Evening Mining Classes are held at Sijua and Jharia under the auspices of Government of Bihar (Mining Education Advisory Board). The chief object of these classes is to prepare candidates for the qualifying examinations for under-managers' and surveyors' certificates and to ensure a supply of trained mining officers of various grades. In Bengal also similar classes are conducted by the Mining Education Advisory Board at Sitarampur and Raniganj under the administration of the Provincial Government.

Among the universities, the Banaras Hindu University continues to provide a graduate course in Mining in its Department of Mining and Metallurgy.

Special Schemes of Technical Training

The War Technicians' Training Scheme which was put into operation in June 1940, by the Government of India through their Labour Department, has provided a large number of people with technical training

and scope for technical work. The existing technical institutions, factories and workshops were pressed into service, wherever possible, and the target of 52,500 men to be trained by the end of the 3rd year, i.e., 1943, was fixed. About 300 training centres in all were developed, admission to these being open to all men between the ages of 17 and 40. For the lower grades of training like carpentry and smithy, literacy qualifications were not essential, while for the higher grades, such as draughtsmanship, electrician's work, etc., a Matriculation certificate was required as the minimum qualification. Technical Recruiting Officers of the Army were responsible for recruitment while the local Selection Committees and Labour Tribunals made the selections from among the candidates. Liberal allowances were given during the period of training. Training and supervision were well organised under picked instructors and Regional Inspectors. In addition, about a hundred special Technical Instructors were requisitioned from England. Under the scheme 28,500 men per annum could be trained.

The Bevin Training Scheme also provided for technical training in England especially for those Indian youths who had little general education. Young men between the ages of 20 and 30 were trained in selected centres in England in the engineering trades and in the principles of Trade Unions and Labour Organisations. In April 1941, the first batch of 50 trainees sailed for England and by the end of next year another four batches followed. On their return they were employed in responsible supervisory posts, including those of Commissioned Officers in the Army.

Legal Education

Table XXXIV gives an idea of the number of legal institutions in the different provinces together with their enrolment and expenditure.

TABLE XXXIV

Statistics of Law Colleges

Province	1937-38			1941-42			1946-47		
	Number	Scholars on Roll	Expenditure	Number	Scholars on Roll	Expenditure	Number	Scholars on Roll	Expenditure
			Rs.			Rs.			Rs.
Assam ..	1	61	12,802	1	70	11,612	1	91	16,895
Bengal ..	3	1,987	1,84,281	3	1,507	1,74,596	3	2,186	2,11,901
Bihar ..	1	312	40,969	1	425	43,323	1	530	42,580
Bombay ..	4	1,165	1,23,967	5	1,148	1,68,346	5	1,212	2,34,136
C. P. and Berar	2	440	30,656	2	375	28,693	2	626	47,403
Madras ..	1	509	61,105	1	427	67,757	2	757	1,01,174
Punjab ..	1	565	1,18,908	1	313	99,927	1	532	1,18,263
Sind ..	1	96	17,361	1	195	38,265	1	225	63,630
United Provinces	..	1,702	..	..	1,390	..	..	2,214	..
Delhi ..	..	78	..	..	52	..	..	725	..
TOTAL ..	14	6,915	5,90,049	15	5,902	6,32,519	16	9,098	8,35,982

Civil Aviation

Training in flying in India was until recently being imparted exclusively by Flying Clubs. The first Flying Club began operations in 1928 and by 1933 there were seven such Clubs. These Clubs have been performing the dual function of providing sporting flying as well as training of professional pilots and ground engineers. Nine hundred pilots had been trained up to 1939 of whom about 100 became commercial pilots, and another 144 joined the Air Force for war service. After the outbreak of war, for a period of two years, all Flying Clubs were used for giving elementary flying training to candidates for Air Force. 516 persons were trained, of whom 364 were accepted for commissions.

With the progress of war all civil flying was suspended and resources of the clubs were directed to works connected with defence, such as army co-operation for anti-aircraft practice and allied duties.

Rapid development of Civil Aviation in India during the post-war period made it necessary to take immediate steps to overcome the shortage of trained personnel. Air Line Companies required a large number of pilots and had to employ non-Indians in the absence of qualified Indians. As a measure for meeting the shortage, activities of the Flying Clubs were revived in March 1946. Steady progress in their development has since been maintained.

Training fees charged from members were approximately Rs. 35 p.m. before the war. In 1946, Government revised their subsidy basis and are now giving liberal subsidies to Flying Clubs so that the fees have been reduced to Rs. 15 p.m. for persons below 28 years of age and Rs. 30 p.m. in the case of others.

The solution for the shortage of personnel lies in the development of centralised training institutions. Plans were, therefore, drawn up for starting a Civil Aviation Training Centre, consisting of Communications, Aerodrome Flying and Engineering Schools. Due to non-availability of equipment and paucity of qualified instructors, only Communications and Aerodrome Schools were started in November 1946. The latter, however, had to close down after training 33 Control Operators and Airfield Supervisors. The Communications School is functioning at Saharanpur and has turned out a good number of Radio Operators and Radio Technicians. Suitable employment in the Civil Aviation Department has been provided to all these trainees.

Plans have been approved and are in process of execution, for the establishment of a Civil Aviation Training Centre, as a Government institution, at Allahabad. This is to train young men in different branches of aviation. It is proposed to have a Flying School for pilots and navigators, an Engineering School for aircraft engineers and mechanics and an Aerodrome School for Aerodrome Officers and subordinate aerodrome control staff. During the first three years it is expected to train 280 Pilots, 300 Aerodrome Officers and 300 Control Operators. Details regarding the training of Ground Engineers, and the setting up of a Repair and Overhaul Organisation at Allahabad, are being worked out at present.

The Flying School has been started at Allahabad although all the aircraft and technical equipment have not yet been received. A special course for training 12 Assistant Pilot Instructors has been started and it will now be possible to augment the depleted instructional staff of the

subsidised Flying Clubs. When all the aircraft and equipment ordered from abroad have been distributed to the Flying Clubs, they will be in a position to send to the Civil Aviation Training Centre a steady stream of partially trained pilots for further training up to the Commercial Pilot's standard.

It is proposed to shift the Communications Schools to Allahabad when suitable technical and residential accommodation becomes available. All the schools will thus be grouped together which will make for greater efficiency in administration and technical control.

MEDICAL EDUCATION

Schools

The general tendency has been to abolish the lower grade of Medical Education known as the Licentiate Course and to replace it by a higher grade.

In Assam, the Berry White Medical School was closed in 1947, and a new college known as the Assam Medical College started in its place.

In Bihar, admission of students to the Licentiate Course at the Darbhanga Medical School was made up to 1945 only.

In Bombay, the medical schools at Poona and Ahmedabad have been converted into medical colleges. The National Medical College, Bombay, which was a private medical school, was also converted into a medical college known as the Topiwala National Medical College.

In the Central Provinces and Berar, the Robertson Medical School, Nagpur, used to admit Matriculates. The qualification for admission has been raised to Intermediate in Science since 1944.

In Madras, the Licentiate Course was abolished in 1938 when the Lady Willingdon School was closed and the Stanley Medical School was converted into Stanley Medical College. Under the Post-War Development Scheme one more college known as the Guntur Medical College was started at Guntur.

In Orissa, the Orissa Medical School was raised to College standard in 1944.

In the Punjab, the Licentiate Course (L.S.M.P.) was abolished in 1938 and a new one known as the L.M.S. course of 5 years' duration was introduced. The qualification for admission is F.Sc. (Medical group) or one year's pre-medical course after Matriculation. In 1942, the Medical School, Amritsar, was converted into the Glancy Medical College, Amritsar.

In the United Provinces, the Agra Medical School was converted into a college in 1939.

Colleges

In Bengal, the Calcutta University has introduced a Special Intermediate Examination in Science (Medical) which has replaced the former system of a preliminary course in the regular M.B. curriculum and has shortened the six-year M.B. course to a five-year course. The condensed M.B. course was introduced in the Medical College, Belgachia, to enable the medical licentiates of the Province to qualify themselves for the M.B. Degree of the Calcutta University.

With a view to assisting the war service medical licentiates to obtain M.B. Degree of the Calcutta University, the Government of India established a temporary college known as the Lake Medical College, Calcutta, which is administered by the Government of West Bengal, on behalf of the Government of India. This College provides training in the condensed M.B. course of 12 to 24 months' duration. The trainees receive education and books free of charge and also a maintenance allowance. Admissions are held twice a year, each session admitting 150 students. The first batch of 150 students was admitted in June 1947.

In Bihar, the I.Sc. (Medical) has replaced the previous system of a preliminary science course of M.B. B.S. curriculum. The pre-medical course of I.Sc. has been started at the Patna Science College since 1941. The number of students to be admitted in the First Year Class was raised from 40 to 60 in 1944, and to 80 in 1947.

Facilities for post-graduate training are available at the Patna Medical College. During the period under review, 24 graduates qualified themselves for the M.D. or the M.S. Degree of the Patna University.

In Bombay, courses in the medical colleges have been revised and their terms extended from 4½ to 5 years. A unit system has been introduced to provide better clinical training to students. Ophthalmology and Dentistry Sections have been introduced in the Midwifery Department. The Refresher course for medical practitioners at the Grant Medical College and the Seth Govardhandas Sundardas Medical College, which was suspended during the period of war, was revived from 1946. Facilities for post-graduate studies exist at the Grant Medical College, and the Seth Govardhandas Sundardas Medical College. Admission to the Diploma in Public Health course was suspended during the war but has been revived since 1947. The present course is of 2 years' duration and the University has been approached to reduce this period to one year. Licentiates who have passed the I.Sc. (Bombay) or its equivalent are admitted to the condensed M.B. B.S. Degree course of 18 months. Ex-service medical men who passed the requisite qualifications are also admitted to this course.

In the Central Provinces and Berar, the Medical College, Nagpur, is a new Medical College, the first to be started in the Province. It was opened in 1947 with 110 admissions. At present it is located in the temporary hutments in the Engineering School. A site close to the industrial area in Rajabagshaw has been selected for the new college and hospital. The new buildings are under construction. The new Department of Anatomy and Physiology only are functioning.

In Madras, besides the institution of two new colleges, viz., the Stanley Medical College and the Guntur Medical College, post-graduate course in Tuberculosis, Ophthalmology, Pharmacy, Clinical Laboratory Science and Midwifery and Gynæcology, which are open to all medical practitioners in India, were provided in the Madras Medical College. Post-graduate course in Gynæcology and Obstetrics, Laryngology, Venereology, Dermatology, Anæsthesia and Ophthalmology were started in the Andhra Medical College, Vizagapatam, also. The Madras and Stanley Medical Colleges and the Andhra Medical College have been recognised by Madras and Andhra Universities, respectively, as training centres for higher post-graduate university degrees of M.D. and M.S.

The Lady Hardinge Medical College in Delhi is one of the premier institutions in the country and provides medical education to women only.

Post-graduate Training

In order to promote development of post-graduate education in all branches of Medical Science, the Government of India initiated an Overseas Scholarship Scheme in 1946. In 1947 its scope was enlarged so as to embrace Dentistry and Nutrition. Fifty scholars were sent abroad for post-graduate training in 1946 and 102 including 3 W.M.S. Officers, 13 Dentists and 10 Nutrition workers in 1947.

In order to develop and organise post-graduate education in the country, the Bhore Committee made three important recommendations :

(1) The establishment of an all-India institute to provide under-graduate and post-graduate training of a high order in medical and certain allied subjects with emphasis on research.

(2) The development of training and research in particular subjects in the existing centres of teaching in the provinces on an all-India basis.

(3) The formation of a " Central Committee for Post-Graduate Medical Education."

The All-India Medical Institute is expected not only to produce a reasonable number of teachers, research workers and potential administrators but also to lay down desirable standards of training in medical and certain allied subjects. In 1947 the Government of India appointed an Advisory Committee to advise on the manner in which this Institute should be established. That Committee suggested measures to be taken for its establishment, and also emphasised the importance of a speedy development of training and research facilities in particular subjects at suitable medical colleges all over the country and recommended the appointment of a Sub-Committee for that purpose.

All-India Institutes for Medical Research and Advanced Technical Training

The All-India Institute of Hygiene and Public Health, Calcutta, was established in 1932 to provide facilities for training of public health workers and for research in associated fields. In the beginning, the Institute started with 4 of its 6 projected sections, viz., Public Health Administration, Vital Statistics and Epidemiology, Malariology and Rural Hygiene (now designated as Microbiology) and Biochemistry, Nutrition and Physiologic Hygiene. In 1938 the remaining two sections, viz., Maternity and Child Welfare and Sanitary Engineering, were added. In 1939 the syllabus of the Diploma in Public Health course was revised and the teaching in Microbiology was separated from the Diploma in Tropical Medicine course of the School of Tropical Medicine. In 1945 the academic programme of the Institute was further enlarged by introducing a number of new short courses and by doubling the strength of the existing classes for meeting the larger requirements of Public Health workers for post-war schemes and for the re-settlement of demobilised personnel. In view of the growing importance of statistics, the Statistics Section was separated from the Vital Statistics and Epidemiology Section and a sub-section in Industrial Hygiene was created for training health personnel in Industrial Hygiene and carrying out research in this field. As Public Health Engineering has also assumed great importance, arrangements for a post-graduate course in this subject (Master of Engineering in Public Health) were also made, and it was proposed to start the first course in June 1948. The courses offered and the number of students registered at this Institute during the decennium are given in Table XXXV.

TABLE XXXV

	D.Sc.	D.P.H. (Diploma in Public Health).	D.P.H. & Hy.	D.M. & C.W. (Diploma in Maternity and Child Welfare).	D.M. & C.W. Special	Nutritional Special	Biometric Technique Special.	Malariology	Composite Course	Industrial Hygiene	Laboratory Technique	Public Health Engineering Special.
1937-38	..	25	5	1	..	2	1	..	..	..	..	..
1938-39	1	27	4	1	..	1	..	1	1	..	..	..
1939-40	..	29	2	1	..	..	..	..	..	..	..	..
1940-41	..	28	..	4	..	..	..	..	..	..	..	..
1941-42	..	26	4	..	..	..	..	..	..	..	..	..
1942-43	..	18	2	..	..	..	..	..	..	..	..	..
1943-44	..	22	2	..	..	..	..	..	..	..	..	..
1944-45	..	16	3	..	7	..	..	..	..	..	..	..
1945-46	..	16	4	8	8	..	..	..	..	..	..	..
1946-47	..	38	14	..	..	6	2	..	..	11	19	..
	1	245*	40	15†	15†	9	3	1	1	11	19	..

* All these are women students.

† Two of these are women students.

The Lady Reading Health School, Delhi, is another all-India institute for the training of Health Visitors. It provides a course of 18 months to women who are at least 21 years of age, have passed the Matriculation or its equivalent and have also completed training in Midwifery at a recognised training school. It is affiliated to the Indian Red Cross Society.

The Malaria Institute of India (formerly known as "The Malaria Survey of India") is another all-India institution situated at Delhi. It was first designed to undertake teaching and research but it soon began to be called upon to take up public health work on an increasing scale and to assist Provincial Governments in the investigation of their malaria problems and in the formulation of necessary control measures. The Institute was financed entirely by the Indian Research Fund Association from its inception until 1st April, 1940, when the Public Health Section was taken over by the Government of India. Its research activities continued to be financed by the Indian Research Fund Association till 1st March, 1946, when the Government of India assumed responsibility for this section also.

During the period 1937 to 1947, the Institute imparted instruction in Malariology to Medical Officers of the Army, Central and Provincial Governments, Railways, Industrial concerns, etc. In addition to these regular courses, special short courses were held for the training of engineers, inspectors and technicians in the principles and practice of malaria prevention.

The Calcutta School of Tropical Medicine and Hygiene continued its work as an all-India institute providing advanced instruction and research facilities in tropical diseases.

Organisation

The Medical Council of India has, under the Indian Medical Council Act, 1933, the power to appoint Visitors and Inspectors to examine and report on the standards of instruction and examination in all Medical Colleges. For the guidance of the teaching and examining bodies, the Council has formulated its recommendations on professional education and professional examinations, stating the minimum standard required by the Council for the M.B. B.S. Degree. It has been keeping a close watch on the training in Obstetrics and Gynæcology, as a result of which there has been material improvement in these fields.

For the duration of the war and three years thereafter, the Council has allowed certain concessions to the Licentiates, especially to those who had undertaken military service, for obtaining the M.B. B.S. Degree after further training.

The Council has approved for recognition the degree of all the British Indian Universities as also the Membership qualification granted by the College of Physicians and Surgeons of Bombay. To meet the greatly increased needs of the Army the Council accorded temporary recognition to certain qualifications including those of the Osmania and Mysore Universities.

Among its important recommendations for the improvement of the medical profession in India are the institution of an all-India medical register of recognised medical practitioners and the creation of a General Reciprocity Board for alignment of Indian and foreign medical degrees. Details are under the consideration of the Central Government and the Council.

The Council did not favour indirect reciprocity with Dominions and foreign countries. The qualifications of those countries which did not agree to reciprocate with India directly have been recognised only when granted on or before specified dates. The Council has under consideration the question of starting negotiations for reciprocity with other countries not already on the Schedule.

As a result of negotiations with the General Medical Council, the Indian qualifications approved by the Medical Council of India have, except in certain cases, been recognised for registration in the United Kingdom. These are still under consideration of the General Medical Council.

The Council's recommendations for the withdrawal of recognition in India of certain British qualifications which do not come up to the minimum standard are under the consideration of Government of India.

Nursing

The system of training nurses has been and still is largely a system of apprenticeship rather than education. The concept that the training courses for nurses should be based on educational principles is now being accepted and some progress has been made.

A degree course in Nursing was established at the College of Nursing, Delhi, and the Christian Medical College, Vellore, in 1946. This is a four-year course leading to B.Sc. Degree in Nursing and is designed to produce graduates in Sick Nursing, Midwifery and Public Health work. Post-graduate courses in teaching and nursing administration are also given at the two colleges and at the Government General Hospital, Madras.

Some provinces have started Central Preliminary Training Schools to which candidates are deputed from various hospitals in the Province. The course is usually of three months' duration and students are given elementary training in Anatomy, Physiology, Hygiene and theory and practice of some basic nursing procedure. College of Nursing, Delhi, serves as a practice field for the student sister tutors.

The Central and Provincial Governments, the Rockefeller Foundation, the Red Cross and National Florence Nightingale Memorial Committee have each awarded scholarships for studies in Nursing abroad. In 1946 and 1947, 32 girls were sent to the United Kingdom to receive basic training in Nursing in some of the best training schools in England. Besides these about ten nurses have taken the basic or advanced course in "Public Health" in Toronto or "Public Health Teachers' Course" in London since 1945.

The passing of the Indian Nursing Act in 1947 and the formation of the Indian Nursing Council thereunder opened up many possibilities for improving Nursing Education.

Indigenous Systems of Medicine and Homœopathy

The development of Ayurvedic and Unani medical systems along the lines of modern science has continued. Provincial Governments have instituted or aided a few schools and hospitals for their study and practice. The Bhore Committee* has recommended the establishment of a Chair of History of Medicine in the proposed All-India Medical Institute and has suggested that one of its functions should be to study Indian systems of medicine. The conference of Central and Provincial Health Ministers, which was held in October 1946, strongly supported the adoption of these systems of medicine. Subsequently, the Government of India appointed an Enquiry Committee to enquire and report on the facilities for research and training in the indigenous systems of medicine.

In Assam, the Provincial Government have been giving a grant of Rs. 270 p.m. to Manikul Asram, Gauhati, since 1945, for the development of Ayurvedic Medicine.

The Government of West Bengal is a pioneer in constituting a General Council and State Faculty of Homœopathic Medicine.

In Bombay, the Provincial Government have instituted the R. A. Podar Medical (Ayurvedic) College. The graduates of the College are awarded diplomas by the State Faculty of Ayurvedic systems of medicine.

There are five institutions in Bombay which are recognised for the full courses. Out of these three are permanently recognised, while the recognition of two is only provisional.

The following are the permanently recognised institutions :—

1. R. A. Podar Medical (Ayurvedic) College, Bombay (Government Institution).
2. The Ayurved Mahavidyalaya, Poona (Private Institute).
3. The Aryangla Vedic Mahavidyalaya, Satara (Private Institute).

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*The Bhore Committee (or the Health Survey and Development Committee) was appointed by the Government of India in October 1943 to make (*a*) a broad survey of the existing position in regard to health conditions and health organisation in British India, and (*b*) recommendations for future developments.

The following institutions are provisionally recognised :—

1. The Ayurved Mahavidyalaya, Ahmednagar (Private, recognised till May 1949).
2. U. P. Ayurved Mahavidyalaya, Poona (Private, recognised up to April 1949).

The following institutions are provisionally recognised for the Junior ourse :—

1. The M. G. Ayurved Mahavidyalaya, Nadia (Private, recognised till May 1951).
2. The O. H. Nazar Ayurved Mahavidyalaya, Surat (Private, recognised till May 1950).
3. The Ayurved Mahavidyalaya, Sholapur (Private, full course—provisionally recognised up to April 1950).

In Madras, the teaching institutions of Indian systems of medicine aintained by the Government and private bodies are :—

1. Government College of Indian Medicine.
2. Government School of Indian Medicine.
3. The Venkateswara Ayurveda College, Kalasala, Bezwada.
4. The Venkateswara Ayurveda College, Guntur.
5. The Ram Mohana Ayurvedic College, Guntur.
6. The Arya Vaidyasala, Kottakkal.

In the Government College, 50 students are admitted every year, the inimum qualification for admission being Intermediate. The course is f 5 years.

In the Government School, 100 students are admitted every year. The ourse in theory is of 4 years and the students are required to undergo ractical training as apprentices in the 5th year. Both in the college and chool, provision is made for training in modern Medicine and Surgery so hat students may get a working knowledge of these. The school, which as started in 1925, has so far produced 1,155 L.I.Ms. under different ystems as shown below :—

Ayurveda	Siddha	Unani	Men	Women
844	243	68	1,060	95

The Andhra University has resolved to recognise a course in Ayurveda or the B.A. Degree. The University of Madras is also considering this uestion.

In Orissa, the Government took up the question of establishment of an yurvedic School, control of practitioners of Ayurvedic and Homœopathic ystems and encouragement to these systems by giving suitable subsidies. wo committees have been set up for this purpose, one for Ayurvedic and ie other for Homœopathy.

In the Punjab, the Provincial Government appointed a Committee of nquiry to report on the promotion of the study of Ayurvedic and Unani ystems of medicine. That Committee could not complete its deliberations; ence no steps were officially taken for the progress or development of yurvedic or Unani systems of medicine during the decennium under eview.

Dentistry

On the recommendation of the Bhore Committee, the Government of India introduced in 1947 a Bill in the Indian Legislature to make provision for the regulation of the profession of Dentistry and to constitute Central and Provincial Dental Councils for that purpose.

Bengal is the only Province where there is a Dental Act. The following are the only institutions in India which gave training in Dentistry :

(*i*) Sir Currimbhoy Ebrahim College and Hospital, Bombay.

It is run by the Government of Bombay and is affiliated to the University of Bombay. Students are trained for the course of Degree of Bachelor of Dental Surgery of the University of Bombay and the Diploma of Licentiate in Dental Surgery of the College of Physicians and Surgeons of Bombay (L.D.S., C.P.S.). The minimum educational qualification required for admission is Intermediate in Science (Medical group).

(*ii*) The Nair Hospital Dental College, Bombay.

It imparts training for the Diploma of L.D.S. (Bombay) which is granted by the Nair Hospital Dental Board, Bombay. The minimum educational qualification required for admission is Matriculation.

(*iii*) The Calcutta Dental College and Hospital, Calcutta.

It trains students for the Dental Diploma of the State Medical Faculty of Bengal. The minimum educational qualification required for admission is Matriculation.

AGRICULTURAL AND VETERINARY EDUCATION

The existing provision for agricultural education in its various grades, school, university and research, is as follows :—

Schools

Bengal has two Secondary Agricultural Schools, one at Dacca and the other at Chinsurah. Both are residential and free in regard to accommodation and tuition. Due to the abnormal rise in the cost of living, the monthly stipend was raised from Rs. 10 to Rs. 25 and each student was granted a stipend. The strength of the two schools together was 81 in 1941, 54 in 1943-44, and 90 in March 1945. During 1944-45, Government reduced the two-year course to one year in both the schools to speed up the output of demonstrators required by the Agriculture Department. Instruction was also given at the Basant Kumar Agricultural Institute, Rajshahi, and at the Daulatpur Agricultural Institute, both private institutions. In the final examination held in December 1945, 143 students appeared, all of whom but one came out successful. The last batch of 31 students following the two-year course appeared in the final examination held in June 1946 and of them 27 passed.

In December 1946, 202 students sat for the final examination and got through. Two hundred and five were admitted in the session beginning in January 1947. They included two teachers deputed for training.

There is no separate school of Agriculture in Bihar but the subject is taught in some of the Middle and High Schools of the Province.

In Bombay, Agriculture has been introduced as a craft in about 216 Primary Schools. There are also six Agricultural High Schools in the Province.

With a view to making adequate provision for training in Agriculture for agriculturists in the Province, the Bombay Government have established thirteen Agricultural Schools with a two-year course in Agriculture and allied sciences. Instruction is imparted in these schools in the regional languages of the areas in which the schools are located. There are seven such schools in Maharashtra, four in Karnatak and two in Gujerat. A special feature of these schools is that they have large farms attached to them, the idea being to make them self-supporting. These schools are under the control of the Agricultural Department.

In Madras, there are four Juvenile Labourers' Schools at Anakapalle (South Vizagapatam District), Samalkot (West Godavary District), Coimbatore (Coimbatore District) and Palur (South Arcot District). These schools are intended for providing elementary education for juveniles from 1st to 5th Class and adult labourers employed at the above Agricultural Research Sections. Boys and girls above 7 years are admitted to these schools. Instruction is given in the regional language and no fee is levied.

In Orissa, there was no Government Agricultural School during the period under review. But there were two private schools, one at Parlakimedi and the other at Balangir, where agriculture classes were attached to the High Schools. Facilities were also afforded for training students in agriculture at different Government experimental farms. There was a training class at Cuttack Farm for training students for one year in various branches of agriculture including Dairy and Poultry. In 1941 this developed into a two-year course but was suspended in 1943. A special class was opened early in 1942 for training teachers of Middle English Schools under the District Boards in agriculture. Twelve teachers were trained in the course of 2 years. As a Grow More Food measure, training classes have been opened at different Government farms, viz., Khurda (Puri), Balia (Balasore) and Sambalpur with a one-year course in agriculture for qualifying students for appointment to lower posts in the Agricultural Department.

The United Provinces have three Agricultural Schools, one at Bulandshahr, the second at Gorakhpur and the third at Ghazipur.

Colleges

In Bengal, the Agricultural Institute at Dacca was developed in 1939 into an institution preparing for the Degree of Bachelor of Agriculture. The Institute had on its roll about 19 pupils in 1941 and its expenditure stood at Rs. 1,17,000. In 1945, 21 students were admitted to the first year and 14 to the second year degree course, and 10 students sat for the final examination in March, together with deferred candidates. Plans were prepared for expanding the Institute so as to take in 40 students a year. In 1946, 40 students were admitted and 22 students appeared for the Bachelor of Agriculture examination, out of whom 9 came out successful. In 1947, 8 students out of 15 passed in the final examination.

In 1945 the Bihar Agricultural College at Sabour was opened. The admissions are limited to students who have passed the examination with Physics and Chemistry and the course is of three years. The institution, which is affiliated to the Patna University, had on its roll 87 students in 1947.

A special one-year course for training overseas was also conducted.

In Bombay, there are three Agricultural Colleges. The colleges at Poona and Dharwar are Government institutions and the one at Anand, in Gujerat, is aided by the Government. All the three colleges prepare students for the B.Sc. (Agricultural) Examination. Facilities for post-graduate training in Agricultural and allied sciences also exist at the College of Agriculture, Poona.

There are two Government Agricultural Colleges in Madras, one at Coimbatore and the other at Bapatla. These two colleges provide a three-year course leading to the B.Sc. (Agricultural) Degree, and they are affiliated to the Madras and the Andhra Universities respectively. At the Agricultural College, Coimbatore, facilities for research work also exist.

The number of students admitted into the Agricultural College, Coimbatore, during the period 1937–47, are given below :

1937-38 to 1943-44	..	48 students per year.
1944-45 onwards ..	..	96 students per year.

As a temporary measure, the number of admissions was increased from 1944-45, in order to meet the heavy demand for Agricultural graduates in connection with the Grow More Food campaign.

The Agricultural College, Bapatla, was opened only in July 1945 and the number of students admitted during the period under review was as follows :—

1945-46	..	..	.. 90 students.
1946-47	..	..	.. 94 students.
1947-48	..	..	.. 94 students.

The Government of Madras have also ordered the reservation of three seats in each of the colleges for women candidates. The expenditure incurred in each of these two colleges is between Rs. 3.5 lakhs and Rs. 4 lakhs per year.

In the United Provinces, the Agricultural College, Kanpur, has offered degree and post-graduate courses in Agriculture. In addition, the following private institutions have prepared students for degree or post-graduate education in Agriculture :—

1. Balwant Rajpur College, Agra.
2. Agricultural Institute, Naini, Allahabad.

The latter institute is affiliated to the Allahabad University for teaching B.Sc. (Agricultural Engineering) course also up to Degree standard.

3. Allahabad University. It offers M.Sc. courses in Agricultural Botany and Zoology only.
4. Agricultural College, Banaras.
5. A. S. Jat College, Lakhoti, Bulandshahr.
6. Jat Vedic Agricultural College, Bareaut, Meerut.

Botanical Survey of India provides a two-year training course for personnel in Systematic Botany and Taxonomy at the Royal Botanical Gardens, Calcutta.

Research Institutions

There are three institutions for research, one for Agriculture at New Delhi, the second for Sugar Technology at Kanpur and the third is the Indian Institute of Fruit Technology, Lyallpur.

The Indian Agricultural Research Institute, which was shifted to New Delhi at the beginning of the decennium, provides post-graduate training and facilities for research.

Post-graduate training for two years is provided in the following subjects :—

1. Agricultural Botany with special reference to Plant Breeding and Genetics.
2. Cytogenetics.
3. Crop Physiology.
4. Genetics and Plant Breeding with special reference to Sugarcane.
5. Soil Science and Agricultural Chemistry.
6. Soil Science.
7. Agricultural Chemistry.
8. Soil Microbiology.
9. Entomology.
10. Mycology and Plant Pathology.
11. Agronomy.
12. Agronomy with special reference to Sugarcane.

A diploma is awarded at the end of the course to the successful candidates.

The Institute also provides a one-year course in Plant Protection methods (Mycology and Entomology) and another one-year course in Sugarcane at Coimbatore for which a certificate is granted on satisfactory completion of the course. The Institute also provides for special research work.

The Indian Institute of Sugar Technology at Kanpur is a post-graduate institution for training in Sugar Technology and Sugar Engineering leading to the Associateship and Fellowship diplomas of the Institute. It also provides refresher courses in Sugar Engineering, Sugar Boiling, Milling, Plant Control, Operations, Sugar Storage and Statistical Methods, for men already employed in the industry. From 1947-48 the Agra University has accorded recognition to the Institute as a centre suitable for preparing men for the Ph.D. Degree in Chemistry.

The Indian Institute of Fruit Technology is designed to assist in the development of the fruit preservation industry on an all-India basis with special reference to (1) providing facilities for imparting training both in theory and practice in fruit and vegetable preservation to graduates in Agriculture and/or Chemistry, (2) carrying out higher types of research in the manufacturing and standardising of various fruit and vegetable products, and (3) offering technical advice to the fruit preservation industry and others.

The Diploma course in fruit and vegetable preservation in the Institute is of one year's duration including 3 months' practical training in a factory.

The Government of India have also started a Diploma course of one year's duration for women graduates in Agriculture and/or Science.

Indian Dairy Research Institute, Bangalore

The Imperial Institute of Animal Husbandry and Dairying was started at Bangalore in 1923 for imparting training in Dairying and also giving technical guidance and help to the dairy trade. The name of this Institute was subsequently changed to Imperial Dairy Institute. The Imperial Dairy Research Institute was started on a small scale in 1941 for carrying out scientific investigation on Dairy Chemistry and Dairy Bacteriology. These Institutes functioned separately until 1946 when they were merged into one institution designated the Indian Dairy Research Institute.

The main functions of the Institute are: (*i*) Dairy Education, (*ii*) Dairy Research and (*iii*) Advisory work on scientific matters relating to Dairying. In order to carry out these functions the Institute possesses lands for the cultivation of different fodder crops and maintains a dairy herd of about 475 cattle of Red Sindhi, Gir and Murrah breeds and a dairy for the processing of milk and manufacture of milk products, laboratories and a library and museum. A small dry stock farm at Banampally, which is about six miles away from the Institute, and a Field Research Sub-Station at Anand in Bombay Presidency are also attached to this Institute. The various activities of the Institute are briefly described below :

Dairy Education

The Institute provides a course for the Indian Dairy Diploma and for post-graduate and short-term courses and also trains honorary workers in research methods of Dairy science. The training for the Indian Dairy Diploma is of two years' duration and includes theoretical branches of dairying and also instructional tours. About 60 students drawn from different parts of the country, some of them deputed by Provincial and State Governments, are given training each year. About twelve candidates are given post-graduate training in Dairy science. Three short-term courses, each of three months' duration, are arranged every year for giving general instruction in crop production, feeding and management of dairy cattle, production of milk, etc. Four honorary research workers, who are either M.Sc. or B.Sc. (Hons.), are admitted each year for training in Dairy research.

Dairy Research

The research activities of the Institute are divided into four sections, viz. (*i*) Dairy Husbandry, (*ii*) Dairy Technology, (*iii*) Dairy Bacteriology and (*iv*) Dairy Chemistry. The Dairy Husbandry Section deals with investigations on the breeding of dairy cattle for high milk production, including problems of management, feeding and milk secretion, production of indigenous and exotic grasses, etc. The Dairy Technology Section is engaged in the investigation of problems relating to the production, collection, treatment and transport of market milk and milk products. The main problems in the Dairy Bacteriology Section include studies in the sources of contamination in the production and handling of milk,

bacteriological studies in market milk supplies, platform methods for checking unhygienic qualities of milk, isolation and propagation of dahi (soured or fermented milk) cultures, etc. The Dairy Chemistry Section deals with problems such as analysis of milk and milk products, detection of adulteration of milk and ghee, refining of high acid ghee, etc. In addition to the above research activities, experimental work on the standardisation of the process of manufacturing skim milk powder by the roller process is being undertaken at the Field Research Sub-Station at Anand.

Advisory Work

The Institute offers technical advice to the dairy trade relating to the maintenance of dairy cattle, handling of milk and milk products, etc. Dairy equipment, cattle feeds, etc., sent by manufacturers are tested at the Institute to determine their efficiency or suitability. Assistance is also given to private dairies in the installation of dairy plants and machinery.

In regard to the progress so far made by the Institute, it may be mentioned that pedigreed herds of Red Sindhi and Gir cows and Murrah buffaloes have been built up and some of the animals have won Championship and Super-Championship Prizes at all-India cattle shows. Good bulls produced at the Institute are sold to cattle breeders. High annual yields of about 1,500 maunds and 1,800 maunds per acre have been obtained from Guinea and Napier grasses respectively. Services of the Institute staff have been lent to private dairies to instal their pasteuring plants and help their work more efficiently. The Institute has trained about 400 candidates since 1923.

VETERINARY EDUCATION

In Bombay, the Veterinary College is under the administrative control of the Director of Animal Husbandry and Veterinary Science, Bombay Province. The minimum qualification for admission to the College is Intermediate in Science (B group).

Stockmen's training classes at Poona, Dharwar and Anand imparting training in Veterinary practice have also been started and the duration of the classes is one year.

There are three Poultry Training Classes at Dharwar, Kirkee and Dhulia imparting training in Poultry Farming. The duration of the classes is of three months for short-term course and nine for long-term course.

The Veterinary College at Patna is under control of the Civil Veterinary Department. The course of study is for a period of three years.

Post-graduate courses of three months' duration in advanced Veterinary subjects were imparted to the Subordinate Veterinary staff of the Department during 1942 and 1943.

A proposal for the affiliation of the College to the Patna University and to raise the standard by increasing the period of the course to four years leading to the B.V.Sc. Degree of the University is under consideration.

The Government of the Central Provinces and Berar has established a Veterinary College at Khamaria in Jubbulpore, which trains men for the four-year B.V.Sc. Degree course of the Saugor University. The minimum educational qualifications for admission to the College is Matriculation.

So far, two batches of Stock Supervisors and Stockmen-*cum*-Health Assistants have been trained and 87 Stock Supervisors and 97 Stockmen-*cum*-Health Assistants have been employed for field work. The third batch consisting of 46 Stock Supervisors and 48 Stockmen-*cum*-Health Assistants is now under training.

In Madras, the Veterinary College provides a four-year and one-term course leading to the Degree of B.V.Sc. There is also a two-year course for the training of Veterinary and Livestock Inspectors. Facilities are also given to post-graduate students registered for M.Sc. of the Madras University to undertake research work.

A practical course of training in Poultry Farming, lasting four months, is conducted at the Poultry Research Station, Madras, and the Livestock Research Station, Hosur, from July to October and November to February every year respectively.

Since 1946, a similar training class with a one-year course has been introduced in Orissa.

In the United Provinces, a short-term training of three months' duration is arranged for the training of Veterinary Compounders. Two classes of six months' duration are run for the training of stockmen. Three months' practical training courses in Poultry Farming are held at the Government Central Poultry Farm, Dilkusha (Lucknow). Practical training courses in Poultry Farming are also held at the Departmental Poultry Farms at different places in the Province.

Indian Veterinary Research Institute, Izatnagar and Mukteshwar

Post-graduate courses for training in Animal Husbandry and Veterinary Sciences are also organised at the Indian Veterinary Research Institute.

The courses are as follows :—

1. Three months' post-graduate refresher course in Veterinary Science.

Training is imparted to holders of a degree or diploma from a recognised Veterinary College in Pathology, Bacteriology, Immunology, Protozoology, Helminthology, Entomology, Biochemistry and Statistics.

2. Eight months' advanced course in Animal Husbandry.

Admission to this course is generally restricted to officers of Provincial Animal Husbandry Departments, possessing a degree or diploma. This course consists of training in mixed farming and fodder production, management of pedigree herd, general management of herds and flocks, animal nutrition, poultry husbandry, animal genetics and production and grading of wool, hides and skins.

3. Advanced course in Poultry Husbandry.

This course is restricted to graduates in Agriculture, Veterinary Science or holders of diploma in Dairying who have undergone a Provincial course in Poultry Husbandry. Training is imparted in poultry diseases, poultry genetics, nutrition and farm management.

4. Poultry Farm Manager's course.

This is a three months' course for those who have undergone a year's training in Poultry Husbandry in the Provinces.

5. In addition, a short course of three months' duration in Artificial Insemination is given to Agriculture and Veterinary Science graduates.

6. Associateship of the I.V.R.I.

This is granted to graduates who remain at the Institute for a period of not less than two years and carry out original research work and submit a thesis.

There are also short courses for the training of stock assistants in various Provinces and States. Non-Matrics are eligible for such courses.

FORESTRY

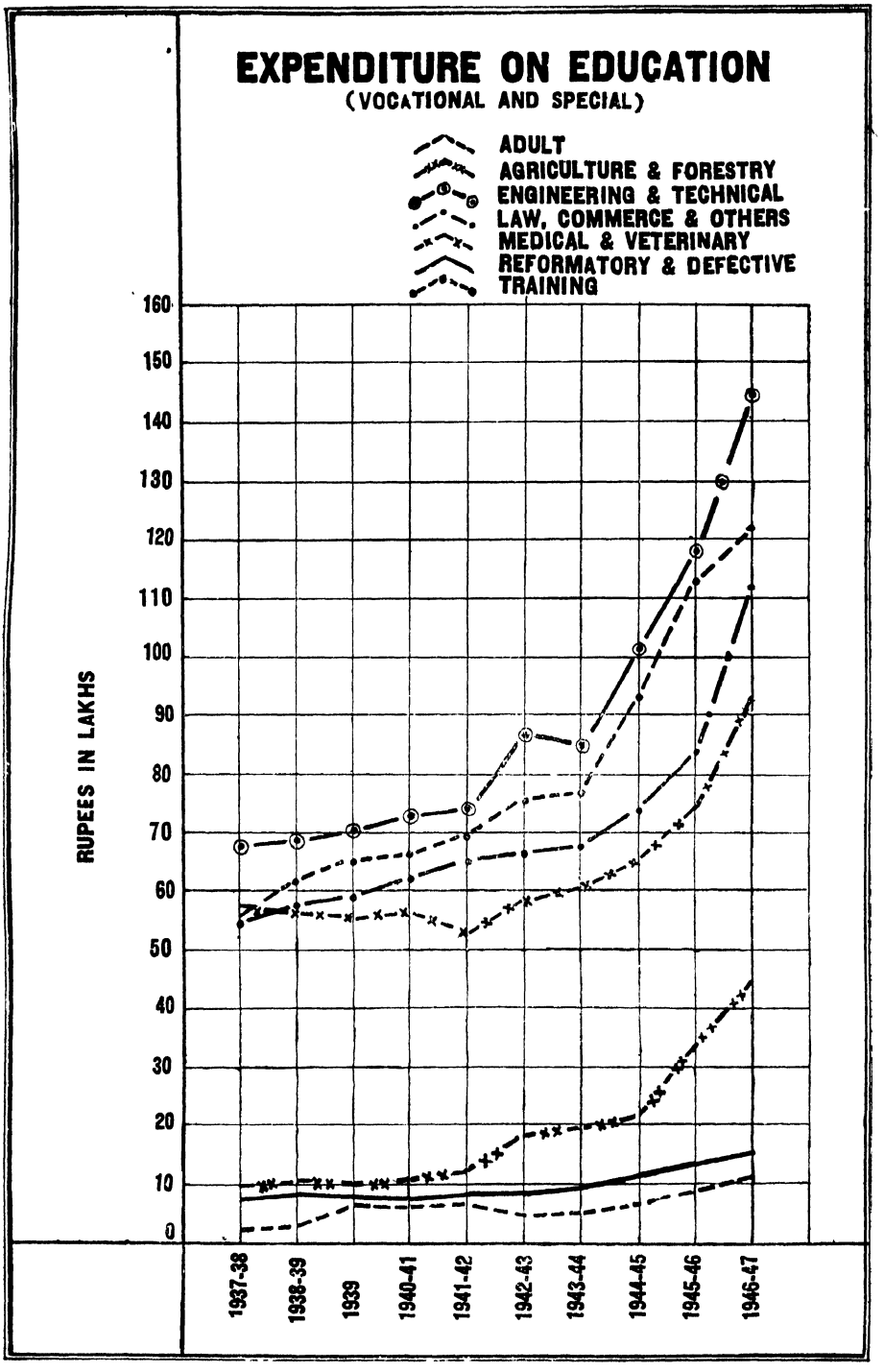
For the Forest Rangers' training there are two colleges, one at Coimbatore and the other at Dehra Dun. The former which was closed in July 1939 has now been taken over and is being run by the Government of India. The Indian Forest College, Dehra Dun, provides for higher grades of training required for the Superior Forest Services. Training is for two years and admission is confined to candidates who are deputed by Provinces and States and guaranteed gazetted employment on completing the course. Owing to increasing demand from States and Provinces, the training facilities were to be expanded from April 1947.

The Forest Research Institute at Dehra Dun is the most important institution of its kind in India and carries out high-grade research in problems connected with rearing and protecting the forests, and utilising the timber and other products more efficiently and profitably. The Institute publishes a journal "Indian Forester" giving detailed information regarding forests and conservation of wild life.

In the Central Provinces and Berar, a Forest Guards' Training School was established in Betul District in 1947, for giving elementary training in Sylviculture, Utilisation, Forest Law and Fire Protection. Fifty students are trained at a time. The course covers a period of 6 months. So far 92 students have been trained.

In Bombay, the Balaghat Forest School started in 1907 continues to train subordinates for appointment as Foresters and Deputy Rangers in the Subordinate Forest Service. It accommodates 50 students. The course extends over a period of one year. The course of studies includes Sylviculture, Forest Protection, Forest Utilisation, Forest Law, Departmental Organisation and Accounts, Surveying, Forest Engineering, Forest Management and Botany. Some lectures on Public Health, Agriculture and Veterinary Science are also arranged every year.

Fig. 35


EXPENDITURE ON EDUCATION
(VOCATIONAL AND SPECIAL)
ADULT
AGRICULTURE & FORESTRY
ENGINEERING & TECHNICAL
LAW, COMMERCE & OTHERS
MEDICAL & VETERINARY
REFORMATORY & DEFECTIVE
TRAINING
RUPEES IN LAKHS
160
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
0
1937-38
1938-39
1939
1940-41
1941-42
1942-43
1943-44
1944-45
1945-46
1946-47

CHAPTER XI

MISCELLANEOUS

Pre-Primary Schools—Nursery and Kindergarten

THE need for Nursery Schools has been increasingly felt during recent years. Some efforts have been made to provide for this need, but present provisions are still below standard and inadequate, though several good schools have been started by women workers, and some Christian Mission Schools and most of the Anglo-Indian and European Schools maintain Kindergarten Departments. Paucity of trained women teachers is, however, the real obstacle to the development of Nursery Schools.

In Assam, there are three Pre-Primary Schools, the Sisu Vidyalaya, Sylhet, the Nursery School at the Government House, Shillong, and the St. Joseph's Convent Infant School at Shillong. They are all open to children of age-group 3 to 7. The school programme consists of play with realistic toys, simple games and occupations like picture-pasting, threading of beads, etc. The schools, however, are inadequately equipped in respect of apparatus, facilities for medical examination, space, comfort and trained teachers.

The Mission Girls' Middle English School at Nowgong and the Mission Girls' High School at Golaghat have also Infant classes attached to them and their equipment and training are reported as satisfactory.

In Bengal, the most important Nursery School has been the Jitendra Narayan Roy Infant and Nursery School at Calcutta. It is open to children between 2 and 7½. Other Nursery Schools in Calcutta, Berhampore, Asansol, Jalpaiguri, etc., are conducted mostly by private women workers. In addition, there are some well-managed Montessori or Kindergarten Departments attached to ordinary High and Middle Schools in Calcutta and outside. Every one of them has a fairly large number of children on its roll and it carries on its work under the supervision of specially trained teachers. Most of the European Schools in Bengal have also Kindergarten Departments.

In Bihar, a Kindergarten School, known as the Public Elite School, was started during the decennium by the Hindustan Scouts Association and is reported to be very popular. All Anglo-Indian and European Schools except one have a Kindergarten class. Besides these, there are three Kindergarten Schools for Indian children maintained by the Roman Catholic Mission at Betiah. A similar school has been newly started at Madhubani Ashram in the District of Champaran.

In Bombay, no separate Nursery or Kindergarten Schools have been reported. An Infant class has, however, been attached to every Primary School.

In the Central Provinces and Berar there is a Montessori School at Nagpur and another at Amraoti.

In Madras, Nursery Schools were opened during the period by Municipal Councils and private bodies. The number of Nursery Schools working in various parts of the Province during 1946-47 was 17. The Besant Theosophical School at Adyar has continued its Infants' Section, where the Montessori method is followed.

In the North-West Frontier Province, there are Kindergarten classes in two girls' schools.

In Orissa, a Kindergarten Department is attached to the Mission Girls' High School at Balasore. The Anglo-Indian and European Schools also have Kindergarten Departments.

In Sind, almost all district towns have Kindergarten and Montessori Schools run by private bodies.

In the United Provinces, there is one important institution for children only, viz., the Rajghat School and Children's Hostel at Banaras. Another school in the Province is the Montessori School at Lucknow.

In the Centrally Administered Areas, the Sophia School at Ajmer has a Montessori class for infants as well as Kindergarten Department.

Delhi has one notable school, the Happy School, which has also a Teachers' Training Department for Nursery Teachers. Generally the schools for Anglo-Indians and Europeans in these areas have each a Kindergarten section, and Indian schools have an Infant class.

Nursery Teachers' Training

The places where training facilities for Nursery teachers exist are Madras, Punjab, Sind and Ajmer-Merwara.

In Madras, the Nursery School Association conducts a training school at Vepery.

In the Punjab, a Kindergarten training class was opened at St. Bede's College for Women, Simla, in March 1942. The Nursery training class attached to St. Dennis School, Murree, was closed down during 1944-45, as it is reported not to have attracted suitable candidates in sufficient numbers.

In Sind, the Training College for Men at Hyderabad has a Montessori training class.

In Ajmer-Merwara, the Savitri College for Girls has a Kindergarten training department.

In Bombay, the two European training institutions for women prepare candidates for the Departmental Kindergarten Examination. Provinces like Bengal have to send their Nursery teachers, European and Indian, for training to other Provinces.

RESEARCH INSTITUTES

The Indian Institute of Science, Bangalore

The Indian Institute of Science provides facilities for post-graduate study and research in Physics, Pure Chemistry, Applied Chemistry, Organic Chemistry, Biochemistry, Fermentation Technology, Electrical Technology, Electrical Communication Engineering, Aeronautical Engineering, Internal Combustion Engineering and Metallurgy. There is also provision for the teaching of Electrical Technology, Electrical Communication Engineering, Aeronautical Engineering, Chemical Engineering and Metallurgy leading to Diplomas of the Institute.

Department of Physics

It has a specially well-equipped laboratory for research in Optics and Spectroscopy. Facilities also exist for investigations in Magnetism, Magneto-optics, *X*-rays, Electron-diffraction, Ultra-sonics, Physical Mineralogy, and Crystallography. The annual intake of students is approximately 10.

Department of Pure and Applied Chemistry

A special course in Chemical Engineering is offered. Facilities are available for study and research in Physical, Inorganic, Organic and Applied Chemistry, Bacteriology, Fermentation Technology and Chemical Engineering. Facilities for investigation on semi-commercial scales form a special feature. The Chemical Engineering Section has been expanded during 1946-47 and a new building has been provided for it.

A laboratory has been started to carry out pharmacological investigations and testing of synthetic drugs and natural products. The total intake of students during 1946-47 was 38.

Department of Biochemistry

Facilities are provided for carrying out fundamental and applied research relating to Enzyme Chemistry, Hormones, Vitamins, Food Chemistry and Technology, Chemistry of Dairy Products, Animal Nutrition and certain aspects of the chemistry of Agriculture and Sanitation. The total intake of students in the Department during 1946-47 was 15.

Department of Electrical Technology

It provides advanced courses of instruction leading to a Diploma in Electrical Technology and a Diploma in Electrical Communication Engineering and affords facilities for carrying out original investigations in these subjects. The total intake of students in the Department during 1946-47 was 46.

The equipment includes a valuable and up-to-date collection of electrical machinery, plant and apparatus, radio, telephone and telegraph equipment.

Department of Aeronautical Engineering

It offers an advanced (post-graduate) scientific and technical training in Aeronautics on lines similar to those obtaining in Europe and America. The total intake of students in the Department during 1946-47 was 4.

The Department is of recent growth and is equipped with a return circuit closed wind tunnel with a working cross-section of 7 feet by 5 feet with air speeds up to 200 miles per hour. It is proposed to add a structures laboratory, a hydrodynamic laboratory and several new wind tunnels of other types for special purposes. Contact is maintained with the Hindustan Aircraft, Limited, the only aircraft factory in India.

Departments of Internal Combustion Engineering, Power Engineering and Metallurgy

They have just been started and are still in a formative stage. The courses arranged are of fairly advanced standards. It will, however, be some time before these new departments are in full swing.

The Central Workshop

It has been recently re-organised to provide instruction in workshop practice to all students of the Institute. It is expected that scientific apparatus, precision instruments and fittings required by the various departments for their research work would be made as far as possible in this workshop.

Miscellaneous

The Library contains about 36,000 volumes of books and journals. Classes in German and French are held for students with a view to assisting in attaining such knowledge as would enable them to read technical journals in these languages.

A Bureau of Industrial and Statistical Information has been opened at the Institute with effect from the 15th of February, 1946, to collect and disseminate such information to scientific organisations and industries in India.

An important aspect of research development in the Institute during the period under review was the growth of industrial research which has of late been receiving considerable attention. A large number of research schemes of industrial importance, on plastics, catalytic synthesis, synthetic drugs, electro-chemistry, vegetable oils and fats, industrial fermentations, are being investigated in many cases on a pilot plant scale.

The total teaching staff of the Institute consists of 8 Professors, 5 Assistant Professors and 24 Lecturers.

The total expenditure of the Institute during 1946-47 amounted to Rs. 26.13 lakhs and the budget estimate of expenditure for 1947-48 was Rs. 86.21 lakhs.

The Institute formulated a 4-year development plan which was put into operation in 1946-47. The plan envisages :

(*a*) promotion of education and research in aerodynamics and aeronautical designs,

(*b*) extension of research facilities in the field of Communication Engineering, including Frequency Modulation, Picture Transmission, Radar and Microwave Propagation, etc.,

(*c*) development of Pure and Applied Research in the field of Metallurgy,

(*d*) establishment of a Traction Engineering Section, High Voltage Engineering Laboratory and expansion of teaching and research facilities in the Department of Electrical Technology,

(*e*) establishment of a Power Engineering Department,

(*f*) expansion of research facilities in food technology, antibiotics, sanitation chemistry and food nutrition in the Department of Biochemistry,

(*g*) expansion of research facilities in the fields of Nuclear Physics, Low Temperature and Applied Physics,

(*h*) fundamental research bearing on the structure of molecules in regard to Synthetic Fuels, Hypolymers and Drugs, Theoretical and Applied Electro-chemistry, Utilisation of Indian Minerals, Researches in Photo Chemistry and Synthetic Hydrocarbons, and investigations on a pilot plant scale in Organic Chemical industry.

The Indian Association for the Cultivation of Science, Calcutta

It is a purely research institute for researches in Physics and Chemistry, the subjects being *X*-ray and Crystal Structure, Magnetism, Metallography, Applied Optics with special reference to the scattering of Light and Raman Effect, Fluorescence and Absorption Phenomena and the Chemistry Hypolymers.

During 1946-47, a development plan submitted by the Committee of Management was approved by the Government of India. The plan seeks to create five new Departments, viz., General Physics and Optics, Theoretical Physics, Organic Chemistry, Inorganic Chemistry and Physical Chemistry. It is proposed to carry out investigations on the Physics and Chemistry of Hypolymers. Effect has already been given during 1947 to the plan partially by the appointment of two new Professors. The library is also being expanded, with a wider range of periodicals and standard books of reference. The scheme for development, for which generous grants have been sanctioned by the Government of India, is not yet in full operation.

The present site and buildings at Bowbazar Street are inadequate to house a laboratory designed to meet the proposed requirements and, therefore, a site measuring about 9.64 acres has been acquired for the Association at Jadavpur through the West Bengal Government. It is expected that actual construction work may begin in September 1948.

The National Institute of Sciences of India

The National Institute of Sciences of India, established in January 1935, primarily to promote natural knowledge in India, including its practical application to problems of national welfare and to effect co-ordination between scientific academies, societies, institutions and Government scientific departments and services, was recognised by the Government of India in 1945 as the "premier scientific organisation in the country." The Institute is temporarily housed in the Science Buildings of the Delhi University, but Government have sanctioned a grant for a permanent building and allotted a site for it.

The Institute also receives from the Government of India an annual recurring grant for meeting expenses of administration, for award of Research Fellowships, and for aiding publications of the Institute as well as other scientific publications.

Besides its own Research Fellowships, carrying emoluments of Rs. 500 and Rs. 350 per mensem respectively for Senior and Junior Fellows, the Institute administers Imperial Industries (India) Research Fellowships, each of which carries a value of Rs. 400 per mensem. Between December 1945 and August 1947 the Institute awarded 19 Research Fellowships.

At monthly meetings of the Institute, papers recording results or methods which constitute substantial additions to scientific knowledge are presented and discussed and later published in its Proceedings and Transactions. The Institute had been publishing Indian Science Abstracts, an annotated Bibliography of Science in India, up to 1939, but it is stated that the publication has been suspended since then owing to the difficulties of getting printing paper. The Institute supports over thirty scientific journals in the country by making grants-in-aid from funds at its disposal.

It is a purely research institute " devoted to the fuller investigation of the many ever-opening problems of the Nascent Science which includes both life and non-life, with the application of methods of science to problems of Agriculture, Industry and Medicine." The specialised branches in which research is conducted are Physics and Biophysics, Inorganic Chemistry, Organic Chemistry, Biochemistry, Plant Physiology, Plant Breeding and Cytogenetics, Microbiology and Anthropology. The principal lines of research are :—

Physics

Nuclear fission and disintegration, Artificial Radio Activity, Large Air Showers, Production of Cosmic Ray bursts and penetrating showers in different absorbing media, *X*-ray diffraction, methods for the study of Solid and Liquid states and structure determination of large molecules of biological origin and of their polymers, application of spectroscopy for study of absorption spectra of biological substances and identification and quantitative estimation of elements present as impurities in organic compounds, production of Ultra-sonics and study of their application in Biology, Industry, etc.

Biophysics

Properties of natural and artificial membranes, Bioelectric Potentials, Electrophoresis, Effect of Ultra-violet and other shortwave radiations and neutrons on living tissues.

Chemistry

Study of plant products, their isolation and synthesis, Effect of manurial treatment on growth and yield of plants of economic importance, Soil and Plant Tissue analysis, Radio-Chemistry.

Plant Physiology, Plant Breeding and Cytogenetics

Plant physiology, plant growth, respiration and transmission of excitation.

Microbiology

Study of antibiotic substances, retting of fibres, fungal infection of cereals and tropical fruits.

The Bose Institute is one of the few institutions in India where biophysical investigations of a fairly high order have been undertaken. The work done on Cosmic Rays and Nuclear Physics has already been recognised.

The following series of investigations were undertaken (1944-45) with grants received from outside bodies :—

1. Setting up of a generator of powerful Ultra-sonic Waves, cutting and testing of quartz plates for the radio industry (B.S.I.R. Scheme).
2. Applied researches in microbiology, investigations on vernalisation of paddy and production of desirable strains of Yeast by selection and hybridisation (Bengal Immunity Co. Grants).
3. Investigations on Class production (Raymas Corporation Scheme).

The research activities during the period include breeding of long stapled disease-resistant cotton suited for cultivation, production of new mutants of jute by irradiation with *X*-rays, *V*-rays and neutrons, nutritional requirements of cinchona plants and the possibility of acclimatising these plants for growth in the humid tropical plains of India.

The Indian Statistical Institute, Calcutta

The Institute has been receiving regular annual grants from the Government of India since 1935. The Institute is at present a leading centre of statistical study and research. It is giving organised courses of lecture and instruction and is also conducting examinations and granting Certificates of Proficiency. It publishes reports and bulletins. It has also been undertaking field work on behalf of Provincial Governments, etc., for special *ad hoc* investigations on a payment basis.

With a view to meeting the growing need of the country in respect of statistics it was considered necessary to establish as soon as possible a well-organised Statistical Institute with adequate facilities for the training of Statisticians, for collecting and collating statistical data and for undertaking statistical work in connection with various schemes of national development. Government were of opinion that the best course would be to re-organise the Indian Statistical Institute with the object of enabling it to fulfil the purposes in view. With this end in view, a scheme of re-organisation has been under consideration which envisages placing the administration of the Institute on a sounder footing and giving it an adequate grant to enable it to fulfil its purpose.

The Bhandarkar Oriental Research Institute, Poona

The Institute celebrated its Silver Jubilee in 1942-43. It is carrying on its monumental work on the Mahabharata which has elicited international recognition and co-operation. The British Academy made a token grant towards its cost, while from the United States of America Professor Edgerton helped in the editing of one of the volumes, for the publication of which the Government of Bombay made a special grant of Rs. 10,000. Other notable features of this Institute which continued to be developed or maintained are its Oriental Series, its research journal known as the Annals, its Post-Graduate Lectures for the Bombay University, and its Library of more than 10,000 rare volumes on Indology and allied subjects.

The Royal Asiatic Society of Bengal

Founded in 1784, the Royal Asiatic Society of Bengal, Calcutta, is the oldest literary, cultural and scientific society in the East, with the exception of the Bataviassch Genoots-chap van kunsteen en Wetenschappern. Its scope was defined by the founder in these words : "The bounds of investigations will be geographical limits of Asia and within these limits its enquiries will be extended to whatever is performed by man or produced by nature."

The Society possesses a rich and valuable library divided into 4 sections, General, Sanskritic, Islamic and Sino-Tibetan. Apart from its value as a reference and research library in various branches of Indological and Scientific studies, the Society owns a particularly rich collection of manuscripts ranging from the seventh to the nineteenth centuries. The total

number of such manuscripts in the Sanskritic languages alone is about 27,000 representing a variety of subjects such as literature from the early Vedic times, Philosophy, Law, Grammar, History, Geography, Astronomy, Mathematics, Medicine, Art, Architecture, Music, Theology and Religion. Similarly, in the Islamic Section the Society has more than 6,000 manuscripts ranging from the twelfth to the nineteenth centuries bearing on a variety of subjects, as in the case of Sanskrit. In spite of wartime difficulties these activities continued unabated during the first part of the decade. Up to 1943 Government of India had sanctioned a special grant of Rs. 5,200 for the preservation of old manuscripts and books, but ever since 1943 the Central Government made substantial financial grants to the Society, viz., Rs. 32,500 between the years 1943-44 to 1946-47 for effecting improvements in the Library and general administration, and for publication work.

The Vishveshvaranand Vedic Research Institute, Hoshiarpur

The Institute was formerly registered in Lahore in 1936. Its membership is entirely non-sectarian. It is devoted to the study of the Indian heritage, especially the Vedic period. A Vedic work-concordance, materials for which cover no less than 45 lakhs of entry cards, probably the most voluminous data ever collected in this line, a Universal Vedic Dictionary in ten volumes, a Philological Lexicon, a critical edition of the North-western Recension of the Valmiki Ramayana are the main works on which the Institute has worked since its foundation.

The main projects of the Institute are preparation and publication of the Vedic Concordance and a Vedic Dictionary. The progress in both these works was steady and well-set according to the scheduled programme. The Institute expects to complete the publication of the Vedic Concordance by March 1953, while the Vedic Dictionary will take a longer period for its completion.

Association of Scientific Workers of India

The Association of Scientific Workers of India was launched by the Indian Science Congress held in Delhi in January 1947 with the following objects :—

(*i*) to work for the most effective use of scientific method for the welfare of society as a whole,

(*ii*) to improve and safeguard the economic interests and social status of all scientific workers in India,

(*iii*) to participate in all fields of activities in furtherance of and relevant to the above objects.

Persons holding a Bachelor of Science Degree or Diploma of equivalent status in any branch of natural and social sciences and technology of a recognised University or Institution of equivalent rank can become members, and any one who is working in a technical capacity under the supervision of a person qualified for the full membership of the Association can become an associate member.

The Association has branches throughout India and is affiliated to the World Federation of Scientific Workers.

Educational and Social Service Organisations

The Central Advisory Board of Education constituted a Special Committee in 1940 to review the work of various all-India organisations of education and social service. The Report* of the Committee, known as the Report on Social Service and Public Administration, was considered by the Board at their annual sessions in 1941† and 1942‡. One of the important recommendations of the Report was the foundation of an All-India Council of Social Service with an Institute of Research attached to it.

A brief and comprehensive account of the activities of the existing associations, official and non-official, All-India and Provincial, is furnished in Appendices L§, A (c)||, A (c) ¶ and A (a) (iii)** to the Proceedings of the 10th, 11th, 12th and 13th Meetings respectively of the Central Advisory Board of Education in India.

Of the voluntary organisations, some are mainly educational or social, while others are of a composite character. A rough classification of them on this broad principle is given in Appendix W†† to the Proceedings of the Eighth Meeting of the Central Advisory Board of Education.

Not all the organisations are able to realise their avowed all-India range in their activities. Some of them are more or less of local importance, while others are truly of an all-India character and even international in the scope of their work. There is likewise a difference in the range of their objectives. Some are confined to communal or religious denominations while others are non-denominational and non-communal.

Of special note among such organisations are the Missionary bodies, Christian, Hindu, Muslim and others. Though primarily religious in origin and inspiration, they have rendered distinctive service to the causes of education and social amelioration. The credit for a large portion of this work belongs to the Christian Mission taken as a whole.

A survey of the work conducted by these organisations taken together reveals gaps, duplications and even frictions and antagonisms. Furthermore, their methods of work are still based more on their philanthropic sentiment, old rule-of-thumb or amateur methods than on a scientific study of the problems involved.

It is to meet this need for a scientific study and co-ordinated work that the Committee of the Central Advisory Board of Education proposed the formation of a Central Council of Social Service with a Research Institute attached to it. The Board, however, observed that " it might not be feasible in the immediate future to set up such a Central Body ". As

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* Bureau of Education, Pamphlet No. 8.

† Page 5, Bureau of Education, Pamphlet No. 8.

‡ Pages 10 and 11, Bureau of Education, Pamphlet No. 8.

§ Pages 47–68, Bureau of Education, Pamphlet No. 22.

|| Pages 21 and 22, Proceedings of the Eleventh Meeting of the Central Advisory Board of Education, January 1945.

¶ Pages 29–33, Bureau of Education, Pamphlet No. 32.

** Pages 25–28, Bureau of Education, Pamphlet No. 41.

†† Pages 65 and 66, Proceedings of the Eighth Meeting of the Central Advisory Board of Education, January 1943.

there were difficulties in the way of early realisation of this proposal, the Board suggested that " in each Province and other large administrative areas, every effort should be made without delay to stimulate and co-ordinate the work of the various Social Service Agencies, both voluntary and official, and to arrange for the training of social service workers of all grades*."

The formation of the Central Body nevertheless continues to be a part of the suggested scheme of post-war educational reconstruction†.

Mechanical Aids to Learning (other than Broadcasting)

Graphic Illustrations, Maps, Models, Charts, Pictures thrown on a screen by a Magic Lantern or Epidiascope, Movies, Photographs, Laboratory Demonstrations, etc., which are all used in schools and colleges, are not mere means of entertainment but aids to better learning. The lack of these mechanical aids in modern schools and colleges has come to be regarded as a real deficiency.

In Assam, apart from the usual maps, graphs and charts, no facilities are reported to be generally available. A few schools, however, have gramophones, epidiascopes and magic lanterns with slides. The last item could not be used in most of the schools for want of carbide.

In Bengal, every school is required under the new Matriculation syllabus to maintain a Science Laboratory, and it is reported that some schools have also provided themselves with Magic Lanterns and Epidiascopes. During the period under review, Travelling Cinematograph Shows provided by the Publicity Department were also reported to have been of highly educative value.

In Bihar, Magic Lantern pictures and educational films continued to be shown in some schools especially in the Mission Schools.

In Bombay, Department of Visual Instruction has been organised and placed under a Special Deputy Educational Inspector. This officer supervises the working of Magic Lanterns maintained by the Department and arranges for the preparation and distribution of slides and lecture notes. He also holds a training course in Visual Instruction for secondary teachers at the Secondary Training College, Bombay, guides teachers and Inspecting Officers in lantern lecturing work and delivers lantern lectures.

Apart from Magic Lanterns for showing slides, the Department possesses projectors for films as well as a generator.

In the Central Provinces and Berar some colleges as well as High and Normal Schools are reported to be equipped with Epidiascopes or Magic Lanterns.

In Madras, the Magic Lantern and Cinematograph were used much more outside schools and among the general public than within schools and for pupils. However, four schools in Madras City have their own projectors. Standard size films were exhibited by arrangements with local picture houses in different parts of the city under the auspices of an *ad hoc*

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* Page 11, Proceedings of the Seventh Meeting of the Central Advisory Board, January 1942.

† Page 86, Report of Post-War Educational Development in India by the Central Advisory Board of Education, 1944.

Committee for Visual Education constituted by the Madras City Headmasters' Association in 1945. The films consisted of educational "Shorts" distributed by the Information Films of India. The *ad hoc* Committee arranged for the grouping of the schools according to their strength and location and the capacity of the picture house serving the area and for organising an essay competition among the pupils to judge their reaction to the films exhibited. The scheme continued only up to the early months of 1946, when the local branch of the Information Films of India was closed.

In Orissa, apart from charts, posters, maps, globes, etc., provision has been made in some schools for instruction by means of Epidiascopes and Magic Lanterns.

In Sind, Visual Instruction was imparted through Magic Lantern slides which were circulated among the institutions.

In the United Provinces, Visual Instruction Association of Lucknow, which is a private organisation, lends its cinma projector to a few schools which apply for it. Besides, the Education Expansion Department of Government has a travelling Cinema Van which is used for purposes of Adult Education.

In the Centrally Administered Areas, a portable cinema is maintained by the Education Department in Ajmer for showing Red Cross and other educational films in rural areas. Some High Schools are reported to make use of the gramophone for speech training and correct pronunciation. Many schools are equipped with Magic Lanterns.

With a view to collecting educational films from within and outside India for use in educational institutions in general, a Central Film Library was set up in the Department of Education, Government of India, during the period under review. The Library possesses its own projectors and is slowly developing into an all-India centre for the distribution of educational films.

EDUCATIONAL BROADCASTS

Educational Broadcasts became possible in India when the Government of India created a Broadcasting Department in 1935 which established All-India Radio Stations at New Delhi, Calcutta, Bombay, Madras and other principal towns serving various linguistic areas.

In November 1937, in deference to the wishes of the University of Calcutta and the Education Department of Bengal, the Calcutta station was authorised to broadcast half-hour programmes for schools on two days in the week. Other stations followed, and now educational broadcasts have become a universal feature of the Indian Broadcasting system.

The value of these broadcasts and the growing interest of schools and colleges in them are shown by the increasing number of radios installed in these institutions. The sets have been bought by private subscriptions where they were not supplied by Local Authorities or Government.

Educational Broadcasts have been guided by Local Advisory Committees at each of the Broadcasting centres. A Central Advisory

Committee consisting of the Educational Adviser and other educational experts was also constituted to advise the All-India Radio.

School Hours, Holidays and Vacations

The problem of right hours for school work and right seasons and durations of vacations and holidays is important as affecting the health and mental energies of children and youths in schools and colleges. Climatic conditions and seasonal operations in rural areas vary from Province to Province and necessarily determine the hours of daily work and the periods of vacations. Religious and social customs also vary and determine the incidence of holidays. There cannot, therefore, be a single uniform pattern of working hours, holidays and vacations for the whole country. Suitable variations have, therefore, been made from Province to Province. Special vacations relating to economic operations in rural areas are also allowed in some Provinces.

Primary schools in Bihar have the option of giving an agricultural vacation when the children have to assist their parents in harvesting. Likewise, Coorg allows its rural schools a vacation during the paddy season.

Religious holidays account for a large proportion of school holidays. Consideration of school programmes and time tables prevent the division of these holidays into general and communal. Consequently, numerous vacations and holidays have considerably reduced the number of working days.

The following statement shows briefly the number of holidays in various grades of institutions in each Province :

TABLE XXXVI

Name of Province	Type of Institutions	Number of Holidays excluding Sundays	Hours of Work	REMARKS
Assam ..	Primary	45 days	..	Village schools may grant up to 66 days if children are required to work in fields.
	Middle	66 days	..	
	High	76 days	..	
Bengal ..	Primary, Middle and High.	85 days	..	7 Hindu festivals and 12 Muslim festivals.
Bihar .	Recognised High Schools.	87 days	..	
	Aided Schools.	Prescribed from time to time by Education Department.	..	

TABLE XXXVI—*concld.*

Name of Province	Type of Institutions	Number of Holidays excluding Sundays	Hours of Work	REMARKS
Bombay ..	High	42 days in summer and 21 days for Diwali.	5 hours for 5 days in the week and 3 hours for 1 day in the week.	
C. P. and Berar.	Vernacular and A.V.	60 days in summer and 10 days for Diwali.	5 hours of study per day.	
N.-W. F. P.	Primary	42 days in summer and 10 days in March or April.	High—30 hours per week.	
	High and Middle.	2 vacations not exceeding 42 days.	Class I—18 hours Classes II and III—21 hours. Class IV—24 hours per week.	Special periods for vacations among Hill Tribes.
Punjab ..	Primary	2 vacations not exceeding 49 days.	Class I—16 hours Classes II and III—21 hours. Class IV—24 hours per week.	
	High	60 days from end of July.	30 hours per week	
Lower Sind	High	42 days in summer and 28 days in winter and Sundays.	..	
Upper Sind	High	56 days in summer and 21 days in winter.	..	
U. P. ..	Primary, Middle and High.	.. 49 days in summer and 7 days in Christmas.	4 hours a day 5 hours for 6 days in the week and 4 hours in April, May and July.	
Baluchistan	Primary	In winter areas 56 days in winter and 7 days in summer.	Class I—16 hours Classes II and III—19 hours. Class IV—24 hours per week.	
	High	..	In summer areas 45 days in summer, 30 hours weekly.	

Quite as important as the number of working hours is the distribution of working time. In the hotter areas of the country, morning hours have been recommended as an improvement on the present system of work during the middle hours of the day, viz., from 10 a.m. to 4 p.m.

The Central Advisory Board of Education considered this question at its Eighth Meeting in January 1943 and observed that in addition to the careful attention given to it by Provincial educational authorities, a full and expert examination may lead to valuable results*. This question was further considered by a Committee appointed by the Board in 1945 to consider the conditions of service of teachers.† The Committee came to

* Page 13, Proceedings of the Eighth Meeting of the Central Advisory Board of Education, 1943.

† Bureau of Education, Pamphlet No. 36.

the conclusion that each Province should arrange the time both of school session and of holidays according to its convenience and requirements. The Committee, however, recommended that each working day should be divided into two sessions, each session consisting of not less than 2 and not more than 2½ hours.

It is significant that certain investigations in the Province of Bengal have led to the conclusion that the hours of work in schools and other Educational Institutions should in Provinces like Bengal be 7 a.m. to 12 noon during winter and 6-30 a.m. to 11-30 a.m. during summer* The annexure to the Report of the Committee to consider the conditions of service other than the Remuneration of Teachers containing the views of the experts on planning of school hours and holidays will be of interest in this context.†

OTHER FEATURES

Chiefs' Colleges

An account of the Chiefs' Colleges which were originally intended for the education of the sons and relatives of the Chiefs and Princes of India was given in Chapter IX of the Eleventh Quinquennial Review of Education in India, 1932–37. During the decennium important changes have been made in the internal life and discipline of the Colleges on the lines of Public Schools, and these colleges now admit other students also besides sons of Princes and Chiefs.

Public Schools

The most important Public School in India is the Doon School situated at Dehra Dun in the United Provinces. His Excellency the Governor-General is the President of the Board of Governors. The school begins with pupils of the post-primary standard and trains them up to the standards of the Cambridge Higher Certificate Examination, the Intermediate Examination of the United Provinces and some Indian Military services. English is the medium of instruction from the lowest class upwards.

A notable event during the period under review was the formation in June 1939 of the Indian Public Schools Conference for the purpose of promoting the growth of residential High Schools in India. This organisation is reported to be still confined to seven schools.

Anglo-Indian and European Schools and Colleges

The education of Anglo-Indian and Domiciled Europeans in India continued to be conducted in special institutions in all grades, under the direct control of Provincial Boards formed for this purpose and presided over by Provincial Ministers of Education. The Inter-Provincial Board, formed during the quinquennium 1932–37 and consisting of Provincial Ministers of Education (or their deputies) and nominees of Provincial Governors and the Central Government, continued to function during the period under review. The Secretary to the Board is the Chief Inspector of Anglo-Indian and European Schools in India. The Board holds annual meetings to discuss problems relating to its sphere of education.

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* Page 25, Bureau of Education, Pamphlet No. 36.
† Pages 25–27, Bureau of Education, Pamphlet No. 36.

Table XXXVII shows the number of Anglo-Indian and European Institutions with their enrolment and expenditure.

TABLE XXXVII

Number of Anglo-Indian Institutions, Enrolment and Expenditure, 1937-38

Province	Number of Recognised Institutions		Enrolment		Expenditure on Institutions	
	Males	Females	Males	Females	Males	Females
					Rs.	Rs.
Assam ..	1	3	298	261	55,262	50,956
Bengal	32	36	6,805	5,777	10,63,894	6,57,263
Bihar ..	4	13	364	964	81,257	1,33,384
Bombay	13	19	2,318	3,071	4,13,658	4,95,888
C. P. and Berar	15	21	1,247	1,723	1,41,700	1,49,013
Madras ..	33	44	5,503	6,166	7,22,349	6,78,911
N.-W. F. P.	1	..	163	..	10,224	..
Orissa ..	2	1	338	146	43,548	6,545
Punjab ..	13	18	1,516	1,480	4,13,089	3,30,543
Sind	1	2	283	312	48,687	45,129
United Provinces ..	16	34	2,867	4,132	8,25,009	8,60,119
Ajmer-Merwara ..	4	5	348	403	56,602	36,510
Baluchistan ..	..	..	..	..	..	..
Bangalore ..	7	10	1,426	1,809	1,87,924	1,42,203
Delhi	..	2	..	307	..	54,313
Minor Administrations.	3	7	468	1,217	95,825	84,956
TOTAL ..	145	215	23,944	27,768	41,59,028	37,25,733
GRAND TOTAL ..	360		51,712		78,84,761	

Notes :—(1) Indirect Expenditure on all institutions incurred by the above-mentioned Provinces/Centrally Administered Areas is Rs. 1,77,417; Rs. 19,51,606; Rs. 1,43,348; Rs. 3,99,302; Rs. 1,78,097; Rs. 13,84,937; Rs. 150; Rs. 44,126; Rs. 2,63,460; Rs. 15,825; Rs. 9,20,468; Rs. 10,450; Nil; Rs. 1,97,883; Rs. 60,311; Rs. 24,674; respectively. Total Indirect Expenditure is Rs. 57,72,054.

(2) There are no Anglo-Indian and European Institutions in Coorg.

TABLE XXXVII—*contd.*

Number of Anglo-Indian Institutions, Enrolment and Expenditure, 1941-42

Province	Number of Recognised Institutions		Enrolment		Expenditure on Institutions	
	Males	Females	Males	Females	Males	Females
					Rs.	Rs.
Assam	1	3	447	269	1,12,634	1,34,081
Bengal	32	36	5,961	5,237	12,06,647	6,99,090
Bihar	7	10	617	845	1,12,713	1,03,846
Bombay	14	18	3,041	3,235	5,31,890	5,44,893
C. P. and Berar ..	17	19	1,467	1,593	1,64,890	1,41,075
Madras	33	45	5,951	5,893	8,96,261	6,67,786
N.-W. F. P. ..	..	1	..	173	..	12,930
Orissa	2	1	360	152	45,796	10.382
Punjab	12	21	1,492	2,190	3,95,120	3,74.413
Sind	1	3	379	251	59,331	52,485
United Provinces ..	14	32	2,995	4,368	9,22,594	9,07,724
Ajmer-Merwara ..	9	6	600	451	1,90,706	50.405
Baluchistan ..	2	..	261	..	61,054	..
Bangalore ..	7	10	1,582	2,068	2,16,344	1,42,728
Delhi	..	2	..	412	..	56,745
Minor Administrations.	1	7	262	1,170	30,275	88.602
TOTAL ..	152	214	25,415	28,307	49,46,255	39,87.185
GRAND TOTAL ..	366		53,722		89,33.440	

Notes :—(1) Indirect Expenditure on all institutions incurred by the above-mentioned Provinces/Centrally Administered Areas is Rs. 48,617; Rs. 24,62,800; Rs. 1,51,687; Rs. 5,47,571; Rs. 2,10,312; Rs. 11,55,246; Nil; Rs. 40,183; Rs. 2,96,077; Rs. 21,050; Rs. 10,18,395; Rs. 24,473; Nil; Rs. 2,61,467; Rs. 32,005; Rs. 37,029; respectively. Total Indirect Expenditure is Rs. 63,06,912.

(2) There are no Anglo-Indian and European Institutions in Coorg.

TABLE XXXVII—*concld.*

Number of Anglo-Indian Institutions, Enrolment and Expenditure, 1946-47

Province	Number of Recognised Institutions		Enrolment		Expenditure on Institutions	
	Males	Females	Males	Females	Males	Females
					Rs.	Rs.
Assam	1	3	424	241	1,19,119	80,649
Bengal	30	32	6,862	5,822	18,22,993	10,93,376
Bihar	9	8	650	749	1,83,682	1,44,200
Bombay	15	19	3,104	3,149	7,22,447	7,73,602
C. P. and Berar ..	16	22	1,371	519	2,17,064	2,73,592
Madras	31	45	6,513	7,699	6,91,910	8,17,258
N.-W. F. P. ..	..	1	..	234	..	24,675
Orissa	2	1	355	155	54,650	11,963
Punjab	11	19	1,554	2,162	5,86,895	6,12,836
Sind	1	2	627	297	1,28,830	67,849
United Provinces ..	14	30	3,120	4,276	15,14,564	13,46,701
Ajmer-Merwara ..	7	8	495	501	2,66,877	1,10,298
Baluchistan ..	1	..	194	..	37,951	..
Bangalore ..	8	10	1,773	2,452	2,45,189	8,43,835
Coorg	..	..	..	..	..	..
Delhi	..	3	..	1,010	..	1,20,677
Minor Administrations.	1	7	319	1,501	37,971	1,33,806
TOTAL ..	147	210	27,361	30,767	66,30,082	64,55,317
GRAND TOTAL ..	357		58,128		1,30,85,399	

Non-European children have also been admitted to these institutions, particularly in the lower grades.

The percentage of trained teachers in these schools was 75.3 in 1941-42 and 73.4 in 1946-47, as against 72.6 in 1937-38.

The number of teachers employed in the Anglo-Indian and European Schools is given in Table XXXVIII.

TABLE XXXVIII

Teachers in Anglo-Indian and European Schools, 1937-38

Province	Trained Teachers in Schools		Untrained Teachers in Schools	
	Males	Females	Males	Females
Assam	..	26	..	1
Bengal	227	282	182	161
Bihar	24	46	7	21
Bombay	81	163	44	55
C. P. and Berar ..	33	69	26	21
Madras	295	378	58	67
N.-W. F. P. ..	9	..	..	..
Orissa	12	7	9	3
Punjab	74	101	23	32
Sind	9	10	4	10
United Provinces ..	100	241	21	69
Ajmer-Merwara ..	10	16	4	8
Baluchistan	..	..	..	..
Bangalore	56	90	37	24
Coorg	..	..	..	..
Delhi	..	22	..	2
Minor Administrations	22	45	8	25
TOTAL ..	952	1,496	423	499
GRAND TOTAL ..	2,448		922	
PERCENTAGE OF TRAINED TEACHERS ..	72.6			

Teachers in Anglo-Indian and European Schools, 1941-42

Province	Trained Teachers in Schools		Untrained Teachers in Schools	
	Males	Females	Males	Females
Assam	..	29	..	..
Bengal	250	279	182	148
Bihar	36	43	11	18
Bombay	126	192	41	35
C. P. and Berar ..	46	59	31	22
Madras	328	405	53	74
N.-W. F. P. ..	..	5	..	5
Orissa	16	9	7	5
Punjab	62	144	22	36
Sind	4	12	13	11
United Provinces ..	122	270	16	72
Ajmer-Merwara ..	36	20	14	12
Baluchistan	13	..	2	..
Bangalore	70	106	25	12
Delhi	..	29	..	3
Minor Administrations	10	45	6	29
TOTAL ..	1,119	1,647	423	482
GRAND TOTAL ..	2,766		905	
PERCENTAGE OF TRAINED TEACHERS ..	75.3			

TABLE XXXVIII—*concld.*

Teachers in Anglo-Indian and European Schools, 1946-47

Province	Trained Teachers in Schools		Untrained Teachers in Schools	
	Males	Females	Males	Females
Assam	8	21	6	2
Bengal	245	255	209	176
Bihar	31	37	20	14
Bombay	130	200	34	37
C. P. and Berar ..	52	83	25	42
Madras	253	398	65	79
N.-W. F. P. ..	..	7	..	3
Orissa	15	6	8	7
Punjab	78	153	9	33
Sind	13	17	17	9
United Provinces ..	186	252	27	48
Ajmer-Merwara ..	29	23	15	17
Baluchistan	12	..	1	..
Bangalore	71	102	37	26
Coorg	..	..	..	.
Delhi	..	44	..	6
Minor Administrations	11	53	6	19
TOTAL ..	1,105	1,651	479	518
GRAND TOTAL ..	2,756		997	
PERCENTAGE OF TRAINED TEACHERS ..	73.4			

These schools are reported to be of good standard. The Primary Schools invariably have Kindergarten and Nursery Section. The Secondary Schools provide Manual Training and Instruction in Domestic Science.

All the institutions attach considerable importance to Physical Culture and Medical Inspection. They are mostly residential and well-provided with scholarships. They train their pupils either for their own High School Examination or the Cambridge Local Examinations, Junior and Senior.

A few of these institutions present candidates also for the Intermediate, B.A., B.T., and Diploma Examinations of Indian Universities. St. Edmund's College, Shillong, has, in addition to its school and college departments, a B.T. Class for the training of Anglo-Indian and European teachers. In the Punjab, the Lawrence College at Ghora Gali and the Bishop Cotton School at Simla prepare their pupils for the Intermediate Examination of the Punjab University. In the United Provinces, there have been four Arts Colleges of this character.

Mention may be made of the more important institutions in the Punjab, for the training of European and Anglo-Indian teachers, viz., the Chelmsford Training College for Men at Ghora Gali, which draws pupils from all over India, the St. Bede's College for Women at Simla, and the Kindergarten Training class at the St. Dennis School at Murree.

An important event of the decennium was the appointment of a Commission in August 1945, by the Inter-Provincial Board, for the purpose of carrying out a survey of Anglo-Indian Education in India with a view to its post-war reconstruction. The Commission submitted its report in 1946.*

EDUCATION IN THE ARMY, NAVY AND AIR FORCE

Army

Educational schemes in the Indian Army for the decennium under review fall roughly into four distinct phases, namely—

Pre-war educational schemes (1937–39).

Wartime educational schemes (1939–45).

Release period educational schemes (1945–46).

Post-war educational schemes (1946 onwards).

The object of education in the Army is to develop the mental and moral qualities required for a soldier. Educational training has always been an integral part of military training and it prepares the soldier for duties he will be called upon to carry out in war. It also aims to return the soldier to civil life as a better man and citizen. This important consideration has always been kept in view and has only been modified to suit local and existing conditions during the four phases referred to above.

The pre-war curriculum was not comprehensive, as it included mainly Urdu in Roman script, Mathematics and Map Reading. The educational standard of the recruits in those days did not warrant any increase in the standard of the Indian Army Certificate of Education, and the curriculum had definitely a military bias.

With the outbreak of war and the consequent expansion of the Indian Army, it was found that the old curriculum was not entirely suitable to the needs of the Army. The revision of the curriculum was, however, left to be taken up after the war. It was also found that formal education for the Indian Army Certificate of Education was not possible because of the conditions obtaining as a result of the outbreak of war. Therefore, the pre-war curriculum was attenuated and educational subjects of a wider nature were included in the training. The principle underlying the wartime educational scheme was that it was essential to give the soldier some idea of things happening in the world and around him and that this should not be done as a leisure-time activity but in the "King's time." Another feature of wartime education was that instruction was to be given by Regimental Officers and Junior Commissioned Officers and not by Officers of the Army Educational Corps. Wartime education included discussions on current affairs and on post-war reconstruction problems.

On the cessation of hostilities in 1945, it was clear that a large number of service men would have to be returned to civil life from the Army. In order to prepare them for this, a scheme was drawn up, called the Release Period Education, for those who would not be retained in the Army.

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* Report of the Commission appointed by the Inter-Provincial Board for Anglo-Indian and European Education.

The main features of the Release Period Educational Scheme were :—

(*a*) Education in current affairs, citizenship, rural and urban developments, etc.

(*b*) Study of Indian languages up to the literacy stage and beyond. Study of English up to the standard of Indian Army Special Certificate of Education.

(*c*) Courses in business, commercial and secretarial subjects.

(*d*) Short courses in theory and practice of teaching as applied to the education of children.

(*e*) Hobbies and Handicrafts.

(*f*) Agriculture and Gardening.

(*g*) Any other educational activity, using "educational" in its widest possible sense, that can be undertaken within station.

(*h*) Correspondence courses.

In the meantime, the work of revising the existing syllabus for the Indian Army Certificate of Education was being carried out and late in 1946 the new syllabus, which is substantially different from the old one, was given shape. The object in revising the syllabus obtaining in the civilian educational institutions was in equating the Indian Army Special Certificate of Education with the Matriculation standard. All subjects of military or quasi-military nature were taken out of the curriculum and academic subjects were included. In 1947, the Release Period Educational Scheme came to an end and the Army adopted the new syllabus gradually.

Until the outbreak of the war the educational schemes of the Indian Army were run by British Officers of the Army Educational Corps who were seconded to the Indian Army with the help of Junior Commissioned Officers attached to the Army Educational Corps. During the war it was found necessary to attach Indian Commissioned Officers to the Army Educational Corps in order to run the educational scheme. These officers gradually took over the responsibilities of Indian Army Education from British Officers of the Army Educational Corps. In 1947, a new Corps was formed consisting of Officers, Junior Commissioned Officers and Havildars. The Corps is now functioning though it is not up to the full strength required. The Indian Army Education Corps is a combatant Corps and members thereof receive basic military training.

Navy

Prior to 1939, education in the smaller Royal Indian Navy of the day was concerned with the preparation of ratings for the educational qualification necessary for promotion to leading rate and with the educational side of instruction in the training programme of Seamen and Stoker Boys, Artificer Apprentices and Communication Ratings. Warrant Officers and Petty Officer Schoolmasters performed this task.

As the last war developed, the Navy expanded and technical training establishments essential to a modern Navy were established. As these were developed, the educational side of training increased in character. Higher standards of instruction necessary for such training were attained in the various Technical Schools.

At the end of the war necessary instruction in Mathematics and Science was being imparted to higher rates of all branches, Seamen, Stokers and Communication Ratings, Engine Room Electrical and Ordnance Artificers, Shipwright Apprentices and Radio Mechanics and Ratings of the Radar Branch. This instruction was continued in the post-war years.

Educational standards for advancement were also revised during the years of war. Examinations are now held twice a year for the two Standard Naval Educational Examinations—Educational Test I (E.T. I) and Higher Educational Test (H.E.T.). E.T. I is an elementary examination in Language and Mathematics. It may be answered in either English or Roman Urdu.

The following subjects are offered for the H.E.T. Examination :—

(*a*) Arithmetic and Mensuration.

(*b*) English and General Knowledge.

(*c*) History.

(*d*) Geography.

(*e*) Algebra, Geometry and Trigonometry.

(*f*) Mechanics.

(*g*) Electricity and Magnetism.

(*h*) Navigation.

This examination has been recognised by Universities and the Government of India as equivalent to Matriculation. This is a qualification necessary for promotion to Warrant rank in the Navy.

During 1946-47 courses of instructional technique were organised for instructional officers of all branches.

Information rooms and general libraries were developed during the early years of the war and have continued to be maintained. Reference and Unit Libraries have also been distributed to all Training Establishments.

To maintain the standard of instruction necessary in the Navy, the Schoolmaster Branch has been reorganised and the Instructor Branch R.I.N. has been formed. This consists of Commissioned and Warrant Officers who are responsible for the general education of ratings and for the educational side of all training afloat and ashore.

Air Force

All trades in the Air Force require ability to read, write and express in English which is still the medium of instruction in all subjects.

During the war recruits came in with either Matriculation or pre-Matric standards of qualifications.

In order to ensure uniformity and a minimum of requisite efficiency the recruits are, for the first few months of their services, given intensive training in General English, Mathematics, Geography, Current Affairs and Citizenship. When they have been absorbed in their specific trade group,

their general education continues alongside their trade education. Before an airman or an N.C.O. is reclassified or confirmed in his rank in a particular trade, he is also required to pass two Educational Tests :—

1. R.I.A.F. Educational Test for reclassification as Leading Aircraftman.	English, Mathematics, General Knowledge.
2. R.I.A.F. Educational Test for promotion to the rank of Sergeants.	English, Mathematics, General Knowledge, Airmanship, Administration.

The Education Branch of the R.I.A.F. is responsible for the general education of the airmen and officer cadets under training.

Besides educational training from the service point of view, every service man is encouraged to carry on private studies through correspondence courses of well-known institutes. Every facility is given for preparation for the external examinations of Indian and Foreign Universities. During the war approximately 2,000 airmen were enrolled as students of different technical and commercial institutes in India and United Kingdom.

ORIENTAL STUDIES

Apart from the study of Oriental classics and classical languages like Sanskrit, Persian and Arabic in modern schools and colleges and University research departments and research institutes, Oriental studies have been pursued in institutions of a more or less traditional character. These are the Tols, Pathshalas, Mullah Schools, Maktabs, etc., which teach the Scriptures, Literature and Sciences like Astronomy, Astrology, Medicine, etc.

In Assam, there are over 200 Elementary Sanskrit Schools, the Tols, which are of the standard of Primary Schools. There is also a Middle Sanskrit School at Jorhat.

The higher grades of institutions in the Province are the Government Sanskrit College at Sylhet and the Sanskrit Colleges at Nalbari and Jorhat. The Kamrup Sanskrit Sanjivani Sabha also continued to do useful work in Sanskrit Education.

The Assam Sanskrit Association, first constituted in 1926, has been an examining body awarding diplomas and titles in Sanskrit learning.

In 1946-47, special funds were provided by the Government for the spread and improvement of Tol Education, and an Assistant Director for Sanskrit Education was appointed.

For Islamic learning, there have been several schools, the Madrasahs, Maktabs and Mullah Schools. The Government Madrasah at Sylhet prepares candidates for the several grades of the Junior, High, Intermediate, Final and the Title Examinations.

In Bengal, the same general system of Oriental studies obtains. The Sanskrit College at Calcutta has an Oriental Section which is the most notable of the Tols in the Province. The Sanskrit Association conducts examinations of the various grades of Adya, Madhya and Upadhi, at which several thousands are reported to appear every year.

For Islamic learning, among the Maktabs and other institutions, the Calcutta Madrasah is the most important centre. Examinations in Islamic learning are conducted by the Central Board of Madrasah Examinations and the awards are Alim, Fazil and post-graduate titles.

In Bihar, the same general scheme obtains as elsewhere. Sanskrit and Islamic studies are each under the control of a Special Superintendent who advises the Director of Public Instruction. The Dharam Samaj Sanskrit College at Muzaffarpur and the Madrasah Islamia Shamsul Huda at Patna are the outstanding institutions in Sanskrit and Islamic studies, respectively. A Committee under the chairmanship of the Maharaja of Darbhanga is considering the question of reorganisation of Sanskrit Education in this Province.

In Bombay, the general system of Pathshalas and Maktabs continues. Some of the Pathshalas train candidates for higher examination of the Calcutta Sanskrit Association and Elementary and Intermediate Examinations of the Government Sanskrit College at Banaras.

The instruction imparted in the Maktabs is mainly restricted to the reading of the Koran.

Provision for advanced research in Oriental learning is made in the Deccan College and the Mimamsa Vidyalaya, both at Poona, the Bhartiya Vidya Bhawan at Bombay and at other institutions. Notable among the modern research institutions are the Bhandarkar Oriental Research Institute at Poona and the K. R. Cama Oriental Institute at Bombay.

In Madras, the general pattern of Oriental learning is the same as elsewhere. The number of Oriental colleges for men and women in 1946-47 was 27 as against 22 in 1941-42. Of these, 17 were Sanskrit Colleges for Men, 2 Sanskrit Colleges for Women, 5 Arabic Colleges and 3 Tamil Colleges.

In Orissa, there have been two colleges for higher Sanskrit learning, one at Puri and the other at Parlakimedi. The former is maintained by Government and the latter by the Maharaja of Parlakimedi. All Sanskrit examinations are conducted by the Orissa Association of Sanskrit Learning and Culture established in 1940-41. In 1945-46, there were 115 Sanskrit Tols and 43 Primary Sanskrit Schools.

For higher Islamic learning, the Madrasah Sultania at Cuttack is the only institution in the Province. Examinations in Islamic learning continued to be conducted by the Madrasah Examination Board of Bihar.

In the Punjab also the same general system obtains as elsewhere. The Madrasahs and Pathshalas are mostly unrecognised and unaided institutions. For higher Sanskrit and Islamic learning the University maintains the Oriental College at Lahore.

In Sind, five Sanskrit Pathshalas are reported to have continued during the period under review.

In the United Provinces, Oriental institutions consist of Sanskrit Pathshalas and Arabic Madrasahs. For the former, there is a Board of Sanskrit studies, with the Principal of the Government Sanskrit College, Banaras, as the Chairman. The Board organises courses of study. There is also an Inspector of Sanskrit Pathshalas. Besides these Pathshalas,

there is a Government Sanskrit College at Banaras, the most important institution for higher Sanskrit learning in India, founded by the East India Company in 1791.

There is also a Board of Arabic and Persian Studies to advise Government in matters relating to Arabic Madrasahs and an Inspector of Arabic Madrasahs to inspect and supervise them.

In modern vernacular literature, the Hindustani Academy at Allahabad, which is partly maintained by Government, is worthy of note. It is an institution for the development of Hindi and Urdu literature.

In the Centrally Administered Areas, the same system of Oriental schools obtains as in the Provinces, and many of them are unrecognised institutions.

TEXTBOOK COMMITTEES

The following is an account of the more important activities of the Provincial Textbook Committees.

In Assam, the Central Textbook Committee for the Province was recognised in 1939, with an increased non-official membership. A system of non-returnable registration fee was also introduced for the submission of textbooks with a view to preventing the submission of inferior works. The system, however, was reported to have failed in its object.

Besides the Central Textbook Committee, there are two other Committees for the selective books for the Hill Districts of the Province.

In Bengal, in 1939, a whole-time Reader from the Provincial Education Service was appointed as Secretary to the Provincial Textbook Committee and a new Committee was appointed for three years. The Committee was reconstituted in 1942 and again in 1945. In 1942-43, the Secretary prepared under instructions from the Committee, two notes—one on the use of colloquial Bengali in Textbooks, and another on controversial points in Indian History. The latter note has been sent to certain leading historians for opinion.

A Sub-Committee is also reported to be engaged on the question of translating English and foreign terms into Bengali.

In Bihar, besides the Provincial Textbook Committee, there has been since 1937-38, a special Hindustani Textbook Committee which was appointed by Government for the purpose of preparing textbooks in Hindustani up to the Matriculation standard in both Nagri and Persian scripts and also a Hindustani Dictionary, Grammar and Glossary of Technical Terms. The work of this Committee has been taken over, since March 1944, by the main Textbook Committee.

The Textbook Committee has not been functioning since 1943-44, as it was decided that textbooks prescribed for use in schools with effect from the session 1944 would continue for five years. It has also been decided to transfer the power of prescribing textbooks for Classes VIII and IX of High Schools, so far exercised by the Education Department, to the University with effect from 1949 session.

In Bombay, there are four School Book Committees and a Provincial Board for Education in Hindustani for consideration of books in the regional languages. In addition, the Provincial School Book Committee, of which the Director of Public Instruction is President, considers books used in Secondary Schools.

In Madras, the rules of the Textbook Committee were revised in 1940 and the system of registration of publishers after payment of a fee of Rs. 200 was introduced.

In the North-West Frontier Province, since 1938, the system of "Sole Textbooks" in all subjects was being put into force, and by 1942, such textbooks were provided by the Textbook Committee for all subjects in Urdu, Arabic, Sanskrit, Hindi and Punjabi. Its purpose is reported to be to minimise the expenditure on textbooks and to eliminate books which accentuate communal differences.

In Orissa, a Textbook Committee was set up in 1936, soon after the creation of the Province. It was reconstituted in 1938 but suspended in May 1942, its powers being then vested in the Director of Public Instruction.

In the Punjab, the activities of the Provincial Textbook Committee, which is known as the Advisory Board for Books, languished particularly during the first half of the decennium on account of financial stringency and the policy of the Education Department not to change textbooks for some time. The Board also maintains a film library from which films are loaned to educational institutions.

In Sind, there have been four Textbook Committees, known as the School Book Committees, for the four language-groups, English, Sindhi, Urdu-Persian-Arabic and Gujerati-Marathi-Hindi-Sanskrit.

In the Centrally Administered Areas, Delhi and Coorg had Textbook Committees for textbooks of Primary and Middle Grades.

In 1943, the Central Advisory Board of Education appointed a Committee to examine the steps that should be taken in the interests of educational efficiency and economy to improve the planning, production and selection of textbooks and other literature for the use in educational institutions in the country. The Report submitted by the Committee was accepted by the Board in January 1944 and forwarded by the Central Government to Provinces for their guidance in dealing with the problems relating to school textbooks.

CHAPTER XII

THE CENTRAL ADVISORY BOARD OF EDUCATION

ORIGINALLY constituted in 1921 but abolished two years later in 1923 on the recommendation of the Indian Retrenchment Committee, the Central Advisory Board of Education was revived over a decade later in 1935, and reconstituted so as to represent all schools of opinion, official and non-official, the Education Departments of the Provinces, the Indian Universities and the Central Legislature. Provision was made later to see that women and Indian statesmen were also represented. The principal functions of the Board are to offer expert advice on any educational question that may be referred to them by the Government of India or by any Provincial Government and to call for information and advice regarding educational developments of special interest or value to India with a view to circulating it with suitable recommendations to the Central and Provincial Governments. The constitution of the Board at the end of the decennium was as follows :—

(*a*) The Hon'ble Member in charge of the Department of Education (Chairman). On occasions when he is unable to preside over a meeting of the Board, he has the right to appoint an acting Chairman.

(*b*) The Educational Adviser to the Government of India.

(*c*) Twelve members to be nominated by the Government of India, of whom four must be women.

(*d*) Five members of the Legislative Assembly to be elected by the Assembly.

(*e*) Three members of the Inter-University Board nominated by the Board.

(*f*) A representative of each Provincial Government, who shall be either the Minister in charge of Education (or his deputy) or the Director of Public Instruction (or his deputy) or such other person as the Provincial Government may nominate in this behalf.

(*g*) Five members to be nominated by the Government of India to represent the Indian States.

The tenure of office of non-official members is three years.

The Board is at liberty to form Standing and *ad hoc* Committees and the Chairman has power to appoint to the *ad hoc* Committees such persons also who may not be members of the Board but possess special knowledge and experience of the problems which the Committees are to examine. The Board has so far set up the following Standing Committees :—

(1) Basic Education Committee.

(2) Secondary Education Committee.

(3) Further Education Committee.

(4) General Purposes Committee.

(5) Women's Education Committee.

During the period under review (1937-47), eleven meetings of the Board were held in various important centres in India, and their proceedings have been published.

The dates of the various meetings and a brief account of the important discussions that took place are given below :—

	Name of Chairman	Date	Place
Third Meeting ..	The Hon'ble Kunwar Sir Jagdish Prasad.	28th January, 1938.	New Delhi.
Fourth Meeting ..	Do.	3rd December, 1938.	New Delhi.
Fifth Meeting ..	The Hon'ble Sir Girja Shankar Bajpai.	6th and 7th May, 1940.	Simla.
Sixth Meeting ..	Do.	11th and 12th January, 1941.	Madras.
Seventh Meeting ..	The Hon'ble Sir Maurice Gwyer.	14th and 15th January, 1942.	Hyderabad (Deccan).
Eighth Meeting ..	The Hon'ble Sardar Jogendra Singh.	14th and 15th January, 1943.	Lucknow.
Ninth Meeting (Special Meeting).	Sir Maurice Gwyer	13th, 14th and 15th October, 1943.	Dehra Dun.
Tenth Meeting ..	The Hon'ble Sardar Sir Jogendra Singh.	19th, 20th and 21st January, 1944.	Baroda.
Eleventh Meeting ..	Do.	16th, 17th and 18th January, 1945.	Karachi.
Twelfth Meeting ..	The Right Rev. G. D. Barne	24th, 25th and 26th January, 1946.	Mysore.
Thirteenth Meeting ..	The Hon'ble Shri C. Rajagopalachari.	9th, 10th and 11th January, 1947.	Bombay

*Third Meeting (January 1938)**

At this meeting the Board considered (*i*) the Report of the Vernacular Education Committee on certain questions connected with the administration and control of Primary Education in India, (*ii*) the Report of the Women's Education Committee on the curriculum of Girls' Primary Schools in India, and (*iii*) the Abbott-Wood Report on Vocational Education in India.

The Board approved the first two reports subject to certain observations, and they were forwarded to Provincial Governments and other authorities for such action as they might consider necessary.

* Proceedings not made public.

While considering the Third Report, discussion mainly centred round the Wardha Education Scheme. During the discussion so many issues arose that a further examination was felt desirable. The Board accordingly decided to appoint a Committee to examine the scheme of educational reconstruction incorporated in the Wardha Scheme in the light of the Abbott-Wood Report and other relevant documents.

Fourth Meeting (*December* 1938)*

At this meeting, the most important item for consideration was the Report† of the Wardha Education Committee, which met under the Chairmanship of the Hon'ble Mr. B. G. Kher, Premier and Education Minister of Bombay. The Board generally approved all the recommendations made by this Committee, and a copy of the Report, together with a summary of the discussion, was forwarded to all Provincial Governments for consideration and such action as they might think necessary. As certain points in connection with the Wardha Scheme required further consideration, the Board appointed another Committee to examine these issues.

Another important question for discussion at this meeting was the removal of illiteracy, Adult Education and Village Libraries. The Board felt that this important problem required examination on an all-India basis and accordingly appointed a Committee for the purpose.

Fifth Meeting (*May* 1940)‡

While considering the action taken by Provincial Governments and Local Administrations on the recommendations of the Vernacular Education Committee, the Board noted with satisfaction that several provinces had taken action on the lines suggested in the Report, while others had appointed Committees to assess the problem raised. In view of the importance of this matter the Educational Commissioner with the Government of India (later designated as Educational Adviser to the Government of India) was asked to collect information regarding any further developments in the provinces and report again to the Board.

The Board also considered the Report of the Adult Education Committee appointed at its previous meeting and adopted 17 recommendations out of 26.§ With regard to the remaining nine, it made certain valuable observations. The Report was forwarded to the Provincial Governments for consideration and such action as they might deem necessary.

Another important document considered by the Board at this meeting was the Report of the Second Wardha Education Committee.‖ The Board generally adopted all the recommendations except the one relating to contribution by the Central Government to Provincial Governments to meet not less than half of the approved net recurring expenditure on Basic Education in each Province. While the majority of the members of the

* Proceedings of the Fourth Meeting of the Central Advisory Board of Education.
† Bureau of Education, Pamphlet No. 6.
‡ Proceedings of the Fifth Meeting of the Central Advisory Board of Education.
§ Pages 17 and 18, Report of the Adult Education Committee.
‖ Bureau of Education, Pamphlet No. 6.

Board accepted the view of the Committee, the official members representing the Government of India expressed their inability to commit Government in any way. The representative of the Legislative Assembly attending the meeting also felt himself precluded under the existing circumstances from supporting the Committee's recommendation. One or two members, while in favour of the principle that the Central Government should make some contribution, found themselves unable to go as far as the Committee desired. This Report was also forwarded to Provincial Governments together with the Board's decisions for consideration and such action as they might consider necessary.

A draft scheme received from Sir Francis Younghusband, the Chairman of the Indian Village Welfare Association, Westminster, on behalf of his Association, for the establishment of a centre in India for the study of Social Service and Public Administration was also considered by the Board at this meeting. It was decided to appoint a Committee to examine the issues arising from the proposed scheme.

Another problem of importance examined at this meeting was the question of adopting a uniform scientific terminology for regional languages in India. The Board felt that the purpose in view could be attained by following the English terminology. In order to have the question examined in detail, a Committee was, however, appointed.

Sixth Meeting (*January* 1941)*

At this meeting it was decided that the proceedings of the Board when confirmed should be published and put on sale and that information about Primary Education, Basic Education, Adult Education and Social Service should be collected, not only from Provincial Governments but also from voluntary agencies with a recognised all-India status which might be in a position to supply useful data or advice in regard to specific points.

The Board approved the recommendations contained in the Report of Scientific Terminology Committee. It adopted generally the Report of the Social Service and Public Administration Committee, but decided that before implementing its recommendations Provincial Governments and voluntary agencies of an all-India character should be requested to furnish detailed information regarding (*i*) existing agencies engaged in social service in their areas (including universities), (*ii*) the scope of their activities, and (*iii*) their relation to one another and the means adopted to co-ordinate their activities.

The Board also considered the question of School Buildings and agreed as to the importance of taking steps to ensure that school buildings should be designed in future with a clear recognition of modern scientific standards in regard to accommodation, lighting, sanitation and ventilation and with due regard to economy. The Board appointed a Committee to collect the results of the experiments being done in this sphere in different parts of India, and to consider problems which have not yet been tackled.

The Board had also before it the question of adopting a Uniform Braille Code in schools for the blind in India. The Educational Commissioner was asked to appoint a small committee of experts to go into the question and submit a report to the Board at its next meeting.

* Proceedings of the Sixth Meeting of the Central Advisory Board of Education.

Seventh Meeting (January 1942)*

The Board considered the views of and the action taken by Provincial Governments and other authorities on the recommendations of the Scientific Terminology Committee† and noted with satisfaction the general agreement among the authorities consulted, though there was substantial divergence of opinion regarding the main groups into which Indian languages should be divided. The Board accepted the recommendation of the Committee "that there should be a Central Board of Reference with an expert Sub-Committee whose guidance on general issues and decisions on specific issues submitted to them would be accepted by Provincial Governments and other regional bodies concerned."‡ A Board of Reference was appointed accordingly.

At its previous meeting the Board had considered the question of the relation of the School Leaving Certificate Examination to the Matriculation Examination. It was felt that one common examination should cover as wide a field as possible, in order to meet the varied aptitudes of the pupils, and that the Universities could and should find in such an enlarged examination the necessary qualifying test for admitting students to their courses of studies. At this meeting the Board appointed a Committee to collaborate with the Committee of the Inter-University Board with a similar purpose. The Board further desired that the Committee should bear in mind the desirability of raising progressively the standard required for entrance to Universities, particularly in connection with the three-year degree course which some Universities intended to introduce.

At this meeting the Report of the School Building Committee§ was also considered. The Board adopted all the recommendations and further decided (*i*) that the Educational Commissioner should be authorised to reproduce in book form the material contained in the Report, together with such further information including illustrations, plans, estimates, etc., as he might consider necessary, (*ii*) that the Educational Commissioner should be asked to prepare a detailed note on the question of financing substantial schemes of non-recurring educational expenditure out of loans, a principle which had the Board's strong support, and (*iii*) that the Educational Commissioner should be authorised to appoint an expert Committee to prescribe adequate standards for Indian schools in respect of lighting, heating and ventilation.

The Board adopted the recommendations of the Uniform Braille Code Committee,‖ and in pursuance of the recommendation "that the Central Advisory Board of Education should set up a small expert Committee including linguists who shall (*i*) work out a Uniform Braille Code in accordance with the principles recommended in this Report; (*ii*) serve as a Central Board of Reference to whom any specific issues that may arise during the transitional period may be submitted; (*iii*) form an Advisory Body to the Central Advisory Board of Education on the Education of the Blind," appointed an expert Committee, with the Educational Commissioner as its Chairman.

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* Proceedings of the Seventh Meeting of the Central Advisory Board of Education.

† Report of the Scientific Terminology Committee of the Central Advisory Board of Education.

‡ Page 5, Bureau of Education, Pamphlet No. 10.

§ Bureau of Education, Pamphlet No. 13.

‖ Report of the Uniform Braille Code Committee.

The Board next considered the Report of the Joint Committee of the Central Advisory Boards of Education and Health* appointed to consider steps to be taken to improve the physical condition of school children and approved the recommendations of the Committee subject to a minor modification.

At this meeting, the Board decided to appoint the following Committees :—

(*a*) Committee to consider the question of Examinations in India.

(*b*) Committee to consider the question of Recruitment, Training and Conditions of Service of Teachers.

(*c*) Committee to advise the Government of Bombay in regard to the future working of the experiment in Basic Education.

(*d*) Committee to consider the question of the recruitment of Education Officers.

Eighth Meeting (January 1943)†

At this meeting, besides considering the reports of the various Committees appointed at its previous meeting, the Board considered the question of promotion of technical and industrial education and appointed a Committee to explore the mode of developing the facilities for Technical Education in the country as a whole. Certain problems and schemes sent by Provincial Governments, e.g., the Recreation Club Scheme submitted by the Assam Government, the question of discipline raised by the Assam and Bihar Governments, the question regarding the position of English in Middle Schools, raised by the North-West Frontier Province, and the problem of the Administration of Primary Education by the State, raised by the United Provinces, also received consideration.

The Board advocated the need for special schools for the Mentally and Physically Handicapped children and also appointed a Committee to examine the defects in the present system of selection of textbooks in High Schools and for Intermediate Examinations.

Ninth Meeting (October 1943)‡

The Ninth Meeting, which was a Special Meeting of the Board, was held at Dehra Dun.

At this meeting the main item for consideration was the Memorandum prepared by the Educational Adviser to the Government of India (lately designated as Educational Commissioner) on "Post-War Educational Development in India"§ for submission to the Reconstruction Committee of His Excellency the Viceroy's Executive Council. Details of this scheme are given in Part III of this Review.

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* Report on the Medical Inspection of School Children and the Teaching of Hygiene in Schools.

† Proceedings of the Eighth Meeting of the Central Advisory Board of Education.

‡ Bureau of Education, Pamphlet No. 22.

§ Report of the Central Advisory Board of Education, January 1944.

*Tenth Meeting (January 1944)**

At this meeting the general proposals for Post-War Educational Development were adopted by the Board subject to a few reservations in regard to particular points by certain members. It was decided that the Report, including these reservations, should be printed separately for transmission to the Reconstruction Committee of the Viceroy's Executive Council and should also be made available to the public.

The Board also considered the reports of the Committees on Technical Education,† Textbooks‡ and Technique of Examinations,§ and adopted the recommendations of the Committees. With regard to technique of examinations, the Board was of the opinion that in the present state of development of the system of education in this country it might not be practicable to adopt symbolic marking in stages of education below that of B.A. (Hons.) courses. The retention for the present of numeral marking was therefore recommended for these lower stages.

The following Committees were appointed at this meeting :—

(1) Committee to consider the question of religious instruction in educational institutions in the country.

(2) Committee to examine the administrative changes and adjustments that would be necessary amongst the various bodies concerned with the Primary and Secondary stages of Education, in order to implement the scheme for Post-War Educational Development.

(3) Committee to examine and report on the problem of Agricultural Education.

(4) Committee to investigate the problem of the Training, Recruitment and Conditions of Service of Teachers in Universities and other Institutions of Higher Education not previously dealt with.

Among other important items discussed at this meeting the following may be mentioned :—

(1) It was reported to the Board that the Indian Braille Code for all Indian alphabets was published and was under circulation to various authorities for opinion.

(2) The Reference Board on Scientific Terminology was requested to consider the question of grouping Indian languages and to proceed with the preparation of a uniform scientific terminology in accordance with the principles set out by the Central Advisory Board of Education.

(3) The question of Basic English in relation to the Indian educational system was considered. In view of the interest that was being taken in Basic English in England and the United States of America, the Board authorised the Educational Adviser to the Government of India to appoint a Committee to report on the matter as and when he considered it necessary.

(4) A proposal for making adequate arrangements for the study of Chinese, Japanese and Russian languages at selected centres was recommended and forwarded to the Inter-University Board and the Universities for suitable action.

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* Bureau of Education, Pamphlet No. 22.
† Bureau of Education, Pamphlet No. 23.
‡ Bureau of Education, Pamphlet No. 24.
§ Report of the Examinations Committee.

Eleventh Meeting (January 1945)*

As usual, reports of the Committees appointed at the previous meeting were considered by the Board. The reports of the Committees on (*i*) Training, Recruitment and Conditions of Service of Teachers in Universities and other Institutions of Higher Education,† (*ii*) Agricultural Education‡ and (*iii*) Administration§ were adopted by the Board subject to a few modifications. The reports as approved were forwarded to the authorities concerned for necessary action.

With regard to Religious Education,‖ the Board noted that the Committee had not been able to arrive at any agreed decisions on some of the most important issues. In view of the importance of the subject it was decided that the Committee, with such additions to the membership as the Chairman might think it desirable to make, should continue investigation and present a report at the next meeting of the Board.

The Board also considered the Report of the Joint Committee of the Central Advisory Boards of Education and Health¶ on the prevention of blindness in India and expressed its general agreement with the recommendations of the Committee.

The following Committees were appointed at this meeting:—

(*i*) Committee to report on various matters affecting the conditions of service of teachers at all stages of education, e.g., size of classes, hours of work, holidays, sick leave, etc.

(*ii*) Committee to examine the best ways and means of—

(*a*) selecting pupils or students for various forms and stages of higher education.

(*b*) advising parents and pupils in regard to the choice of careers, with due regard to the experimental work in this connection which was already being carried out in this country.

Twelfth Meeting (January 1946)**

It was reported to the Board that the Government of India had generally accepted, subject to the limitation of finance, the principles and objects of the scheme of Post-War Educational Development in India prepared by the Central Advisory Board of Education.†† The Report of the Teachers' Service Conditions Committee and the Higher Education Selection Committee‡‡ were adopted by the Board with certain amendments.

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* Proceedings of the Eleventh Meeting of the Central Advisory Board of Education.

† Report of the Committee of Central Advisory Board of Education appointed to consider the question of Training, Recruitment and Conditions of Service of Teachers in Universities, etc.

‡ Bureau of Education, India, Pamphlet No. 31.

§ Bureau of Education, India, Pamphlet No. 29.

‖ Bureau of Education, India, Pamphlet No. 33.

¶ Central Advisory Board of Health Report on the Medical Inspection of School Children and the Teaching of Hygiene in Schools.

** Bureau of Education, India, Pamphlet No. 32.

†† Report by the Central Advisory Board of Education on Post-War Educational Development in India.

‡‡ Bureau of Education, India, Pamphlet No. 35.

The Board carefully considered the views of the reconstituted Committee on Religious Education and noted that their conclusions showed a wide divergence from those of the interim report. After fully considering all aspects of the question, the Board resolved that while it recognised the fundamental importance of spiritual and moral instruction in the building of character, the provision for such teaching, except in so far as it could be provided in the normal course of secular instruction, should be the responsibility of the homes and the religious community to which the pupil belonged.

The following Committees were appointed by the Board at this meeting :—

(1) Committee to examine the ways and means of establishing a Secondary Schools Examination Council with a view to bringing examinations up to a common standard and its constitution.

(2) Committee to examine the Report of Educational Development prepared by the Inter-Provincial Board for Anglo-Indian and European Education.

The Board also considered a memorandum from the Royal Asiatic Society of Bengal in regard to the formation of a National Cultural Trust of India and recommended that the question should further be examined by a Committee to be appointed by the Government of India.

Thirteenth Meeting (January 1947)*

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

The Board also considered the Report of the Committee appointed to examine the formation of a Secondary Schools Examination Council for India‡ and expressed its general agreement with the recommendations contained in the Report.

The Report of the Committee appointed to examine the proposal for the formation of a National Cultural Trust for India§ was also adopted by the Board with a few minor modifications. A Committee was appointed to go into the question of forming a National Education Commission for co-operation with the United Nations Educational, Scientific and Cultural Organisation.

The Board considered a proposal submitted by the Vice-Chancellor, Madras University, for the appointment of a University Commission and was of the opinion that it was desirable that the work of the Indian Universities be reviewed. It was resolved that for this purpose the Government of India, in consultation with other Governments concerned, should appoint a Commission on the lines of the Sadler Commission

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* Bureau of Education, India, Pamphlet No. 41.
† Bureau of Education, India, Pamphlet No. 43.
‡ Bureau of Education, India, Pamphlet No. 42.
§ Bureau of Education, India, Pamphlet No. 45.

(Calcutta University, 1919) to report on Indian University Education and to suggest improvements and extensions that might be desirable to suit the present and future requirements of the country.

While considering the question of drawing up curricula for Junior and Senior Basic Schools, the Board noted with satisfaction that the Chairman had appointed a Committee with the following terms of reference :—

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

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

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

A resolution passed by the All-India Physical Education Conference at Amraoti in 1946 was also considered. The Board expressed its appreciation of the aims and objects of the Conference and approved generally of their recommendations in regard to the development of Physical Education in this country and stressed that non-official bodies like the proposed National Council of Physical Education should receive recognition and encouragement from the Central as well as Provincial Governments.

Another recommendation of the Board at this meeting was that the Government of India should establish an All-India Council for Social Services, which should prepare a comprehensive scheme for the development of social service and also consider the desirability of sending abroad selected persons for special training in social service work.

PART III

Chapters I–VIII

and Appendices

INTRODUCTORY NOTE TO PART III

To avoid any possible misunderstanding it may be advisable to repeat the warning already given in the Preface to Part I about the way in which this Part of the Review has been prepared and, consequently, its form and contents differ greatly from those of Part II and of previous Quinquennial Reviews. The reasons which dictated this change have already been explained and need not be reiterated here. What is desirable is that readers should appreciate that this Part does not attempt to record in any detail or with appropriate statistics what has happened between January 1944 and August 1947 in all branches of education all over India. It confines itself in the main to the Report on Post-War Educational Development, which was approved by the Central Advisory Board of Education in January 1944. After a summary of its main features and recommendations, some description is given of the stages through which the Report passed before it finally received the general approval of the Government of India. Then follows an analysis of the plans, both interim and quinquennial or even longer, which were prepared by the Central and Provincial Governments with the object of implementing the Report and finally there is as up-to-date a record as possible of the progress which has been made in giving effect to these plans up to August 1947, when this survey ends. Some reference will also be found to important events like the introduction of the Overseas Scholarship Scheme and to interesting developments in the fields of Anthropology, Archæology and Archives, which have no direct connection with the Central Advisory Board's Report but it is feared that the lines on which this Part was deliberately drawn up will have inevitably led to the omission of adequate reference and even of any reference at all to important matters which would have received appropriate notice in a more comprehensive review. A full apology is offered to all those who feel that the aspects of education of particular activities in which they are interested have not been accorded proper recognition. It is hoped that, if and when pressure on education staffs relaxes, it may be possible not merely to fill in the gaps left in this volume but also to issue reasonably complete statistical information in regard to the period with which it deals.*

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*In Volume II of the Decennial Review all the statistical information so far available has been incorporated.

POST-WAR EDUCATIONAL DEVELOPMENT

CHAPTER I

THE REPORT OF THE CENTRAL ADVISORY BOARD OF EDUCATION

1. *Main Features of Recommendations and Endorsement by the Department of Education*

THE Report of the Central Advisory Board of Education was submitted to the Reconstruction Committee of His Excellency the Viceroy's Executive Council in 1944, together with a Memorandum by what was then the Education, Health and Lands Department of the Government of India. The Report consisted of an Introduction and a Conclusion and twelve chapters dealing with the main branches of activity in a modern and democratic system of public instruction, viz., Basic (Primary and Middle) Education, Pre-Primary Education, High School Education, University Education, Technical, Commercial and Art Education, Adult Education, The Training of Teachers, The Health of the School Child, The Education of the Handicapped, Recreative and Social Activities, Employment Bureaux and Administration. In view of their importance the recommendations at the end of each chapter are set out below :—

Chapter I—Basic (Primary and Middle) Education

(*a*) A system of universal, compulsory and free education for all boys and girls between the ages of six and fourteen should be introduced as speedily as possible though in view of the practical difficulty of recruiting the requisite supply of trained teachers it may not be possible to complete it in less than forty years.

(*b*) The character of the instruction to be provided should follow the general lines laid down in the reports of the Central Advisory Board's two Committees on Basic Education.

(*c*) The Senior Basic (Middle) School, being the finishing school for the great majority of future citizens, is of fundamental importance and should be generously staffed and equipped.

(*d*) All education depends on the teacher. The present status and remuneration of teachers, and especially those in Primary Schools, are deplorable. The standards in regard to the training, recruitment and conditions of service of teachers prescribed in the Report of the Committee approved by the Central Advisory Board in 1943 represent the minimum compatible with the success of a national system : these should be adopted and enforced everywhere.

(*e*) A vast increase in the number of trained women teachers will be required.

(*f*) The total estimated annual cost of the proposals contained in this chapter when in full operation is Rs. 200 crores approximately.

Chapter II—Pre-Primary Education

(*a*) An adequate provision of pre-primary instruction in the form of Nursery Schools or classes is an essential adjunct to any national system of education. The provision in this respect at present is negligible.

(*b*) In urban areas, where sufficient children are available within a reasonable radius, separate Nursery Schools or departments may be provided : elsewhere Nursery classes should be attached to Junior Basic (Primary) Schools.

(*c*) Nursery Schools and classes should invariably be staffed with women teachers who have received special training for this work.

(*d*) Pre-Primary Education should in all cases be free. While it may not be feasible to make attendance compulsory, no efforts should be spared to persuade parents to send their children to school voluntarily, particularly in areas where housing conditions are unsatisfactory and/or mothers are accustomed to go out to work.

(*e*) The main object of education at this stage is to give young children social experience rather than formal instruction.

(*f*) On the basis of a normal age range of three to six years, provision has been made for 1,000,000 places in Nursery Schools and classes.

(*g*) The total estimated net cost of the proposals set out in this chapter when in full operation is Rs. 3,18,40,000.

Chapter III—High School Education

(*a*) The High School course should cover six years and the normal age of admission should be about eleven.

(*b*) Entry to High Schools should be on a selective basis; only those pupils should be admitted who show promise of taking full advantage of the education provided. Additional places may be provided for those not selected provided that no cost falls on public funds.

(*c*) In accordance with the general principle set out in (*b*) above, places in High Schools should be provided for at least one child in every five of the appropriate age group.

(*d*) In order to secure the right children, the methods of selection to be employed will require the most careful consideration. Special arrangements will have to be made for the transfer from Senior Basic (Middle) Schools to High Schools of suitable children and particularly of those who show signs of late development.

(*e*) High Schools should be of two main types : (*a*) Academic (*b*) Technical. The objective of both should be to provide a good all-round education combined with some preparation in the later stages for the careers which pupils will enter on leaving school.

(*f*) The curriculum in all cases should be as varied as circumstances permit and should not be unduly restricted by the requirements of Universities or examining bodies.

(*g*) In order that no poor child of ability may be excluded, liberal assistance in the form of free places, scholarships and stipends should be available throughout the course.

(*h*) In order to secure teachers of the right type, the salaries paid in all recognised schools, whether maintained by the State or by private bodies, should not be less than those prescribed by the Central Advisory Board of Education.

(*i*) The estimated minimum net annual cost of the High School system outlined in this chapter when in full operation is Rs. 50 crores.

Chapter IV—University Education

(*a*) Indian Universities, as they exist to-day, despite many admirable features, do not fully satisfy the requirements of a national system of education.

(*b*) In order to raise standards all round, the conditions for admission must be revised with the object of ensuring that all students are capable of taking full advantage of a University course. The proposed reorganisation of the High School system will facilitate this. Adequate financial assistance must be provided for poor students.

(*c*) The present Intermediate course should be abolished. Ultimately the whole of this course should be covered in the High School but as an immediate step the first year of the course should be transferred to High Schools and the second to Universities.

(*d*) The minimum length of a University degree course should be three years.

(*e*) The tutorial system should be widely extended and closer personal contacts established between teachers and students.

(*f*) The importance of establishing a high standard in post-graduate studies and particularly in pure and applied research should be emphasised.

(*g*) Steps should be taken to improve the conditions of service, including remuneration, of University and College teachers where those now in operation are not attracting men and women of the requisite calibre.

(*h*) An Indian University Grants Committee should be constituted for the purposes and with the terms of reference set out in this chapter.

(*i*) To provide for the increased number of able and well-prepared students which a national system of High Schools may be expected to produce, approximately 240,000 places, or double the existing number, should be available in Universities.

(*j*) The estimated total net annual cost of the scheme for University education set out in this chapter when in full operation is Rs. 672 lakhs.

Chapter V—Technical, Commercial and Art Education

(*a*) In view of the prospective needs of post-war industry and commerce for skilled technicians, and in order to cater for the aptitudes of those who will derive greater benefit from a practical course, the establishment of an efficient system of Technical Education at all stages, on the lines set out in the Report of the Technical Education Committee, is a matter of great urgency.

(*b*) Due regard should be paid to the recommendations of the Abbott-Wood Report in respect of the scope and content of Technical Instruction.

(*c*) The estimated gross annual cost of the proposals contained in this chapter will be approximately Rs. 10 crores and the net cost Rs. 8 crores.

Chapter VI—Adult Education

(*a*) Comprehensive arrangements on the general lines set out in the Adult Education Committee's Report should form an integral part of any national system of education. These are particularly important in India to-day in view of the very high percentage of illiterates.

(*b*) Literacy is a means not an end in itself. Although the main emphasis in the beginning may be placed on the liquidation of illiteracy, adult education in the full sense must be provided for those already literate. The amount of this should progressively increase as illiteracy disappears.

(*c*) It is estimated that even with the introduction of a universal system of Basic Education there will be over 9 crores of illiterates (age group 10 to 40) to be dealt with. Plans should be made to solve this problem by a campaign spread over twenty years. Before this campaign opens, five years should be devoted to the necessary preparations, including the recruitment and training of the staff of teachers required.

(*d*) In this as in all branches of education the quality of the teacher is of supreme importance. The difficulty of obtaining a sufficient number of teachers of the right type, particularly women, must on no account be underestimated.

(*e*) The responsibility for adult education must rest with the State but every effort should be made to enlist the aid of suitable voluntary organisations wherever available.

(*f*) The estimated total annual cost of the proposals contained in this chapter is Rs. 3 crores. At the height of the literacy campaign this may be exceeded by Rs. 25 to 30 lakhs, but the average annual cost for the twenty years will be little less than Rs. 3 crores.

Chapter VII—The Training of Teachers

(*a*) The proposals for the recruitment and training of teachers as set out in the Report approved by the Central Advisory Board in January 1943 should be generally adopted.

(*b*) The existing training institutions are barely sufficient to meet wastage among existing teachers and to train those hitherto untrained.

(*c*) New Training Schools and Colleges (including University Education Departments) must be provided to supply the additional teachers whom a national system will require. These will amount to over 2,000,000 non-graduates for schools of all types and 180,000 graduates for High Schools.

(*d*) Arrangements should be made to pick out suitable boys and girls towards the end of the High School course. This is particularly important in Girls' High Schools in view of the vast increase in the number of women teachers required.

(*e*) The courses provided should be essentially practical and should be specially related to the needs of the schools in which the trainees will subsequently serve.

(*f*) No fees should be charged either in Training Schools or Training Colleges : liberal assistance should be available for the maintenance of poor students.

(*g*) Refresher courses are of the utmost importance and should be provided for all types of teachers but particularly for those in remote rural areas. Facilities should be provided for research and selected teachers should be encouraged to study educational methods in foreign countries.

(*h*) It is impossible to calculate the precise annual cost of the proposals contained in this chapter. The total net cost of training the additional teachers required for a national system will amount, including maintenance where necessary, to Rs. 1,59,94,98,250 over a period of thirty-five years or an average of Rs. 4,56,99,950 a year.

Chapter VIII—The Health of the School Child

(*a*) Provision for ensuring the physical welfare of all pupils and students should be made on the lines set out in the Report of the Joint Committee.

(*b*) The cost of the School Medical Service including provision of meals and special schools, etc., has, on the analogy of other countries, been estimated at 10 per cent. of the total expenditure on the schools. Provision has been made for this in the estimates of the cost of the national system at the appropriate stages.

Chapter IX—The Education of the Handicapped

(*a*) Provision for the mentally or physically handicapped should form an essential part of a national system of education and should be administered by the Education Department.

(*b*) Hitherto in India Governments have hardly interested themselves at all in this branch of education : what has been done has been due almost entirely to voluntary effort.

(*c*) Wherever possible, handicapped children should not be segregated from normal children. Only when the nature and extent of their defect make it necessary, should they be sent to special schools or institutions. Partially handicapped children should receive special treatment at ordinary schools.

(*d*) The blind and deaf need special educational arrangements, including specially trained teachers. It may be desirable to establish central institutions for training the teachers required.

(*e*) Particular care should be taken to train the handicapped, wherever possible, for remunerative employment and to find such employment for them. After-care work is essential.

(*f*) In the absence of any reliable data it is impossible to estimate what would be the cost of making adequate provision for the handicapped in India; 10 per cent. of the total expenditure on Basic and High Schools has been set aside for special services, which include such provision, and it is hoped that this will suffice.

Chapter X—Recreative and Social Activities

(*a*) The provision of recreative and social activities on an adequate scale is an essential feature of any modern educational system.

(*b*) Apart from the needs of boys and girls in schools and colleges special attention should be paid to those in the 14 to 20 age group who are no longer attending school. To serve these a Youth Movement on an all-India basis should be set up.

(*c*) A Youth Movement should aim at co-ordinating and supplementing rather than superseding the work of organisations already dealing with aspects of this problem.

(*d*) The main need of a Youth Movement will be for leaders, both men and women, who will have to be specially trained. The possibility of finding suitable recruits among demobilised Officers and N.C.O.'s should be explored.

(*e*) The provision of social and recreative facilities for adults should form an important part of any Social Service Scheme. Reference is invited to the Report of the Board's Committee on Social Service and Public Administration (1941).

(*f*) It is impossible to estimate the ultimate cost of the provision contemplated in this chapter. Rs. 1 crore may be included in the estimate.

Chapter XI—Employment Bureaux

(*a*) Employment Bureaux form an essential part of educational administration : they are especially necessary in India in view of the restricted openings at the moment for progressive employment.

(*b*) Employment Bureaux, if they are to fulfil successfully the functions set out in this chapter, must be staffed by trained experts with practical experience of teaching and of industrial conditions.

(*c*) While contact should be maintained with Unemployment Exchanges, Labour Tribunals, etc., established by other departments, Employment Bureaux which deal with the output of educational institutions, should be under the control of the Education Department.

(*d*) It is estimated that the gross annual cost of running Employment Bureaux (apart from those separately established by institutions of University rank) will amount to Rs. 64,00,000. This should be regarded ultimately as a normal part of administrative expenditure.

Chapter XII—Administration

(*a*) The Provinces should remain the main units for educational administration except in regard to University and Higher Technical Education, the activities of which should be co-ordinated on an all-India basis.

(*b*) In the event of the Indian States taking part in educational development on an all-India scale it may be necessary in order to form economic educational units to group the smaller ones or attach them to larger States or contiguous Provinces.

(*c*) A national system of education will require much closer co-operation, financial and otherwise, between the Central and Provincial Governments.

(*d*) Provincial Governments should be left to make such changes in their administrative arrangements as the carrying out of educational developments on the scale contemplated may require. Experience, however, suggests that they would be well advised to resume all educational powers from local bodies, except where these are functioning efficiently.

(*e*) In order to enlist local interest in education, School Managing Bodies, School Boards and District Education Committees may be constituted, if and when sufficient people of the right type are available to serve on them. An Education Advisory Board for the whole Province may be desirable.

(*f*) A strong Education Department will be required at the Centre and in this connection the scope and functions of the Central Advisory Board should be enlarged.

(*g*) Steps should be taken in accordance with the recommendations of the Board's Committee on the Recruitment of Education Officers (1943) to check the present deterioration in the status and calibre of the educational administrative service and to enable it to secure the services of the type of officer who will be capable of carrying a scheme of the kind contemplated into successful operation.

(*h*) Arrangements should be made for the exchange of officers between the Centre and the Provinces and between one Province and another. The desirability of establishing a senior educational administrative service on an all-India basis should receive consideration.

(*i*) The Director of Public Instruction should be directly responsible for the general administration of education, other than University and Higher Technical Education, throughout the Province. He should also be Secretary for Education, should it be thought necessary, to keep in existence a separate post of this kind.

(*j*) Provision has been made under each separate branch of education for the cost of administration which may be estimated at 5 per cent. of the gross annual expenditure.

At the same time as the Report a companion volume was issued containing in a slightly abridged form the reports of the Board's Committees on which the main Report was based. The attention of those who are more interested in the educational methods than in organic structure is specially invited to this companion volume, which can hardly be summarised here. The Departmental Memorandum, which will be found in full in Appendix I, is also a document of sufficient interest and importance and deserves a fairly full summary here, if only because it attempts to deal with the major issues raised by earlier critics, including those contained in the minutes of dissent to the Report itself.

Perhaps the most important of all the issues raised was that which concerned the future relations between the Central and Provincial Governments. It was apprehended in some quarters that if the financial implications of the Plan involved substantial grants-in-aid from Central Revenues—as they in fact did and do—it might lead to some infringement of Provincial autonomy. The Departmental Memo. pointed out in this connection that as a matter of principle no Central Government could be expected to subsidise Provincial activities on a large scale without requiring to satisfy itself that the money was spent for the purpose for and in

accordance with the conditions on which it was given but at the same time since there would seem to be a large measure of agreement between the Centre and the Provinces, both as to the objects to be secured and as to the best ways of securing them, there was no reason why such liaison as might be essential should involve any onerous interference by one with the other. Indeed, the Department of Education looked forward to the establishment in the common interest of a cordial spirit of co-operation between the parties concerned, a hope which the experience of other countries where the cost of a public system of education is defrayed partly from Central and partly from Local funds has shown to be not unrealisable.

Indeed, although such development as has so far taken place in the Provinces has received substantial assistance from the Centre both in the way of money and advice, there has been no instance as yet of any Province complaining of interference.

The Memorandum also endorsed the views of the Central Advisory Board of Education in regard to the sphere of work of the Central Government *vis-a-vis* Provincial Governments in the field of education, viz., that its administration at any rate up to the end of the High School stage, must remain a Provincial responsibility. In the higher ranges of education, however, it was generally felt that the more advanced forms of Technical, Commercial and Art Education in view of their special character, their costliness and their intimate relation to the requirements of industry and commerce rather than to those of any definite geographic area could hardly be organised efficiently on a Provincial basis. The steps which have already been taken at the instance of the All-India Council for Technical Education (a product of the Report) to promote the development of higher technical institutions on this broader basis are described in Chapter V of Part III of the Survey.

Fears had also been expressed that the application of the selective principle for higher education as advocated in the Report might result in unfairness to members of backward communities. The Memorandum recognised that pending the complete establishment of a national system of education which catered impartially for all, special measures would be necessary to safeguard the interests of backward communities during the transitional period but pointed out that there was nothing in the Report which precluded the Provincial authorities from taking such measures as they thought necessary in this connection. There could, however, be little doubt as to the validity of the selective principle itself, since boys and girls are born with different abilities and aptitudes and apart from any question of social justice, the public interest requires that those with the requisite capacity, in whatever class or community they may be found, should be given the chance of further education in order that they may be equipped to serve the community to the best of their ability.

The Memorandum then dealt at some length with the admittedly difficult and controversial recommendation of the Report that the introduction of a compulsory system of basic education, since it obviously could not be brought into operation all over the country at one and the same time, should proceed from area to area instead of from age to age. It had been argued that this might create serious social conflicts, since the people in certain areas might have to wait a long time for the educational facilities which those in other areas enjoyed. The Memorandum, while admitting the force of this argument, pointed out that any scheme for educational

development would fail to achieve its purpose if it merely provided education for all up to a certain point, e.g., the end of the primary or junior basic stage without providing at the same time the necessary facilities for further education for those who have the capacity to benefit by it. There was an urgent need for increasing the supply of persons with expert knowledge and equipped to fill positions of responsibility in all spheres of the national life and the time required to satisfy it would be indefinitely extended if the number of High Schools from which the additional required leaders, experts—not to mention teachers—could alone be recruited was not very largely increased as quickly as possible. That was also the further consideration that public opinion which might acquiesce, as elsewhere, in an inadequate provision of education, if this were the same for all, would be stimulated to demand the most rapid extension possible by the very fact that certain areas were given facilities in advance of others.

Although clearly recognising that it is for the Provincial and State Governments to work out for themselves the best way of carrying out the policy outlined in the Report, the Memorandum sets out certain considerations which should determine the minimum size of any selected area. The determining factor is that the area should be large enough to justify the provision of an adequate variety of facilities at the High School stage. There are advantages in areas being partly urban and partly rural, though there is no reason why an area which is exclusively urban or exclusively rural should not be made an effective unit for organisation. The advantage of a "mixed" area is that it emphasises the importance of variety more clearly than an area of uniform character. Such an area would obviously need in addition to High Schools of the normal academic type, High Schools with a technical or commercial bias for urban districts and others with an agricultural bias for rural districts. From the point of view of minimum size, it is suggested that the area should be at least large enough to provide sufficient children of the requisite ability to fill 12 High Schools and, in order to ensure the minimum variety of curriculum in the individual schools, each school should contain at least two parallel classes in each year of the course. On the basis of 30 pupils per class and a six years' course, each High School would thus contain not less than 360 pupils and an area with 12 schools would have not less than 4,320 pupils at the High School stage. Assuming for the sake of simplicity that the distribution of the school population at the lower stages is normal, this would mean that there would be 18,000 pupils in the Junior Basic stage and 8,640 in the Senior stage. A school population of 28,800 between 6 and 14 years of age (i.e., 18,000 + 8,640 + half of 4,320 falling within the age group) would mean a total population of about 1,46,000. There is of course no reason why areas should be of uniform size or restricted to the basis set out above which should indeed be regarded as the absolute minimum for economic organisation rather than the optimum size. There may be excellent arguments in favour of making them much bigger in many places and it would almost always be desirable to treat large towns and their suburbs as single administrative units. On the other hand, particularly in the earlier stages when the rate of expansion must be conditioned by the number of teachers available, it would be easier with smaller units to meet the special claims of backward communities and by spreading these units over the whole area to obviate the criticism that one geographical section of Province or State was being favoured at the expense of the rest.

While it would be convenient, that pre-Primary Education should also be organised on a similar basis, the area principle would not serve the

purpose of Higher Technical Education or University Education. Moreover, a separate approach on much broader lines would also be required for such branches of education as Adult Education, the Training of Teachers, Employment Bureaux and the provision of Recreative and Social Activities for people of all ages.

In conclusion, the Memorandum endorses the opinion of the Central Advisory Board of Education that it would imperil the ultimate success of the scheme if in order to secure a large number of teachers in a short period the standards prescribed for qualifications and training were in any way lowered and it expresses the hope that every opportunity would be given to suitable recruits from the ex-service personnel to join the teaching profession.

B. Approval of the Report by the Central Government.

On 19th October, 1945, the Viceroy's Executive Council after considering the Report, the Memorandum from the Department of Education and other relevant documents arrived at the following decisions :—

1. The Council accepted generally, subject to the limitation of finance, the principles and objects of the Central Advisory Board of Education on post-war educational development of India, but resolved—

(*a*) that until the recommendation of the Central Advisory Board of Education that educational opportunities should be available for all has been fully implemented, steps should be taken to secure the provision of adequate facilities for Muslims and other minority communities and to accelerate the progress of the scheduled castes and backward communities;

(*b*) that with this object in view the Education Department be required to examine all schemes submitted by Provincial Governments and Local Administrations with a view to seeing that both in the selection of areas for development and in the provision of facilities for education generally, the needs of Muslim and other minority communities, the scheduled castes and backward communities are adequately satisfied; and

(*c*) that Central Government grants-in-aid for Provincial educational development should only be sanctioned where the Education Department is satisfied that the requirement set out above has been fulfilled.

2. The Council further directed that the Education Department in consultation with the Finance Department should send a letter to Provincial Governments setting out the general principles accepted by Council.

While conveying the decision of the Government of India accepting the Report of the Central Advisory Board of Education to the Provinces, in January 1946, the Department of Education reiterated the importance at all stages of educational development, of preferring quality to quantity and of resisting the temptation under political or other pressure to lower standards and to spread such funds as might be available thinly over the whole sphere of education rather than to concentrate on high standards in a more limited field.

CHAPTER II

THE PROVINCES AND THE REPORT

A. Preliminary steps prior to the final approval of the Report by the Central Government

ALTHOUGH the decision of the Government of India generally accepting the Report of the Central Advisory Board of Education was not reached till October 1945, the Department of Education, as early as November 1944, drew the attention of Provincial Governments to certain aspects of the Report which, in their opinion, required special consideration in the formulation of Provincial schemes for post-war educational development. It was pointed out in their letter dated 30th November, 1944, that Education, unlike other forms of national activity, does not lend itself to short-term planning. The training of teachers, the provision of sites and buildings, etc., which might well occupy the greater part, if not the whole, of a five-year programme presupposes a further period of expansion, during which they would be brought into use. Each programme in fact must embody preparations which can only become fully effective in the succeeding periods and this process must continue until a comprehensive system providing for all essential needs has been established. For that reason a short-term programme for educational development could not profitably be drawn up until at least the general outlines of the whole structure had been determined. Moreover, the various parts of any sound educational system must be closely integrated. A good system of Primary Instruction will not achieve results commensurate with the expenditure involved if it does not lead on to Secondary Education in a variety of forms suited to the varying needs and aptitudes of adolescents. Although the Provincial Governments were being asked to prepare schemes for five years in the first instance, it was essential that these schemes would be formulated with full regard to the successive stages that would be required before the final objective was reached.

The Department's letter also emphasised the fact that while the Report of the Central Advisory Board of Education provided the framework within which a comprehensive system of public instruction suited to the needs of all regions and peoples of India might ultimately be erected, it left the Provincial Governments free to plan the fabric in the way best suited to the needs of their areas.

The letter then went on to point out that the defects in the present system could be largely attributed to the extremely unattractive conditions of service offered to teachers and particularly to the salaries paid in the lower stages of education and made it clear to the Provincial Governments that the Central Government would be unable to assist financially any scheme which did not satisfy the minimum requirements prescribed by the Board both in regard to the remuneration and the education and training of teaching profession.

The importance of providing adequate facilities for girls and women was also stressed as well as the need for encouraging technical and craft training particularly at the lower stages of education.

Finally, in anticipation of the decision of the Executive Council the Department of Education requested Provincial Governments to make special

provision to safeguard the interests of backward communities and to accelerate their progress.

B. Steps taken subsequent to the approval of the Report by the Central Government

Two further letters were issued by the Department of Education, addressed to all the Provincial Governments, in March and August 1946, respectively. They offered concrete suggestions in regard to the employment of ex-service personnel in the teaching and other allied services connected with post-war educational development and to the important and urgent question of school construction.

In the former the Government of India recognised that ex-service personnel had in many cases training in team-work and leadership as well as in the imparting of instruction and might well possess qualities which would be of great value in the teaching services. While it was not thought desirable to relax generally, in favour of ex-service personnel, the standards of academic qualifications and training which had been prescribed by the Central Advisory Board of Education, it was suggested that some relaxation might be justified in the case of those services personnel who had attended a course of training in educational methods at the Army School of Education or at an Army Command Educational Training Centre or at a similar institution, and that Provincial Governments might also give some preference to suitable ex-service men and women in connection with posts other than teaching posts in their development schemes. Suitable ex-service personnel who wished to be employed as teachers and who had no previous training should be assisted to acquire the necessary qualifications. For courses of study or training beyond the Matriculation stage the Government of India undertook to meet 50 per cent. of the extra expenditure incurred.

The second letter called special attention to the Report of the School Buildings Committee of the Central Advisory Board of Education. In a country as large as India where climatic conditions, local customs, available material resources and other factors determining construction varied so greatly, the School Buildings Committee made no attempt to prescribe one particular type of building as pre-eminently suitable for each area or for each grade of school but they laid down certain conditions which must be observed in any building before it could be regarded as fit for use as a school.

Very soon after the receipt of the first letter from the Government of India and in some cases before that, the Provinces began to formulate their Post-War Development Plans and by 1945 the Department of Education had received their first drafts. Since then the Provinces have been revising their original plans due to financial and practical difficulties and also in the light of the experience gained every year.

It must, of course, be borne in mind that the survey covers the period prior to 15th August, 1947, and that since some of the Provinces or parts of Provinces referred to, form part of Pakistan after that date, the lines which their future educational development will follow will be a matter for reconsideration in the light of the new condition. It may again be made clear that the information given below is based on the plans as they stood in August 1947.

(*i*) *Basic* (*Primary and Middle*) *Education*

One of the most important recommendations of the Central Advisory Board of Education is the introduction of universal, free and compulsory

education for all children between the ages of 6 and 14. It is, therefore, gratifying to note that all the Provinces, except Assam and North-West Frontier Province which are still considering the matter, have accepted this general principle, though there is a considerable amount of variation in their approach to the problem of implementing it. Madras, for instance, proposes to introduce compulsory education among children between 6 to 14 throughout the Province within a period of 20 years. Bihar aims at making compulsion effective among one-fourth of its children between 6 to 14 in the first quinquennium in selected areas throughout the Province. Bombay intends to introduce compulsion throughout the Province among children of 6 to 11 in 12 years. The question of extending compulsion to children of 11 to 14 will be taken up after all children of 6 to 11 have been brought into school. Bengal contemplates that within a period of 20 years all children between 6 and 10 will be required to attend school. The United Provinces are anxious to introduce compulsory education for children between 6 to 11 in 12 districts during the first quinquennium and in other areas during the second, when the age-limit will also be raised. During the first quinquennium the Central Provinces and the Punjab will start compulsory education for children between 6 to 11, the scheme to be implemented only in selected areas. Sind proposed to make Primary Education compulsory for boys only from the age of 6, the duration of this education being only 4 years, and estimates that in a period of 5 years compulsion will have become effective in half of the Province. An effort will also be made to introduce compulsion for girls. In Orissa the scheme aims at introducing compulsory education only in selected areas.

Eight Provinces, namely, Assam, Madras, Bihar, Orissa, the United Provinces, North-West Frontier Province, Central Provinces and Berar, and Bombay accept in principle the basic type of education and propose to introduce it as soon as the teaching personnel are available. Bengal and Punjab, however, wish to adopt a modified type of Basic Education. Sind proposes to appoint a committee which would amend the current syllabus of Primary Schools so as to conform to the Basic type of education as recommended by the Central Advisory Board of Education.

Apart from compulsory education, a number of Provinces have schemes to expand Primary Education on a voluntary basis.

As far as the Centrally Administered Areas are concerned, Delhi and Ajmer have plans to introduce compulsory Junior Basic Education in rural areas during the first quinquennium. Coorg intends to introduce compulsory Primary Education throughout the Province within 15 years.

(ii) Pre-Primary Education

Bengal, Bihar, Assam, Central Provinces and Berar, Orissa and the Punjab have made provision for the education of the pre-school children. Both Bihar and Bengal intend to open Nursery Schools in poor and congested areas. Bengal deputed some teachers to Great Britain in 1945 for special training in Nursery-School teaching with a view to post them in the Training Schools to be established for Nursery-School teachers.

Selection for various stages of Higher Education

Before turning to those branches of education which it will not be possible to make either compulsory or available for all at any rate for some time to come some reference must be made to the process of selecting those to fill the places available. This is all the more necessary because the Report's recommendations in this connection have excited a certain

amount of comment, some of it misconceived. That for the present at least there must be some kind of selection for the higher stages is incontrovertible. That being so, it would appear to follow as the Report indicates that boys and girls who aspire to enter High Schools and other institutions of higher education must show that they possess some special ability or aptitude or at least some promises of developing them. Otherwise they will be incapable of deriving full benefit from the education provided and the time and energy as well as the money spent on them will simply mean a loss to the community. Moreover, they will be occupying places which could more profitably be occupied by others better equipped.

The question, therefore, arises as to what is the stage or stages of a pupil's career at which a break would be justified on educational grounds and selection could appropriately be made for admission to a higher or different type of training. The Central Advisory Board of Education have recommended that the first selection of pupils for admission into different types of High Schools should be made at the end of the Junior Basic (Primary) Stage, i.e., at about 11 +. The main reason for a change in a pupil's education at this stage as given by the Central Advisory Board of Education is "that at about the age of eleven or twelve, with the onset of adolescence, certain mental and physical changes occur in boys and girls which necessitate a corresponding adjustment both in the content of the curriculum and in the methods of instruction."

A further and hardly less important reason is that those children who will be continuing their education for at least another six years at High Schools and possibly longer if they proceed to a University or other type of advanced instruction require an entirely different course in almost every subject from that suitable for those who will go out into the world at about 14, i.e., at the end of the Senior Basic (Middle) Stage.

The second selective test has been suggested at the end of the Senior Basic Stage at 14 + for late developers or those who for some reasons or other were missed at 11 +. This would ensure transfer of those pupils who have developed at a comparatively late stage to suitable High Schools.

The third stage for selection comes at sixteen or seventeen when the question of further education or entering employment arises for the High School pupils; and still a further need for selection arises while admissions are being made into higher professional and technical institutions.

It is not enough that a pupil should receive the education for which he is best suited. It is equally important that he should earn his livelihood from the employment which is most congenial to him. The question of vocational guidance in schools and colleges is therefore of utmost importance. It is desirable that there should be " Career Advisers " on the staff of all High Schools and Colleges and of as many Senior Basic Schools as possible who should advise pupils in the choice of their careers. But the most important need in this connection is the establishment in all the main centres of Employment Bureaux as recommended in Chapter XI of the Central Advisory Board of Education Report.

There is also an urgent need for a body of experts to devise intelligence tests and other methods for testing both the inborn abilities of a candidate and his or her attainments. In the case of children of 11 +, the main emphasis will have to be laid not so much on attainment as on innate abilities.

The Provincial and Central Governments as a whole have not overlooked this important issue in framing their development plans, e.g., the Governments of the Central Provinces and Berar and the United Provinces envisage in their plans schemes to establish institutions for preparing intelligence tests which could be used for various types of selection, e.g., to select pupils from Junior Basic Schools for academic High Schools and Senior Technical Schools, to select candidates for different vocations, etc. The Department of Psychology at the Spence Training College, Jubbulpore, is also being strengthened. It is proposed to train School Psychologists, Career Masters, Special Staff for the Borstal and Reformatory Schools, etc. In this Department local teachers will also get training in educational and vocational guidance and a Child Guidance Clinic will be started.

The Government of India also have a scheme to set up a Central Bureau of Psychology for conducting research in selective methods and standardising tests of various types in the educational fields. There will also be a Child Guidance Clinic and a Vocational Guidance Section attached to the Bureau. The details of the scheme have been worked out and it is hoped to implement it as soon as possible.

(*iii*) *High School Education*

Among the Provinces, the United Provinces have already come forward with definite schemes for the reorganisation of Secondary Education as recommended in the Central Advisory Board of Education Report, that is, the normal degree course in the Universities will be extended to three years, Intermediate Classes will be abolished and one more year will be added to the High School course. Orissa has also agreed to transform the existing High Schools into Higher Secondary Schools on the adoption of a three-year degree course by Utkal University.

Among the Centrally Administered Areas, Delhi has already reorganised its High School Education in accordance with the recommendations of the Central Advisory Board of Education.

The following statement shows the number of new High Schools which are to be started in the Provinces and the old High Schools which are to be expanded or improved :—

Number of High Schools to be started according to Five-Year Plans

Province and Centrally Administered Area	New Schools	Old Schools to be expanded or improved	Remarks
Assam ..	3	Number not known.	
Bengal ..	1 for girls in each sub-division.	50	
Bihar ..	15 for girls	Over 25	
Bombay ..	Number not yet known.	Number not yet known.	A sum of Rs. 71 lakhs has been provided to pay increased grants to improve the pay scales and conditions of service of secondary teachers.

Number of High Schools to be started according to Five-Year Plans—contd.

Province and Centrally Administered Area	New Schools	Old Schools to be expanded or improved	Remarks
C. P. ..	52	..	Includes 27 Girls' Middle Schools to be converted into High Schools.
Madras ..	..	3	
N.-W. F. P. and Tribal Areas.	22	..	
Orissa ..	10 for girls	Over 4	
Punjab ..	15	Number not known.	
Sind ..	4 Middle Schools for boys to be converted into High Schools and 2 Middle Schools for girls every year to be ultimately raised to High Schools.	..	
U. P. ..	21 for girls	1	
Ajmer-Merwara	..	..	
Baluchistan ..	..	Building for Girls' High School.	
Coorg ..	..	Buildings for 3 High Schools.	
Delhi ..	10 (including Technical and Agricultural).	Existing High Schools are to be improved.	

(iv) University Education

As far as the reorganisation of University Education is concerned, only the United Provinces and Orissa—in addition to Delhi—have decided to abolish the Intermediate Classes, but most of the Provinces have made provision for developing University Education along conventional lines, for starting new colleges and for expanding or improving existing institutions. The plans show that nine more Women's Colleges and five Arts and Science Colleges will be started during the first quinquennium.

Bombay has made provision for starting Regional Universities at Maharashtra, Gujarat and Karnatak and an additional grant of rupees one lakh is to be paid to the Bombay University. Grants to Research Institutions in the Bombay Presidency have also been approved. The North-West Frontier Province has decided to set up a committee to examine the question of starting a University in the Province.

Through the initiative of Sir Hari Singh Gaur, a University has been established with the support of the Central Provinces Government at Saugor where courses in Arts, Science and Law Faculties have already been started. In course of time, technological courses will also be introduced. Orissa has provided for the construction of buildings for Utkal University. The Punjab Government are making a grant to the Punjab University for apparatus and equipment especially for the Punjab University Institute of Chemistry and the United Provinces Government are making recurring and

non-recurring grants to the Universities of Lucknow and Allahabad for staff and equipment as well as non-recurring grants for buildings. With regard to the expansion or improvement of existing institutions, additional courses in science are to be introduced in the Girls' Intermediate College, Bareilly, and buildings are to be provided for the Intermediate Colleges at Karamprya (Garhwal) and Dacca (Bengal). In addition, 24 Arts and Science Colleges are to have either extra courses of studies or additional accommodation provided in them. A number of private colleges in Bengal, Orissa and Bombay are to be improved.

The following statement will summarise the proposals for University development during the first quinquennium :—

Provision for expansion of University Education exclusive of Technical Education in the Provincial Five-Year Plans

Province and Centrally Administered Area	New Universities to be started and/or old Universities to be developed	New Colleges to be started	Old Colleges to be improved or expanded
(1)	(2)	(3)	(4)
Assam ..	..	..	..
Bengal ..	..	3 for women	1 Intermediate College. 2 Arts and Science Colleges and the University College of Science, Calcutta, to be developed. Private colleges are also to be equipped.
Bihar ..	..	1 for women 1 Degree College at Ranchi.	..
Bombay ..	Regional Universities to be started at Maharashtra, Gujarat and Karnatak and an additional grant of rupees one lakh is to be paid to Bombay University.	..	Grants to be paid to Non-Govt. Arts and Science Colleges.
C. P. ..	A University has been established at Saugor in which Arts, Science and Law Faculties have been started. Technological courses will be introduced in course of time.	1 College of Science and Agriculture.	Science sections are to be introduced in Robertson College, Jubbulpore, and Science College, Nagpur. Geology is to be introduced in Robertson College, Jubbulpore.
Madras ..	..	2 Colleges for Muslim women.	1 Arts. 1 Science.
N.-W. F. P. ..	A committee is to be set up to examine the question of starting a University in the Province.	1 Degree College for women at Peshawar.	3 : Science block is being added to Edwards College; Intermediate College at Abbottabad is being raised to a Degree status and Islamia College is to get Building and Equipment grant.

Provision for expansion of University Education exclusive of Technical Education in the Provincial Five-Year Plans—contd.

Province and Centrally Administered Area	New Universities to be started and/or old Universities to be developed	New Colleges to be started	Old Colleges to be improved or expanded
(1)	(2)	(3)	(4)
Orissa ..	Buildings to be provided for Utkal University.	1 for women with Inter. Arts, Inter. Science and B.A. (pass) Courses.	4 Aided Colleges to be improved.
Punjab ..	Grant is being paid to Punjab University for purchase of apparatus and equipment for the Punjab University Institute of Chemistry.	1 for women 3 Government Colleges.	..
U. P. ..	Grants are being paid to Universities of Lucknow and Allahabad for equipment, staff and buildings.	..	3 Intermediate Colleges. 1 Intermediate College for Women. Grants to 10 Degree Colleges.
Ajmer-Merwara ..	..	..	1
Baluchistan ..	..	..	..
Coorg ..	..	1	..

(v) Technical, Commercial and Art Education

The Provincial Plans in nearly all cases contain provision for improving facilities for turning out semi-skilled and skilled craftsmen, foremen, chargemen and engineers. With this object in view apart from Technical High Schools, which have been dealt with under the heading of High School Education, the plans have provided for

(1) the establishment of 137 new institutions consisting of 70 Junior Technical and Vocational Schools, 16 Polytechnics and 9 Engineering Colleges, and

(2) the expansion and reorganisation of 32 Junior Technical Institutions, and 3 Engineering Colleges.

A number of Provinces have also schemes for training technical personnel abroad.

As regards Commercial Education, Orissa wishes to start a College of Commerce and the Central Provinces to introduce Commerce Courses in four High Schools.

In Art Education, Assam is creating more scholarships for training personnel in Music and Fine Arts and Bihar is taking the Patna School of Art under its own management. Bombay proposes to encourage institutions devoted to Art, Music, etc., and a sum of nearly Rs. 21 lakhs has been set apart during the quinquennium for this purpose. Orissa also has made provision for giving a grant-in-aid to a School of Music at Cuttack.

(vi) Adult Education

The Provincial Plans have taken into consideration not only the education of the young but also that of adults so as to liquidate illiteracy within

a reasonable period. The expenditure proposed by the Provincial Governments on Adult Education in the first quinquennium is Rs. 2.69 crores, which is about 2.8 per cent. of the total expenditure on all Provincial Education schemes. Bombay will spend about Rs. 59 lakhs on organising more Adult Education Centres in Bombay City and in other selected areas in the Province. Certain Provinces, Bombay among them, have plans to make all the adults literate in a period of 10 years while others, such as Bihar, contemplate as long as 25 to 30 years for achieving this object.

Orissa proposes to open Adult Education Classes in all Village Welfare Centres. The education of women in these Centres will be supervised by peripatetic teachers under the scheme of Zenana Education. The aim of these Centres will be to educate housewives mainly in domestic affairs. The syllabus will include domestic crafts, sewing, knitting, embroidery, etc., in addition to the learning of reading and writing. Provision has also been made to start an occupational institute or "Sevasadan" for women at Cuttack where older women may learn handicrafts and other useful trades which may add to their income, if necessary.

Audio-visual aids also feature in the Adult Education Plans of Bengal and Bihar. Bihar has provided for circulating libraries, reading circles and centres for talks and demonstration on Agriculture, Cattle Diseases, Cottage Industries, Co-operatives, Health and Hygiene, Civics and other cultural activities.

Delhi has a scheme for starting a Centre to prepare teachers for Adult Literacy.

(vii) Training of Teachers

The Provinces recognise that the success of any educational scheme hinges upon the availability of an adequate supply of trained teachers. The accompanying statement will show what provision has been made in this direction both by opening new training institutions and extending existing ones. The minimum qualifications suggested in the Report of the Central Advisory Board of Education for the Primary School teachers are the passing of the Matriculation Examination or its equivalent *plus* two or three years' training. But as a sufficient number of matriculates cannot become available until the number of High Schools is largely increased, all the Provinces have had to agree for the time being to train and employ also Middle or Vernacular Final passed teachers. The minimum period of training prescribed is two years in the case of most Provinces. The Punjab, however, has reduced the training period for Junior Vernacular teachers to one year as an emergency measure and has provided only one year's training for male matriculates. But it intends in due course to add another year to the course to be mostly devoted to instruction to crafts, mainly agriculture and spinning and weaving. Bombay has also started four Lokashalas, equivalent to High Schools *minus* English, and the candidates from such institutions are being recruited for the teaching profession after one year's training. Thirty-six more Lokashalas will be started during the next five years.

The question of improving the conditions of service of teachers has received due consideration and most of the responsible authorities have agreed to adopt the scales of pay recommended by the Central Advisory Board of Education though the scales of pay may be lower for those teachers who do not possess the minimum qualifications prescribed by the

Board. The scales of pay proposed by the Punjab Government are more generous than those recommended by the Board.

The Government of India have also taken steps to train specialist teachers for different types of schools and have negotiated with the authorities of the Visva-Bharati, Santiniketan, and Jamia Millia, Delhi, for the training of 130 selected students each year as teachers in Basic Education, Arts and Crafts, and Music and Dancing. The schemes at both these places were initiated in 1946-47 and the details may be of some interest.

Visva-Bharati has agreed to train teachers in Basic Education, Arts and Crafts, and Music and Dancing. The course for teachers in Basic Education will extend over 2 years and the other two courses over one year. For Basic teachers, 40 places will be available each year and 30 places each for Arts and Crafts, and Music and Dancing. Out of these, the Central Government propose to utilise 25 seats for Basic Education Course and 10 seats in each of the remaining two courses, the remaining places being reserved for Provincial Governments and private students. Students sent by the Central Government will receive a maintenance allowance of Rs. 40 per month and will be given free residential accommodation at Santiniketan. No additional fees will be charged from them. In the case of Provincial scholars, a capitation fee of Rs. 300 per annum per head will be levied in the training courses for Arts and Crafts, and Music and Dancing while for the Basic Education Course the capitation fee will be Rs. 250 per annum. In addition, all Provincial students will be charged a nominal fee of Rs. 3 per month as seat rent. In respect of these schemes, the Government of India have agreed to make a non-recurring grant of not more than Rs. 4.95 lakhs towards buildings and equipment and to meet the entire net recurring cost, which is expected to be Rs. 75,000 per annum after deducting the income from fees and capitation fees. Out of the non-recurring grants, Rs. 2.5 lakhs have already been paid. Pending the erection of teaching blocks, staff quarters and hostels, the courses could not be started in 1946, but students will be deputed from 1947-48 onwards.

At the Jamia Millia arrangements have been made for the training of about 30 students each year in Basic Education. A non-recurring grant of Rs. 2.5 lakhs for buildings and equipment has been sanctioned and out of this amount Rs. 1.5 lakhs was paid in 1946-47 and the balance is to be paid in 1947-48. The recurring grant will be calculated on the basis of Rs. 500 per student per annum and an overall lump sum allotment of Rs. 2,000 per annum for common-room facilities and equipment. The students selected for the course will receive free board, lodging and tuition.

The scheme was initiated in 1946-47 and applications from prospective students were invited by the Government of India through advertisement in the papers. It is disappointing that the initial response was poor and only a few students were forthcoming for the 1946-47 course. A much larger number of candidates have applied for the course in the current year, and with the acceptance of Basic Education by the Central and Provincial Governments and the declared intention of Governments generally to introduce better terms of service for the teachers, it is to be hoped that the number of suitable applicants will continue to increase.

In regard to the training of teachers for High Schools, especially in the Centrally Administered Areas, the Government of India propose to start a Training College for Men and Women in Delhi. It is intended to make this College a unit of Delhi University and to locate it at the University

site, in which event, the hostels for men and women for the Training College may be amalgamated with the University lodging house. Efforts are being made to start this College in 1947-48 and it is hoped that it will develop into a Research Institute of Education.

The Government of India realise the urgent necessity to train some teachers, both men and women, in Physical Education. For this purpose, a Training College for Physical Education is also to be established in Delhi and the details of this scheme are being worked out.

It is also intended to train more teachers of Domestic Science in the Lady Irwin College, Delhi.

Proposals are also under consideration for training teachers of music.

The number of new Training Institutions to be started or existing institutions to be improved or expanded

Province and Centrally Administered Area	Training Schools for Primary School Teachers		Training Colleges for High School Teachers	
	New institutions to be started	Existing institutions to be expanded or improved	New institutions	Existing institutions to be improved
Assam ..	2—one for men and one for women.	..	2	..
Bengal ..	2	..	..	2
Bihar ..	4—for women	57	4	1
Orissa ..	8	..	3	1
U. P. ..	40	..	1	..
Punjab ..	23	..	..	..
Sind ..	8	..	1	..
N.-W. F. P. ..	6	..	..	..
Bombay ..	16	..	..	..
C. P. ..	12—for men and women.	3	3	..
Madras ..	Number is not known.	..	1	..
Ajmer-Merwara	..	..	..	..
Delhi ..	2—for Junior and Senior Basic School Teachers.	..	..	..
Baluchistan ..	..	..	1	..
Coorg ..	1	..	..	..
Government of India.	..	..	1	..

(viii) Health of the School Child

Provision to ensure adequate nutrition is essential, if school children are to be made and kept healthy, but only Bengal, Bihar, Orissa, Punjab and Bombay have so far made arrangements for providing mid-day meals either free or at nominal rates to poor children in selected areas. Madras had a very comprehensive scheme on the subject, but as the cost was regarded as prohibitive, the scheme was unfortunately dropped within a year of its inception.

A number of Provinces have produced schemes either for strengthening their present Inspectorate for Physical Education or for providing additional staff, wherever necessary. Punjab proposes to give a grant to the

Boy Scouts Association to start the Punjab College of Physical Education and Scouting at Walton near Lahore. Bihar wishes to make training in Physical Education compulsory for all and Orissa has undertaken to provide Physical Instructors in all High Schools.

Assam, Bihar, Orissa, the United Provinces, North-West Frontier Province, Bombay, Central Provinces and Berar and Madras and, among the Centrally Administered Areas, Ajmer-Merwara have schemes for extending or introducing a School Medical Service. The United Provinces, as for example, have plans to cover the whole Province with a network of central school clinics and to appoint a large number of men and women medical officers to carry out medical inspection and treatment.

Bombay has provided for the medical examination of children on their first entry into Primary Schools and again at the ages of 11, 14 and 17. Those who are not found fit will have an annual medical examination and treatment if required at local centres.

(ix) Education of the Handicapped

Assam, Bihar, Orissa and Ajmer-Merwara are each starting schools for the blind. Assam and Bihar propose to establish institutions for the deaf and the dumb. Orissa has a scheme for improving its school for the deaf and the dumb and the North-West Frontier Province wishes to depute two graduates to Mysore during 1947-48 for training with a view to start next year a Provincial Institute for physically and mentally handicapped children.

Coorg has a scheme for giving stipends to defective children towards the cost of their education in special institutions outside Coorg and Delhi proposes to provincialise the Lady Noyce School for the Deaf and the Dumb. The intake of the school will be increased from 45 to 100.

The Central Department has also taken up the cause of the education and welfare of the blind. In accordance with the recommendation of the Central Advisory Board of Education, there is to be set up a Central Braille Press with an up-to-date embossing plant and workshop for manufacturing necessary apparatus and appliances for the education of the blind.

(x) Recreative and Social Activities

So far four Provinces, Punjab, Central Provinces and Berar, Bombay and Orissa, have schemes for recreative and social activities.

Punjab has started a Domestic Training School, where free board and lodging are available, to train women as Welfare Workers. The course includes Home Science, Social Service and Adult Literacy. After training, the students will work among the village women of the Punjab.

Punjab also proposes to give financial help to the Boy Scouts Association and to expand the organisation of Young Farmers' Clubs. In 1945-46, there were 400 such clubs and all were very popular. It is proposed to make them permanent. These clubs are to provide recreation not only for young men in the villages but also to become centres of attraction for a very large number of ex-soldiers during the difficult period after demobilisation when they are trying to readjust themselves to civil life.

Both Punjab and Bombay are also providing playgrounds for schools. The Department of Psychology at the Spence Training College, Jubbulpore, besides teaching psychology, will also train social workers for community

welfare. Provision is also being made from 1947-48 onward for starting Diploma Classes in Psychology applied to Social Services. Bombay has made provision for paying grants to institutions conducting social services. Orissa proposes giving grants-in-aid to the Young Men's Christian Association, Scouting, Girl Guides, Junior Red Cross and other Youth and Social Services. It is also proposed to give a grant to the Utkal University for the Indian Auxiliary Training Corps and the University Training Corps classes for buildings and equipment.

In conformity with the recommendation of the Central Advisory Board of Education and with the accepted need for co-ordinating Social and Recreative activities, the Government of India propose to set up a central body called the All-India Council of Social Service with an institute for research, preferably in Delhi, under its control. At the Centre an impartial and thorough examination of the problems connected with Social Service and Public Administration in its relation to Social Services will be carried out. In order that the Central Institute may at all times be in close touch with practical problems, there will be closely associated with it, if not under the same direction, a Training School for social workers. Details of this scheme are now being worked out.

(*xi*) *Employment Bureaux*

Some reference to the need for these has been made in the note of Selection (*cf.* pages 243-44). It is to be regretted that the development plans so far received contain little provision for this important service but it may be hoped that this will be remedied in the next quinquennial programme.

(*xii*) *Administration*

For such a vast all-round expansion of education, it is necessary that the headquarters of the Provincial Education Departments should be strengthened and the Inspectorate expanded. All the Provincial Plans provide schemes for this and some of the Provinces have also provided for the appointment of Planning and Survey Officers and separate Architects for educational buildings.

The Government of Bombay are also taking steps to divest District Local Boards of responsibility for administering Primary Education in rural areas. The Bombay Primary Education Bill was introduced in the Bombay Legislative Assembly in September 1947; it provides that the bulk of the expenditure on education, about 96 per cent., will hereafter be borne by Government. The Government's ten-year scheme for introducing universal compulsory Primary Education throughout the Province will involve the Government in an annual expenditure of over rupees nine crores of which the Local Bodies will be required to contribute only Rs. 30 to 40 lakhs. It has, therefore, been decided by Government that they must exercise more direct control over Primary Education, but the Local Bodies will continue to elect School Boards and the Chairmen of the School Boards will also be directly associated with the administration of Primary Education. Other Provinces are believed to be contemplating action on similar lines.

C. Education of the Backward Communities

It will be recalled that the Viceroy's Executive Council, when they generally approved the Report of the Central Advisory Board of Education in 1945, decided that steps should be taken to provide adequate educational facilities for backward communities and that Provincial Governments

in preparing their development plans should be asked to pay special attention to this.

The Provincial Plans contain schemes for the establishment of additional institutions from the Primary to the College Stage for the backward communities and also for the improvement of existing institutions. The institution of additional scholarships, free grants of books and slates to children, the opening of libraries and hostels and an increase in the salaries of the depressed-class supervisors are also contemplated. The Government of the Central Provinces have selected an area called Baihar Tahsil, inhabited mainly by aboriginals, for the introduction of a Pilot Plan on education.

So far, however, the most comprehensive plan for improving the conditions of the backward classes is that submitted by the Government of Bombay. A sum of rupees one crore has been set apart for the next five years for "Amelioration of Backward Classes," out of which nearly half will be spent on their education. Among the educational measures contemplated are :

(*i*) Introduction of compulsory Primary Education among backward-class children between the ages of 6 and 12 in areas with a considerable backward-class population in each district. Children will be supplied with stationery and books free of cost.

(*ii*) Increase in stipends to children living in hostels and opening of new hostels.

(*iii*) More monthly scholarships in Primary and Secondary Schools and Colleges.

(*iv*) Free studentships for all backward-class boys in Secondary Schools and an increase in the present rates of scholarships.

(*v*) Provision of mid-day meals and/or milk to backward-class pupils in Primary Schools.

(*vi*) Appointment of organisers under District Local Boards for increasing attendance of backward-class pupils.

(*vii*) Provision of circulating libraries, magazines, etc., and opening of night classes and adult literacy classes.

(*viii*) Free studentships in Arts, Science and Professional (including Veterinary and Medical) Colleges and scholarships for training at the Tata Institute of Social Sciences and Training abroad.

In this connection Government of India's plans to help the members of the backward communities may also be mentioned. They have sanctioned a separate scheme for Scheduled Caste scholarships for five years with effect from 1944-45. An annual grant of Rs. 3,00,000 is being provided for this purpose. Applications for scholarships are invited each year by advertisements in the leading newspapers and by announcements through the Radio and through Directors of Public Instruction and Vice-Chancellors. Final selections are made by a Special Selection Board appointed by the Government of India. Awards are confined to Post-Matriculation Courses of studies in scientific and technological subjects. In 1944-45, 114 awards were made in all and in 1945-46, in addition to the renewal of 75 of the old awards, 202 fresh scholarships were awarded. In 1946-47, 313 fresh awards

were made, besides renewing 210 old scholarships. Out of a total of 22 scholars selected for studies abroad during 1945-46, five have recently returned to India after completing their courses of studies in the United Kingdom. Since 1946-47 the Board have decided to confine this scheme to scholarships tenable in this country only as overseas scholarships to the Scheduled Caste candidates are covered by the general scheme of Overseas Scholarships referred to elsewhere in this report.

Another interesting scheme is now in hand for helping the backward communities in the Tribal Areas on the north-east border of Assam, for the administration of which the Government of India are responsible. The five-year educational plan for these areas aims at evolving a type of educated man who will be willing and able to assist in promoting the progress of the area in which he lives. The curriculum for the schools will be closely linked with agriculture. An important feature of the teachers' training will be that each man should spend a fixed period in the village of the tribe with which he is to work so as to enable him to learn their language and ways of thought. As an experiment, it is also intended to start a school of the type known as a Jean's School in America. This will be located at one of the experimental farms and will be in the nature of a small model village where a few entire families will learn improved methods of agriculture, simple hygiene and so forth. It is also proposed to depute an officer to U. K. to study the latest methods of educating primitive peoples and then probably to Achimote College in West Africa where striking progress has been made in implementing these methods.

CHAPTER III

PROVINCIAL DEVELOPMENT PLANS

A. Examination by the Central Government of Provincial Development Plans and their financial implications

THE Provincial Plans were received by the Department of Education during 1945 and were carefully scrutinised. The Department's comments were conveyed to the Provincial Governments in 1946. Special care was taken to avoid any unnecessary interference and comment was confined to the more serious deviations from the Report of the Central Advisory Board of Education and to the gaps, if any, in the plans as a whole. Attention was also drawn to instances where the plans submitted did not provide for a reasonable balance between the different branches of the educational system or between education and other public services.

The plans were also examined by the Development Board. In the case of the Punjab, the United Provinces and the North-West Frontier Province, no changes were suggested, but Bombay, Bengal and Sind were requested to increase their expenditure on Education. The remaining five Provinces were told that the expenditure on Education as proposed by them appeared to be beyond their resources and they were advised to curtail it. The position so far as it is known at the time of writing this Review is given in the accompanying charts and graphs.

Table showing the Total Expenditure proposed to be incurred on All Development Plans and on Education

Province	Total expenditure on 5-year development programme	Total expenditure on educational development	Percentage of expenditure on education to total expenditure on development	REMARKS
	Rs. in lakhs	Rs. in lakhs		
Assam ..	41,98	5,09	12.1	
Bengal ..	159,00	12,21	7.2	
Bihar ..	119,00	9,05	7.6	Bihar plan is, however, under revision.
Bombay ..	91,50	16,84	18.4	
C. P. and Berar	66,52	12,41	18.7	
Madras ..	129,00	30,67	23.70	The Provincial Government are revising the expenditure on education.
N.-W. F. P. ..	6,02	1,03	17.1	Does not include expenditure in respect of Tribal Areas.
Orissa ..	37,88	4,86	12.8	The Provincial Government are, however, revising their plan.
Punjab ..	116,00	10,00	8.6	
Sind ..	44,00	1,00	2.2	
U. P. ..	108,00	12,69	11.7	

Table showing Expenditure provided by the Provincial Governments for Education in their Five-Year Plans and the Expenditure recommended by the Development Board

Province	Original provision as given in the Provincial 5-year plan	Provision as recommended by the Development Board	Revised provision proposed by the Provincial Governments*	Remarks
	Rs. in lakhs	Rs. in lakhs	Rs. in lakhs	
Assam ..	1,09	4,00	5,09	
Bengal ..	9,44	12,00	12,21	
Bihar ..	9,05	8,09	Not known	
Bombay ..	3,39	7,00	16,84	
C. P. and Berar	11,64	6,00	12,41	
Madras ..	30,67	The Provincial Government have been asked to reduce recurring expenditure.	Not known but agree to reduce the expenditure.	
N.-W. F. P. (exclusive of Tribal Areas).	1,03	1,03	No change	
Orissa ..	4,86	2,50	Not known	
Punjab ..	10,00	10,00	No change	
Sind ..	45	1,45	1,00	
United Provinces	12,69	12,69	No change	

*For recurring and non-recurring expenditure and ultimate recurring expenditure, please *see* next table.

Table showing the Financial Provision for Provincial Five-Year Plans on Education

Province	Expenditure on education			Ultimate annual recurring expenditure from 5th year onward	Remarks
	Non-recurring	Recurring	Total		
	Rs. in lakhs	Rs. in lakhs	Rs. in lakhs	Rs. in lakhs	
Assam ..	Not known		5,09	..	
Bengal ..	,,	,,	12,21	..	
Bihar ..	5,16	3,89	9,05	1,01	The Development Board have, however, provisionally suggested expenditure of Rs. 8,09 lakhs on education.
Bombay ..	6,65	9,94	16,84	3,14	The total of recurring and non-recurring expenditure will be Rs. 16,59 and not Rs. 16,84 as shown. The Provincial Government have yet to work out details of Rs. 25 lakhs.

Table showing the Financial Provision for Provincial Five-Year Plans on Education—concld.

Province	Expenditure on education			Ultimate annual recurring expenditure from 5th year onward	Remarks
	Non-recurring	Recurring	Total		
	Rs. in lakhs	Rs. in lakhs	Rs. in lakhs	Rs. in lakhs	
C. P. and Berar	3,46	8,95	12,41	3,29	
Madras ..	1,19	29,48	30,67	8,58	At the suggestion of the Development Board the Provincial Government have agreed to scrutinise the expenditure on education, both capital and recurring, with a view to reducing it considerably.
N.-W. F. P. ..	54	49	1,03	11	These figures do not include provision for Tribal Areas.
Orissa ..	3,18	1,68	4,86	52	
Punjab ..	3,87	6,13	10,00	1,78	
Sind ..	34	66	1,00	22	
U. P. ..	7,09	5,60	12,69	2,27	

Besides giving technical advice, the Centre has also agreed to contribute towards the cost of the Provincial Plans. The total amount of central grants provisionally sanctioned for all the Provincial (including educational) Schemes in the quinquennium is over Rs. 275 crores. For 1947-48, the Provinces have been promised about Rs. 45 crores, excluding loans, for development purposes. For the Centrally Administered Areas, provision of Rs. 1.86 crores has been made. Whatever portion of the total Development Budget is allocated by a Province to educational development only, the same portion of the total Central grants is assumed to be the contribution of the Centre towards education or to express it mathematically—

Central Grants to Education : Central Grants to Development Scheme : : Provincial Expenditure on Educational Development : Provincial Expenditure on Development Scheme.

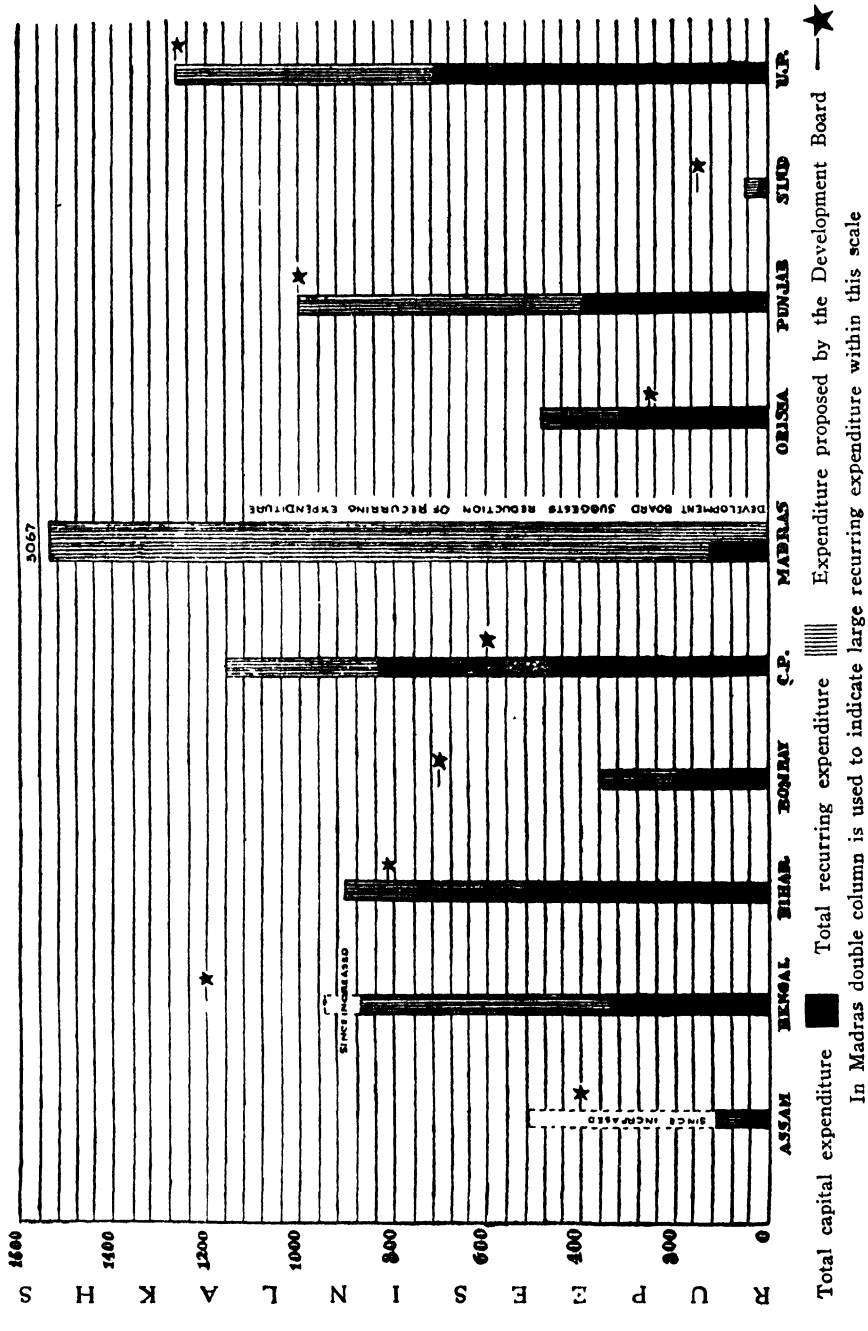
It should, however, be pointed out that the Interim Schemes implemented in 1946-47 (*see* page 260) were completely financed by the Centre.

The only important condition attached to these grants which has been accepted by the Provinces is that development will follow the main lines of policy laid down by the Central Government in the case of each subject.

B. Interim Schemes

Although the first year of the quinquennium for Post-War Development was to start from 1947, owing to the sudden termination of the war,

COST OF PROVINCIAL FIVE-YEAR PLANS ON EDUCATION



Total capital expenditure ▮ Total recurring expenditure ▥ Expenditure proposed by the Development Board —★

In Madras double column is used to indicate large recurring expenditure within this scale

the Provincial Governments were requested early in 1946 to embark forthwith on schemes selected out of their Five-Year Plans which had the special object of counteracting deflation and unemployment. Though schemes relating to Training of Teachers and educational facilities for ex-servicemen received high priority in this connection, other aspects of education were not neglected. The schemes started during this pre-plan year are known as the Interim Schemes. The Progress Reports on these schemes as received from the Provinces are summarised below :—

Basic Education

Madras and Bombay introduced free and compulsory Elementary Education in selected areas. In Madras, 168,828 pupils had been brought under compulsion till 31st December, 1946, against 1.2 lakhs which were proposed to be brought under the scheme in 1945-46. Bombay introduced compulsory education in certain selected talukas and found that the necessary co-operation of the Local Authorities in regard to funds was not forthcoming. New schools were also opened in 50 school-less villages with a population of 400 and over in four talukas. One District Local Board School in the Satara taluka was converted into an Agricultural Bias School and will correspond to the Senior Basic School recommended in the Central Advisory Board of Education Report. The Government of Orissa sanctioned grants for improvement of buildings and equipment of 946 Primary Schools, five Middle-English Schools for Boys and six Middle-English Schools for Girls. In addition, 100 schools were opened in Partially Excluded Areas and an expenditure of Rs. 41,000 was incurred to provide more scholarships, free supply of books and slates to Scheduled Caste, Backward and Hill Tribe students. In the Central Provinces, Government took over 56 Indian Middle Schools and converted them into Senior Basic Schools. These schools are designed to be centres for Compulsory Basic and Adult Education. They will serve as Demonstration Centres, specially for the Basic Syllabus and are intended to give a lead to other village schools in the tahsil. The salaries of Primary School teachers which varied from Rs. 10 p.m. to Rs. 25 p.m. were also revised and now no teacher in the service of Local Bodies gets a salary of less than Rs. 30 and the dearness allowance of less than Rs. 11 p.m. Salaries of teachers in Bengal were also revised as shown below :—

Qualification	*Revised Scale*	*Old Scale*
Trained Matriculates ..	Rs. 27 p.m. (Headmasters will receive an extra allowance of Rs. 2 p.m.).	Rs. 16 p.m.
Untrained Matriculates and Trained Non-Matriculates ..	Rs. 19 p.m.	Rs. 12 p.m.
Untrained Non-Matriculates	Rs. 15 p.m.	Rs. 10 p.m.

(All the teachers will continue to draw an allowance at Rs. 2½ p.m. from District School Boards and Rs. 3 p.m. from Government, thus a total of Rs. 5½ p.m.)

Orissa also revised the salaries of their untrained teachers from Rs. 10 p.m. to Rs. 15—1/2—20 and those of trained teachers which ranged from Rs. 13 to Rs. 18 p.m. before, to Rs. 20—1/2—25. In addition, women teachers get Rs. 5 p.m. and trained teachers working in urban areas Rs. 2 p.m. extra.

High School Education

Most of the Provinces tried to provide increased facilities for High School Education. In Bombay, one private school was converted into an Agricultural High School. In the Central Provinces five new High Schools for girls and five for boys were opened and one Government Indian English Middle School for girls was raised to the status of a High School. In Bihar, ninth class was opened in Kumarbagh post-basic High School and some High School buildings in Madras and the United Provinces were extended. The Government of Orissa sanctioned grants for scientific apparatus, furniture and equipment and construction of buildings for 18 schools.

University Education

In the Patna College, Bihar, B.A. (Pass and Hons.) in Experimental Psychology, B.A. (Pass) in Political Science, and M.A. in Psychology were started. In addition, teaching of Experimental Psychology was introduced in the Greer Bhumihar Brahman College, Muzaffarpur, and Government College for Women at Patna was converted into a First Grade College. A number of additional classes were started in Orissa Colleges as shown below :—

First year I.Sc. class in Puri College, third year B.A. class in Puri and Balasore Colleges, third year B.Sc. class in Zoology and fifth year M.A. classes in Oriya and Economics in Ravenshaw College, third year B.A. class in Women's College, Cuttack, and third year B.A. and B.Com. classes in Sambalpur College.

In the Central Provinces, Madras and the United Provinces, additional buildings were provided for a number of colleges.

Technical Education

The College of Engineering, Poona, the Bengal Engineering College, Sibpur, and Jadavpur College of Engineering and Technology were expanded and some progress was made with the following newly-started Colleges of Engineering and Technology—

1. A. C. College of Technology, Madras University.
2. College of Engineering and Technology, Annamalai University.
3. Engineering College, Coimbatore.
4. Engineering College, Jubbulpore.
5. Mechanical and Electrical College, Sindri, Bihar.

Scheme for the training of Technical personnel in connection with Electric Grid Scheme at the Victoria Jubilee Technical Institute, Matunga, Bombay, which had commenced in November 1944, made further progress. During the year under review, a mechanical block and a foundry shed were under construction. In the United Provinces, carpentry and weaving classes were started in the Garhwal Polytechnic.

Thirty-three students from Bombay, nineteen from Bihar and six from Orissa were in receipt of scholarships for training abroad for Technical Education on behalf of the Governments of the respective Provinces.

Training of Teachers

Bihar started first year classes at Kumarbagh Basic Training School in Brindaban area and at Bikram. Classes I to III were also opened in the Practising Basic School in the Bikram area. Bombay opened three Training Colleges for men Primary teachers in June 1945, and Madras made provision for training 4,000 additional teachers. Some progress was made with regard to the construction of a hostel for women at the Government Training College, Allahabad.

In addition, expansion of existing training institutions took place in most of the Provinces. Additional accommodation was provided in the men's hostel and buildings of Government Training College, Allahabad; Patna Training School was expanded; two additional classes were opened in the two Training Colleges for Primary School teachers in Bombay and first year classes in Secondary Training Schools in Cuttack and Berhampur were expanded. A Department of Psychology was established in the Spence Training College, Jubbulpore, and a Psychologist and his assistant were appointed. Three institutions for awarding Diplomas in Education were started—two for men at Khandwa and Amraoti and one for women at Amraoti. Orissa deputed some candidates for training in Basic Education at Wardha and Bengal trained 27 officers and others in India and abroad in connection with Primary School Training.

Health of the School Child (School Medical Service and Physical Education)

Madras spent Rs. 22,39,208 during the year under review to provide mid-day meals for school-children. The scheme was however dropped from 1st April, 1947. The Government of Orissa gave a subsidy of Rs. 44,105 to the Higher Elementary Schools for mid-day refreshment for students. As regards training of Physical Instructors in the Provinces, twelve candidates completed their training in 1945-46 and eight more were sent for training to Institutes of Physical Education in Madras and Lucknow during 1946-47. The Government, however, found that the scales of pay (Rs. 50—100 in High Schools, Training Schools and Colleges and Rs. 30—50 in Elementary Schools) were not sufficiently attractive to induce more candidates with requisite qualifications to offer themselves for training. In the Central Provinces, an Officer on Special Duty was appointed to work out a scheme of Compulsory Military and Physical Education in High Schools.

Administration

In a number of Provinces, the headquarters staff of the Director of Public Instruction was strengthened to cope with the additional work. An additional Deputy Director of Public Instruction was appointed in Orissa and in the Central Provinces. In the latter Province, an Officer on Special Duty was appointed to attend to post-war planning and three Committees —School Science Committee, the College Science Committee and the Physical Science Committee—were also constituted. In addition, an Assistant District Inspector was appointed in each district to look to the implementation of development schemes. The Educational Divisions in the

Province were reconstituted and two additional Divisional Superintendents with subordinate staff were appointed. As regards reorganisation of the Inspectorate of Girls' Schools, six District Inspectresses of Schools were appointed. In Bengal, the post of Chief Inspector for Primary Education and certain other subordinate staff were sanctioned.

All Provinces have sent their Development Programme for 1947-48. Most of the schemes included in these programmes have been approved by the Development Board, but in regard to a few, further details have been asked for while decision on others has been deferred pending constitutional changes.

CHAPTER IV

EVENTS LEADING TO THE ESTABLISHMENT OF A SEPARATE DEPARTMENT OF EDUCATION

AFTER the foregoing summary of the Provincial Post-War Plans something must now be said about those Central Schemes which have not yet been mentioned, but before doing so, some reference is necessary to the development of the Education Department at the Centre.

Although for many years past enlightened opinion in India had not been unconscious of the importance of Education as a nation-building activity, the organisation at the Centre was, even as late as 1937, entirely inadequate to cope with expansion on any considerable scale and Education still formed only a section of the Department of Education, Health and Lands. The ostensible explanation was that Education, being mainly a Provincial subject, the concern of the Central Government was strictly limited. But the position was soon to be altered. The attention of the Government of India had been called on frequent occasions to the lack of adequate educational facilities in the Centrally Administered Areas for which they were directly responsible and by 1937 it was decided that in spite of the existing financial stringency something should at least be done to bring these areas at least up to the level of the more progressive Provinces and States. With this object in view the services of an expert from abroad were obtained and he was appointed as Educational Commissioner and his first task was to prepare a comprehensive survey of the educational needs of Delhi, Ajmer-Merwara and Baluchistan. Three-year programmes of educational development were introduced in these areas from 1939-40. To facilitate the carrying out of these and at the same time to meet the increasing number of requests received from Provincial Governments for advice from the Educational Commissioner, many of which necessitated a visit to the areas, it became necessary to provide him with expert assistance and a post of Technical Assistant was accordingly sanctioned in 1940 and some further posts in 1942.

The survey of Education in the country as a whole, which this enlarged staff made possible, combined with the conclusions arrived at by the Central Advisory Board and their Committees between 1937 and 1942 amply confirmed the prevailing impression that if India was to take her place amongst the comity of educated nations, a thorough reorganisation of her educational system was long overdue and that a comprehensive plan of development would have to be prepared and put into operation as quickly as possible. The events leading to the preparation of such a plan by the Central Advisory Board of Education and its main features have already been described elsewhere in this Review; all that need be mentioned here is that towards the close of the financial year 1944-45, pending the consideration of and a final decision in regard to the Plan of the Central Advisory Board of Education as a whole, the Government of India decided to give immediate effect to certain schemes of special urgency foremost amongst which were the establishment of a University Grants Committee

and an All-India Council of Technical Education. The Overseas Scholarship Scheme was also initiated about the same time though this had nothing directly to do with the Central Advisory Board's plan. These schemes are referred to later on in detail. In order to cope with the work under all the above heads and to continue and increase the help to Provinces in connection with their urgent post-war problems, the Government of India in 1945-46 sanctioned a further substantial strengthening of the staff of the Education Section of the Education, Health and Lands Department which was then reorganised in three divisions, viz., " General," " Technical " and " Overseas."

Some indication of the extent to which the work of the Education Section had grown since 1937 can be obtained from the statement below which shows the increase in the senior staff since that date :—

	1937-38.	1941-42.	Up to 31-3-1946.
Educational Adviser ..	1	1	1
Technical Assistant to Educational Adviser ..	..	1	..
Deputy Educational Adviser	..	..	4
Assistant Educational Adviser	..	..	6
Secretary, University Grants Committee ..	..	..	1
Education Officer ..	..	..	5
Assistant Education Officer	..	..	3
Curator	..	..	1
Liaison Officer in U.S.A. ..	..	..	1
TOTAL ..	1	2	22

In addition to these posts, Liaison Officers were appointed in the United States of America and two Assistant Educational Advisers were attached to the office of the High Commissioner for India in the U.K. to deal with the Overseas Scholarship Scheme and generally to look after Indian students abroad.

By 1945-46 the staff of the Education Section had become approximately as large as the whole of Education, Health and Lands Department in 1938 but in spite of this growth, it was still inadequate to deal properly with all the new responsibilities which it was called upon to undertake. As a considerable expansion had also taken place in the Agriculture and Health Sections of the Department on account of the war and the " Grow More Food " campaign, it was becoming a question of some urgency that the Department of Education, Health and Lands should be split up. The Government of India accordingly decided to trifurcate it into the Departments of Education, Health and Agriculture with effect from 1st September, 1945.

With the reconstitution of the Department of Education as a separate entity, it was called upon to undertake the following main branches of activity :—

A. General

1. Education in the Centrally Administered Areas.
2. Central Advisory Board of Education.
3. Bureau of Education.
4. Post-war Educational Development and advice to Provinces and States with regard to current educational problems to enable them to formulate their future educational development policy.
5. Aided Educational Institutions and loaned societies.
6. University Grants Committee.
7. Imperial Record Department and the Indian Historical Record Commission.
8. Imperial Library.
9. Archæological Survey of India.
10. Museums.
11. Anthropology.

B. Technical

1. All-India Council for Technical Education.
2. Central Technical Institutions.

C. Overseas

1. Government scholarships for Technical studies abroad.
2. Welfare of students.
3. Cultural co-operation.

D. Resettlement

1. Rehabilitation and Resettlement of discharged Military personnel.
2. Social and Recreational activities.

Towards the close of the decennium under review, the section of "ARTS" was taken over by this Department from the Information and Broadcasting Department. A Blind Welfare Unit has also been added.

It may be interesting to record that immediately prior to Partition, the date at which this survey ends, the full establishment of the Department was as under :—

Name of the Post-Gazetted Staff

	Total Number.
Secretary and Educational Adviser	1
Deputy Secretary and Deputy Educational Adviser ..	1
Private Secretary to Hon'ble Member	1
Deputy Educational Advisers	3

Name of the Post-Gazetted Staff—concld.

	Total Number
Officer on Special Duty	1
Assistant Educational Advisers	10
Assistant Educational Advisers attached to the Office of the High Commissioner for India in United Kingdom ..	2
Educational Liaison Officer, U.S.A.	1
Deputy Educational Liaison Officers	2
Assistant Secretaries	3
Curator, Central Bureau of Education	1
Secretary, University Grants Committee	1
Education Officers	11
Assistant Education Officers	7
Librarian, Imperial Secretariat Library	1
Superintendents	10
Non-Gazetted Staff	
Assistants-in-Charge	5
Assistants	43
" A " Grade Clerks	43
Technical Assistants	14
Senior Technical Assistant	1
Junior Technical Assistants	6
Investigators	3
Statistical Assistant	1
Compilation Assistants	6
Computors	2
Stenographers	20
Steno-typists	7
" B " Grade Clerks	103
Cashier	1
Draftsman	1
Film Assistant	1
Personal Assistants to Hon'ble Member	2
Accountant	1

CHAPTER V

SCHEMES PREPARED BY THE CENTRAL GOVERNMENT FOR IMPLEMENTING CERTAIN RECOMMENDATIONS OF CENTRAL ADVISORY BOARD REPORTS

WHILE recognising that Education is mainly a Provincial responsibility, it was felt that to encourage and co-ordinate development in the country as a whole, the Centre should undertake to supply such essential facilities as were not or could not be provided in the Provincial Plans. The Central Plans were accordingly designed to supplement certain key services, such as the promotion of research, etc. A list of such plans together with an indication of the financial outlay involved is given in Appendix B but some account will be given here in regard to the objects of these schemes and the progress made during the decennium in giving effect to them.

A. Scientific and Technical Education and Research

One of the most comprehensive plans prepared and approved by the Government of India is that for the organisation of Technical Education on an all-India basis.

1. *Delhi Polytechnic*

In the light of the recommendations of the Abbott-Wood Report on "Vocational Education in India" which was published in 1937, a scheme for the establishment of a Polytechnic at Delhi was prepared by the Educational Commissioner and put into operation in 1941. This institution, which is at the moment the only one of its kind in India, is designed to provide in a single institution full-time as well as part-time courses in technical, commercial and art subjects both for junior and senior students. The courses of instruction and training programme are so drawn up as to enable students to resume their interrupted educational careers at all stages and to offer opportunities for further education to those who are engaged in earning their livelihood in industry and commerce, and thereby to improve their prospects.

Although war-time restrictions as well as almost insuperable difficulties in the early stages in the way of obtaining properly qualified staff and essential accommodation and equipment have retarded the growth of the Polytechnic to its full stature, a fair amount of progress has been made towards fulfilling the objects with which the institution was started. The Polytechnic now comprises a Technical High School and six senior departments, viz., Engineering, Architecture, Commerce, Chemical Engineering and Technology, Art and Textile Technology. The Polytechnic is fast gaining recognition and establishing its reputation both with those directly concerned and with the general public and it is hoped that before long similar institutions will be started elsewhere in India.

The Polytechnic offers the following courses at present :—

(*a*) All-India Diploma courses in—

(*i*) Architecture.
(*ii*) Chemical Engineering and Technology.
(*iii*) Engineering (Electrical).
(*iv*) Commerce.

(*b*) Polytechnic Diploma courses in—

(*i*) Art.
(*ii*) Textile Technology.

(*c*) All-India Certificate courses in—

(*i*) Commerce.
(*ii*) Engineering (Electrical).

(*d*) Part-time courses in—

(*i*) Commerce.
(*ii*) Art.

(*e*) Vocational courses in—

(*i*) Commerce.
(*ii*) Art.

(*f*) Co-operative courses in—

(*i*) Engineering.
(*ii*) Textile Technology.

(*g*) Preparatory courses in—

(*i*) Architecture.
(*ii*) Engineering.
(*iii*) Commerce.

(*h*) Higher Secondary (Technical Certificate Course).

Plans are now ready for an all-round development of the Polytechnic so as to make it a really first-class technical institution. With the implementation of these plans the Polytechnic will be able to offer the following additional courses :—

I. Degree courses in—

(*i*) Engineering (Civil, Mechanical and Electrical).
(*ii*) Chemical Engineering and Technology.
(*iii*) Commerce.

II. All-India Diploma courses in—

(*i*) Engineering (Civil and Mechanical).
(*ii*) Applied Art.
(*iii*) Textile Technology.

III. All-India Certificate courses in—

(*i*) Engineering (Civil and Mechanical).

(*ii*) Chemical Engineering and Technology.

(*iii*) Applied Art.

(*iv*) Textile Technology.

IV. Technical Teachers' Diploma Course.

V. Craftsmanship and Workshop Foreman Course.

A Governing Body of the Institution comprising 15 members, official and non-official, has now been set up.

Negotiations have been in progress for some time with Delhi University for the recognition of some of the senior departments of the Polytechnic as a part, if not the whole of the Technological Faculty of the University. It is hoped that when it has its new buildings on a site adjacent to the University, the Polytechnic will be able to undertake this new and important responsibility without detriment to the other aspects of its work.

2. *The Sarker Committee*

In the light of the recommendation of the Central Advisory Board of Education Report and with the concurrence of the Planning and Development Department, an *ad hoc* Committee was set up in the beginning of 1945 under the Chairmanship of Mr. N. R. Sarker, to advise on the provision of facilities for advanced technical education in India on the lines of the Massachusetts Institute of Technology, with a view to meeting the problems of post-war industry. The Committee submitted an interim report in which they expressed the opinion that the existing facilities for higher technical education in India were inadequate both in quantity and quality to satisfy India's post-war needs for high grade technologists. The following is a summary of the main recommendations made by the Committee to meet the situation :

(*i*) Not less than four Higher Technical Institutions, one in the north, one in the east, one in the south and one in the west, will be necessary to satisfy post-war requirements.

(*ii*) The one in the east should be set up in or near Calcutta at an early date.

(*iii*) The establishment of the Western Institution, which should be in or near Bombay, should be taken in hand concurrently with the Eastern Institution or failing that as soon after as possible.

(*iv*) To satisfy the immediate needs for engineers generally, and for those with specialised training in hydraulics in particular, the engineering nucleus of the Northern Institution should be set up without delay.

(*v*) To ensure the proper planning of buildings, equipment and courses of study, the Principals and Heads of the Main Departments of these institutions should be appointed and the services of an architect with experience in the planning of technical institutions secured at a sufficiently early stage.

3. *The All-India Council for Technical Education*

In their plan for post-war development in India and for the reasons given therein, the Central Advisory Board of Education expressed their belief that Technical Education at the higher stages could not in modern conditions be effectively organised on a Provincial basis and emphasised the need for planning this particular branch of education on an all-India basis. They accordingly recommended the establishment of a National Council for Technical Education, which they suggested should control policy in Technical Education generally and deal with all Technical Institutions above the High School stage, except the Technological Departments of Universities. It was obvious that this recommendation would raise issues, agreement on which could be reached only after considerable discussion with the various authorities concerned. At the same time the development of Technical Institutions at all stages was urgent not only in view of the accepted need for making Indian education generally more realistic but also because it had an essential and urgent contribution to make towards other branches of post-war reconstruction, which would demand a large increase in the available supply of Indian technologists and technicians. A necessary preliminary to any planned and balanced development of Technical Education was a survey by a single competent body of existing facilities, probable post-war requirements and present and prospective proposals for development in this important sphere of education. For the immediate task of survey and advice, it was not necessary that an All-India Council for Technical Education should be endowed with executive, administrative, or controlling powers of any kind or that its establishment should be delayed until all the issues raised by the Central Advisory Board's recommendation had been settled. It was accordingly decided by the Government of India that the All-India Council for Technical Education should be set up immediately, composed in the way suggested by the Central Advisory Board of Education but entrusted in the first instance with purely advisory functions, although it was made clear that its being set up with advisory functions only was without prejudice and at the same time without commitment to the full implementation at a later date of the proposals in this behalf of the Central Advisory Board of Education.

The All-India Council for Technical Education accordingly came into being by a Resolution of the Government of India (No. F. 16-10/4 E. III) on the 30th November, 1945.

The immediate task assigned to the Council was to survey the need of the country as a whole for Higher Technical Education, with special reference to prospective post-war needs and to advise in what areas Technical Institutions should be established, for what branches each should provide and up to what standards they should operate. In particular the Council was empowered :—

(*a*) to survey the whole field of Technical Education in consultation with Provincial Governments and such Indian States as may be willing to co-operate with it;

(*b*) to consider such immediate projects as are already under consideration by various Departments of the Government of India, e.g., the provision of Higher Technical Institutions on the lines of the Massachusetts Institute of Technology or the establishment of a Technical College for Electrical (Power) Engineering

and to assign to these their appropriate place in an All-India Scheme; and

(*c*) to conduct preliminary investigations with a view to ascertaining the conditions on which the authorities in control of existing Technical Institutions would be prepared to co-operate in an All-India Scheme.

The Council, as constituted, consists of representatives of the Central and Provincial Governments, certain Indian States, Labour, Industry, Commerce, the Inter-University Board, the Central Advisory Board of Education, the Association of the Principals of Technical Institutions in India, the Institution of Engineers and the Indian Legislature.

The Council held their inaugural session at New Delhi on the 30th April, 1st and 2nd May, 1946, under the Chairmanship of Mr. N. R. Sarker.

The Council decided that the following three types of committees should be set up for the efficient discharge of the functions assigned to it :—

(*i*) *All-India Boards of Technical Studies* for each of the main subjects of Technology with the object of achieving a uniformly high standard of education in these subjects. These Boards will frame regulations governing the grant of All-India Diplomas and Certificates and the Higher Diplomas of the Higher Technical Institutions and prescribe conditions for recognition of such Technical Institutions as may wish to prepare students for All-India Diplomas and Certificates.

(*ii*) *Regional Committees of the Council*, one for each region, to perform in general, the functions assigned to the Council and to supervise the work of the proposed Higher Technical Institutions and such other Technical Institutions (not affiliated to the Universities) as may join in an All-India Scheme.

(*iii*) *A Co-ordinating Committee* to co-ordinate the activities of the above committees and to act as the executive organ of the Council.

The Co-ordinating Committee and six All-India Boards of Technical Studies in—

(*a*) Engineering and Metallurgy,

(*b*) Architecture and Regional Planning,

(*c*) Commerce and Business Administration,

(*d*) Chemical Engineering and Technology,

(*e*) Textile Technology, and

(*f*) Applied Art,

were accordingly set up in 1946.

The activities of the above committees of the Council are dealt with later on in this Report.

The Council also considered the Interim Report of the Sarker Committee on Higher Technological Education and endorsed the recommendations of the Committee to establish four regional Higher Technical Institutions in the country which should be located in the east, west, north

and south. It was further decided that the exact location of these institutions should be settled after taking into consideration the facilities available in the region, the existence of Engineering and other Technological Institutes, University Colleges and research facilities and the particular industries existent in the area. Since the Council felt that it might not be possible to establish all the four institutions simultaneously, they decided that the institution or institutions which might first be started should cater for the needs of the whole country, paying special attention to the needs of areas backward in facilities for Technical Education.

In addition, the Council recommended that existing Technical Institutions should be upgraded and that the Central and Provincial Governments should give them generous grants for this purpose.

The Council also recommended the immediate establishment of a Power Engineering Department at the Indian Institute of Science, Bangalore.

The proceedings of the first meeting of the Council have been printed and issued by the Bureau of Education (Pamphlet No. 38).

COMMITTEES AND BOARDS OF THE ALL-INDIA COUNCIL FOR TECHNICAL EDUCATION

(*a*) *The Co-ordinating Committee* of the Council was set up by a resolution of the Council at its first meeting held in 1946. It is fully representative of the interests comprising the Council itself and, in addition, the Chairmen of the All-India Boards of Technical studies are its ex-officio members.

A considerable amount of important work in the field of Technical Education has been carried out under the directions of this Committee as outlined below :—

(*i*) Survey of existing facilities in Technical Education.

An exhaustive questionnaire approved by the Co-ordinating Committee was sent to the existing Technological Institutions in the country through Provincial Governments, Universities and Residents for Indian States, in September 1946. Replies were received from most of the institutions and the information collected was summarised and presented to the All-India Council for Technical Education at its second meeting held in May 1947. As directed by the Council the matter will be published in the form of a non-technical and readable report.

(*ii*) Visiting Committees have been appointed to visit certain specified technical institutions and to make recommendations for their improvement.

(*iii*) Standards have been prescribed for the All-India Diploma Courses in different branches of technology.

(*iv*) Steps have been taken for the placing of students for practical training in industrial establishments.

(*b*) *All-India Boards of Technical Studies.* The Council recommended the establishment of Boards of Technical Studies with the following functions :—

(1) To examine the existing regulations and syllabuses for certificates and diplomas in the different Provinces and to frame definite regulations governing the grant of—

(*a*) All-India Certificates,

(*b*) All-India Diplomas, and

(*c*) Higher Diplomas of the Higher Technical Institutions.

(2) To recommend what conditions should be prescribed for the recognition of the different types of Technical Institutions, taking into consideration—

(*a*) qualification, nature and number of teaching staff required and conditions of service;

(*b*) accommodation needed for teaching purposes and for staff and students;

(*c*) the nature and extent of the equipment required;

(*d*) facilities for practical training, and

(*e*) such other conditions as may be required for the recognition of the institutions.

(3) To recommend persons who should be appointed as inspectors and visitors to report on the condition of the institutes with a view to the grant of initial recognition or continuation of recognition.

(4) To recommend the names of persons who may be appointed as external examiners.

(5) To suggest names of assessors who will visit the centres and report on the soundness and standard of examinations.

(6) To perform such other duties as may be necessary for the fulfilment of the above purpose or as may be prescribed by the Co-ordinating Committee of the Council.

It was recommended that the existing All-India Boards of Studies originally sponsored by the Association of Principals of Technical Institutions (India) should be taken over by the Council with the concurrence of that Association and reconstituted as All-India Boards of Technical Studies of the Council.

In pursuance of these recommendations six All-India Boards of Technical Studies in the following branches of Engineering and Technology were set up in 1946 :—

(*i*) Engineering and Metallurgy.

(*ii*) Commerce and Business Administration.

(*iii*) Architecture and Regional Planning.

(*iv*) Chemical Engineering and Technology.

(*v*) Textile Technology.

(*vi*) Applied Art.

All the Boards held their first meetings before the end of the year 1946.

For the time being, the Boards have adopted the curricula and syllabuses prescribed by the corresponding Boards of the Association of Principals of Technical Institutes for the All-India Diploma Courses and have appointed Committees to review the schemes with special reference to the standards laid down by the Co-ordinating Committee for the award of All-India Diplomas and Certificates. Considerable progress has been made in this direction and the revised All-India Schemes are expected to be ready by the end of 1947.

The Boards concerned conducted the All-India Examinations as set out below :—

(*i*) *January-February* 1947.

(*a*) All-India Diploma Examination in Electrical Engineering.

(*b*) All-India Certificate Examination in Electrical Engineering.

(*ii*) *June-July* 1947.

(*a*) All-India Diploma Examination in Electrical Engineering.

(*b*) All-India Diploma Examination in Commerce.

(*c*) All-India Intermediate Examination in Architecture.

(*d*) All-India Certificate Examination in Electrical Engineering.

The All-India Diploma in Electrical Engineering is provisionally recognised by the Federal Public Service Commission as a sufficient qualification for admission to the combined Engineering Service Examination for recruitment to certain gazetted posts under the Government of India. This recognition will be made absolute after the Institution of Engineers (India) has recognised the Diploma for exemption from parts (A) and (B) of their Associate Membership Examination.*

The All-India Diploma Holders in Commerce are exempted from the first examination of the Registered Accountancy Board and are allowed to practise as Income-Tax Practitioners provided they have taken Auditing as a special subject in the final year. The Diploma has also been recognised as equivalent to a University Degree for purposes of appointments in the offices under the Auditor-General of India.†

A Committee of the All-India Board of Technical Studies in Architecture and Regional Planning is now engaged in working out details of a scheme for a Central School of Architecture and Regional Planning.

A scheme for a Central School of Printing has been prepared by one of the members of the Specialists Committee of the All-India Board of Technical Studies in Applied Art and will shortly be considered by the Specialists Committee.

(*c*) *Regional Committees.* Definite proposals in regard to the demarcation of regions as well as the composition and functions of these committees have been addressed to the Provincial and State Governments,

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* The Institution of Engineers (India) has since recognised this diploma.

† The various All-India Diplomas awarded by the All-India Council for Technical Education have since been recognised by the Government of India as equivalent to University degrees in corresponding subjects, for the purpose of appointment.

who are considering the matter. The Government of India have sanctioned a nucleus staff for the proposed Regional Committees and there is every reason to hope that these committees will commence their work very soon.

The All-India Council for Technical Education held their second meeting at Bangalore on the 27th and 28th May, 1947, and reviewed the progress made since the last meeting, particularly in regard to (*i*) the establishment of Higher Technical Institutions, (*ii*) the strengthening of the existing Technical Institutions and (*iii*) the setting up of Regional Committees.

The Council were pleased to note that the Government had decided to establish the Eastern and the Western Higher Technical Institutions during the first quinquennium but regretted that more progress had not been made towards implementing this decision. The Council recommended the immediate establishment of these two institutions and the taking of preliminary steps to facilitate the early establishment of the Northern and Southern institutions as well.

In regard to the strengthening of existing institutions the Council received the reports of the Visiting Committees and endorsed the decision of the Co-ordinating Committee to refer the same to a Scrutinising Committee with a directive that the work should be expedited. The Council were of the view that grants made to institutions should be in the nature of block grants and might be given directly to the institutions when thought desirable.

An important resolution recommending to the Government of India to assume direction of Higher Technical Education and to provide for the strengthening of existing institutions during the next five years was also passed at the meeting. This resolution reads as follows :—

> " In view of the need for establishing a minimum efficient standard for Higher Technical Education and for ensuring an adequate supply of trained personnel for the economic and industrial development of the country and for developing the highest form of Technical Education all over the country, this Council is of the opinion that Higher Technical Education should be under the directive of the Council both for the promotion of efficiency of standards and for efficient maintenance of Higher Technical Institutions and with this end in view, the Council request that necessary funds be provided by the Central Government for next five years at least."

The Council laid down the procedure to be adopted for the setting up of a Joint Committee of the Council and the Inter-University Board to ensure proper co-ordination between Universities and non-University Institutions in the matter of Higher Technical Education.

4. *Higher Technical Institutes*

The Government of India have accepted the recommendations of the Sarker Committee regarding the establishment of four High Grade Technical Institutions—a recommendation subsequently endorsed by the All-India Council for Technical Education—and have decided to set up within the quinquennium commencing from the year 1946-47 two of these regional institutions, namely, the Eastern and the Western Institutions, each of which will provide facilities for the training of about 2,000 under-graduates

and 1,000 post-graduate and research students. These institutions will provide wide facilities for post-graduate study and research. For example, the Eastern Institution is expected to provide facilities for post-graduate study and research in the following subjects :—

Fuel Technology.
Pharmaceutics and Fine Chemicals.
Regional Planning.
Paper Technology.
Glass and Ceramics.
Plastics.
Paints and Pigments.
Hydraulic and River Research.
Transportation (including Railway Engineering).
Structural Engineering (including High Dams).
Design of Electrical Machinery.
Refrigeration and Air-Conditioning.
Automobile Engineering.
Machine Tools.
Design of Machinery and Instruments.
Light Alloys.
Industrial Physics.
Electronics (including Radio Engineering).
Economics and Botany.
Geophysics, Geology and Mineralogy.
Meteorology.
Food Technology.

A number of sites for the proposed Eastern and Western Higher Technical Institutions have been examined and Government are expected to complete the purchase of two suitable sites in the very near future. Immediate steps are also being taken to recruit the planning staff for the institutions. The planning of the college buildings and laboratories, the placing of orders for equipment, and assistance in the recruitment of the other staff are some of the important tasks that are to be assigned to the planning staff. Although it may take two or three years for the institutions to come fully into operation, it is hoped that it will soon be possible to make a beginning with a certain amount of post-graduate and research work as well as the training of lecturers and instructors, who will subsequently be employed on the staff of the Higher Technical Institutions.

The Department of Education attach the greatest importance to the early establishment of these institutions, for the sooner they are established, the sooner will India be free from the expensive necessity of sending overseas a large number of scholars for advanced training in different branches of technology.

5. *Improvement of Existing Technical Institutions*

As already stated, the All-India Council for Technical Education are of the opinion that simultaneously with the establishment of high grade

institutions of Engineering and Technology the Government of India should give generous grants for upgrading and expanding some of the existing institutions of Engineering and Technology. A nominal provision of Rs. 20 lakhs has been made in the budget for the year 1947-48 without prejudice to expenditure sanction for implementing such recommendations as may be made by the Council in this behalf. The Council consider that the following institutions are among the first which should be developed :

(*i*) College of Engineering and Technology, Jadavpur.

(*ii*) Department of Applied Chemistry, University College of Science and Technology, Calcutta.

(*iii*) Department of Applied Physics, University College of Science and Technology, Calcutta.

(*iv*) Engineering College, Banaras Hindu University.

(*v*) College of Mining and Metallurgy, Banaras Hindu University.

(*vi*) College of Technology, Banaras Hindu University.

(*vii*) Engineering College, Dayalbagh.

(*viii*) Victoria Jubilee Technical Institute, Bombay.

(*ix*) Luxmi Narayan Institute of Technology, Nagpur University.

(*x*) Department of Chemical Technology, Bombay University.

(*xi*) Jeypore Vikram Deo College of Technology, Andhra University.

(*xii*) Allagappa Chettiar College of Technology, Madras University.

(*xiii*) Engineering College, Annamalai University.

The Council have appointed expert committees to visit these institutions and to make recommendations for their improvement and development. Some of the expert committees have already submitted their reports and the committees for the remaining institutions are expected to submit their reports very soon. A scrutinising committee of the Council has been set up to examine all these reports and to submit its recommendations to the Co-ordinating Committee of the Council by the 31st August, 1947, which has been authorised by the Council to submit the final recommendations to the Government of India on their behalf. If adequate funds are made available, it should be possible to initiate steps for the improvement of the above institutions in October 1947. This should raise their existing standard of education and in some cases also increase their training capacity, leading to a gradual increase in the annual output of graduates in technological subjects.

6. *The Indian Institute of Science*

Besides taking preliminary steps for the establishment of Regional Higher Technical Institutions and for the strengthening of the existing institutions, the Government of India have accepted the schemes for—

(*i*) the establishment of a High Voltage Engineering Laboratory,

(*ii*) the establishment of a Department of Power Engineering, and

(*iii*) a four-year development programme, all at the Indian Institute of Science, Bangalore.

The establishment of a High Voltage Engineering Laboratory at an estimated cost of Rs. 23,13,000 and an annual recurring expenditure of Rs. 45,000 providing facilities for research, will greatly assist electrical

developments in the country. This scheme has been taken in hand and a special officer has been appointed by the Institute for setting up the laboratory.

The dearth of well-trained Electrical Power Engineers in India (both Thermal and Hydro-Electric) led to the formulation of a scheme for post-graduate training in the subject by an Expert Committee appointed by the Council of the Indian Institute of Science, Bangalore. The Government of India have undertaken the responsibility of financing this scheme at an estimated capital cost of Rs. 40 lakhs and an advance payment of Rs. 5 lakhs was made towards this scheme in 1946-47. The department, when fully established, will turn out sixty Power Engineers every year.

The four-year development programme of the Institute covers a wide range of subjects. The programme is estimated to cost Rs. 40 lakhs capital and with its implementation the Institute will be able to provide increased facilities for research and teaching in a number of technological subjects. Government sanctioned grants in 1946-47, the first year of the development programme, for the following purposes :—

(*a*) Opening of a division of General Chemistry in the Departments of Pure and Applied Chemistry.

(*b*) Expansion of activities of the Departments of Metallurgy and Internal Combustion Engineering.

(*c*) Reorganisation of the Office of the Director and general charges.

For the second year of the development programme, a provision of Rs. 15,50,000 non-recurring and Rs. 1,40,000 recurring has been made in the budget estimates for 1947-48, for the expansion of the following departments :—

(*a*) Department of Pure and Applied Chemistry.

(*b*) Department of Biochemistry.

(*c*) Department of Electrical Technology.

(*d*) Department of Metallurgy.

(*e*) Central Services Electrical Power House, Maintenance of Water, Gas, Sanitary System, Roads and Buildings.

Steps are being taken by the Institute to implement the second year programme of development.

The Government of India have also accepted a scheme for the establishment of a Department of Economics and Social Science at the Institute at a cost of Rs. 1,11,000 (Rs. 71,000 non-recurring and Rs. 40,000 recurring). This scheme is expected to be put into operation in 1947-48.

7. *Other Schemes under Consideration*

Other Technical Schemes contemplated by the Government of India are—

(1) The purchase of surplus stores for Educational Institutions in the country,

(2) A Central School of Architecture and Regional Planning, and

(3) An Administrative Staff College.

As regards the first, the proposal is to purchase surplus stores of the Government of India now available for disposal and distribute them among deserving educational institutions which have all been starved of all equipment and scientific apparatus during the war.

The scheme for starting a Central School of Architecture and Regional Planning has been accepted in principle by the Government of India and has been referred to a Special Committee for working out the details.

Similarly, the scheme for an Administrative Staff College has been referred for opinion to the Co-ordinating Committee of the All-India Council for Technical Education.

8. *The Scientific Man-Power Committee*

Early in 1947, the Government of India appointed a Scientific Man-Power Committee* to assess the country's requirements for different grades of Scientific and Technical personnel during the next ten years and to recommend the steps to be taken to meet these requirements.

A Sub-committee of the Scientific Man-Power Committee examined in detail the question of bringing about an immediate improvement and expansion of facilities for scientific and technical education, research and training. This programme was approved by the main committee at its meeting held on the 22nd and 23rd August, 1947.

The following are some of the important recommendations :—

(*i*) For immediate improvement in the output of scientific and technical man-power, Government should utilise the existing sources, namely, Universities, special Institutions and the industrial concerns, by helping to create in these places wider facilities for higher education, research and practical training.

The help should largely be in the form of grants for—

(*a*) the award of scholarships on a generous scale,

(*b*) the purchase of equipment,

(*c*) the opening of the new Post-Graduate Departments in the Universities.

(*ii*) A substantial increase in the facilities for education in general science up to the B.Sc. standard in Indian Universities is an immediate necessity so that the output from these courses may be adequate to feed the professional and post-graduate institutions which it will be necessary to improve, expand and multiply to meet India's immediate and future needs for scientists, technologists, engineers and health personnel.

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* The Scientific Man-Power Committee has since submitted its final report to the Government having all its various Terms of Reference. This report will be reviewed at a later date.

The Central Government have also made a provision of Rs. 50 lakhs in 1949-50 budget for giving effect to some of the main interim recommendations of the Committee.

(*iii*) Provincial Governments should be requested to convert without delay some of their existing ordinary High Schools into Technical High Schools.

(*iv*) As an interim measure to meet the present emergency, a double-shift system should be introduced in engineering, medical and other professional institutions. The Central Government should bear a share of the expenditure on additional staff salaries and contingencies and assist the institutions in securing equipment and special materials.

(*v*) The Central Government should grant suitable financial assistance to the Universities to expand their post-graduate departments so that the output of post-graduate science students may be increased.

The Committee has in this connection made certain specific recommendations entailing grants, both capital and recurring, from the Central Government to Provincial and centrally-managed Universities.

(*vi*) An intensive 12 months' training programme for M.Sc.'s and graduates in Chemical Technology should be run on a co-operative basis with 14 specified technical institutions and corresponding industries entailing an expenditure of Rs. 34 lakhs in capital and Rs. 3.3 lakhs recurring should be introduced.

(*vii*) The Universities should introduce three-year degree courses in Engineering Colleges as proposed by the All-India Council for Technical Education.

(*viii*) The Central Government should immediately make grants to such institutions as are recommended by the All-India Council for Technical Education, for the strengthening of the existing facilities for Technical Education. The grants required for this purpose would be about Rs. 2 crores capital spread over 5 years and Rs. 31 lakhs recurring.

(*ix*) For the special needs of leather and footwear industry, Leather Chemistry should be introduced as one of the subjects in the M.Sc. Industrial Chemistry course and the existing training institutions in Leather Technology should be made more efficient and useful by adding to their equipment and by enabling them to have better paid staff.

(*x*) As regards Agricultural Education the Universities should be encouraged by financial grants and otherwise to establish or to develop the facilities for Agricultural Education.

(*xi*) As a long-term measure for Medical Education, the Central Government should bear in part the expenditure involved for the general improvement and expansion of training facilities in the existing Medical Colleges. The total expenditure is about Rs. 456 lakhs in capital and Rs. 132 lakhs recurring.

(*xii*) The establishment of departments of preventive medicine and public health in the Medical Colleges of Bombay and Calcutta, the institution of scholarships for medical research, the improvement and expansion of the Calcutta Dental College and the Nair Dental College in Bombay, the training of certain types of non-medical health personnel, such as midwives, health inspectors, health visitors and vaccinators in the Provinces, all with suitable financial support from the Centre have been recommended.

(*xiii*) The available practical training facilities in industrial concerns and Government and Government-sponsored departments should be fully mobilised for " conditioning " students for gainful employment by organising post-institutional practical training for them on stipendiary basis.

B. University Education

University Grants Committee

Besides organising Higher Technical Education on an all-India basis, the Central Education Department have also taken steps to promote the raising of standards in all branches of University studies. On the lines of the recommendation of the Central Advisory Board that a University Grants Committee should be set up on somewhat similar lines to the corresponding body in the United Kingdom, a beginning has already been made in this direction. A University Grants Committee was appointed in 1945-46 with four members, but to allay suspicions of interference on the part of Provincial Universities it was agreed that to begin with it would deal in a consultative and advisory capacity with the Central Universities of Banaras, Aligarh and Delhi only. It was authorised to make enquiries and recommendations regarding—

(1) the lines on which Universities should develop,

(2) the additional amount in the form of grants-in-aid from public funds required for them, and

(3) the co-ordination of their activities with a view to avoiding unnecessary overlapping.

The first meeting of the Committee was held in February 1946, at Jaipur. It was gratifying to note that not only the three Central Universities but also some Provincial Universities, viz., Calcutta, Andhra and Nagpur, sent to this meeting through their Provincial Governments development schemes for consideration. Later on, Allahabad, Saugor and Annamalai Universities also submitted Development Plans. From this it would appear that some Provincial Universities as well have already begun to take an interest in the University Grants Committee. Consequently, it is contemplated to extend the range of the functions of this Committee and in view of these additional responsibilities its membership has already been raised to seven.

Development of the Central Universities

Following the recommendations of the University Grants Committee, the Central Government have made the following grants to the Central Universities in 1946-47 :

University.	*Details.*	*Amount.* Rs.
Aligarh Muslim	Recurring grant for revision of scales of pay and expansion of Women's College ..	2,25,000
	Non-recurring grant for construction of building for Women's College ..	50,000
Banaras Hindu	Recurring grant for revision of scales of pay, expansion of Engineering College, Teachers' Training College and Women's College	3,00,000
	Non-recurring grant for construction of buildings for above college ..	4,00,000
Delhi ..	Recurring grant for general expansion ..	1,95,000
	Non-recurring grant for general expansion	7,00,000

In addition to this, a non-recurring grant of Rs. 17 lakhs has been sanctioned during 1946-47 and 1947-48 to the Delhi University for completing the plan of the development of the University submitted by the Vice-Chancellor in 1939.

The following provision has been made in the budget estimates for 1947-48 :

Details.	*Amount.* Rs.
Grant to Universities to be paid during 1947-48. Items on which grant is to be paid is still to be decided by the University Grants Committee	11,00,000
Recurring grant to Banaras Hindu University for revision of scales, expansion of Engineering Colleges, Teachers' Training College and Women's College	4,00,000
Non-recurring grant to Banaras Hindu University for construction of buildings referred to above (second instalment) ..	4,25,000
Recurring grant to Aligarh Muslim University for revision of scales and expansion of Women's College	2,50,000
Non-recurring grant to Aligarh Muslim University for building of Women's College (second instalment)	1,50,000
Non-recurring grant to Delhi University for construction of building for general improvement	20,50,000
Recurring grant to Delhi University for general improvement (revision of scales, appointment of additional staff, etc.) ..	3,64,000

In addition to this, it is proposed to give a loan of Rs. 11,00,000 to the University for the construction of residential quarters.

C. Other Research Organisations

1. *Indian Association for the Cultivation of Science*

In regard to researches in Science, recently the Government of India have accepted the scheme submitted by the Indian Association for the Cultivation of Science, Calcutta, for the development of Hypolymer Research Work in Physics and Chemistry, in view of the important part which this branch of research would play not only in the advancement of science and knowledge about the formation of matter but also in the growth of Indian industry. The present building of the Association situated in the heart of the city is not conducive to concentrated work with highly sensitive instruments and it is, therefore, proposed to enable the Association to shift to more suitable premises and to confine their activities to fundamental research. With this purpose in view, a loan of Rs. 5 lakhs, free of interest and repayable in three years, was given to the Association in 1946-47. In addition to this, it is proposed to raise the recurring grant to the Association, at present at Rs. 20,000 per annum, to Rs. 1,79,000 in 1947-48 and to Rs. 2,66,700 in 1948-49. Non-recurring grants of Rs. 3,10,000 and Rs. 1,22,000 would also be paid in 1947-48 and 1948-49 respectively. The scheme which was initiated in 1946-47 is expected to reach completion in 1948-49.

2. *Grants-in-aid to Universities and Research Institutes for Fundamental Research*

The Government of India have also decided to provide Rs. 75 lakhs during the quinquennium 1947–52 to aid University and Research Institutes for fundamental research. The importance of this scheme cannot be over-emphasised as the development of industrial research would ultimately depend on the corresponding developments in fundamental research. A uniform procedure has yet to be worked out and a suitable machinery has to be devised to distribute the grants and to supervise that the amounts are being put to the proper use and that no overlapping or unnecessary duplication of efforts is involved.

CHAPTER VI

CULTURAL RELATIONS, OVERSEAS SCHOLARSHIP SCHEME AND EDUCATIONAL FILMS

A. Cultural Relations with Foreign Countries

DURING recent years the Government of India have been making sustained efforts to promote cultural contacts with the neighbouring countries especially with China, Iran, Indonesia, East and South Africa and Australia.

1. *China*

In 1942 it was arranged that there should be interchange of ten Indian and ten Chinese students for post-graduate studies in China and India respectively, the Government of India undertaking to meet the cost of living and travelling expenses of the Chinese students in India and the Chinese Government agreeing to bear similar expenses on behalf of the Indian students in China. In 1943, ten Indian students were sent to China and similarly ten Chinese students came to India for studies at various institutions. It is believed that both the Chinese and Indian students had good impressions of the facilities offered to them and of the institutions where arrangements were made for their studies. In order to continue the contacts already established another batch of eleven Indian students have recently been selected and ten have left for China to study subjects like Chinese Languages and Literature, Chinese Philosophy, and History, Fine Arts and Painting. It has now been decided that the Government of India should bear the expenses of their students while the expenses of the Chinese students who are to come to India will be borne by the Chinese Government.

Dr. P. C. Bagchi of the Visva Bharati has been deputed as Professor at the National Peking University, China, to hold the chair of Indian History which the Government of India have decided to endow for a period of two years in the first instance. The Government of India also shared with the British Council and the Chinese Government the cost of the deputation of Professor Ahmed Ali of the Calcutta University to the National Central University of China.

2. *Iran*

The Leader of the Iranian Cultural Mission, which came to India in 1944, suggested that the cultural ties between the two countries might be strengthened through educational exchanges. Consequently, in 1945, eleven Persian students came to India, out of whom three have returned to their country after finishing their studies and eight are still here. In 1946, the Government of India selected two Indian students for studies at the Teheran University. One of the selected scholars has already reached Teheran and the second scholar is expected to go shortly. The expenses of the Iranian scholars in India are being borne by the Government of India and the expenses of the Indian students in Iran will be borne by the Iranian Government.

It may be added that an Indo-Iranian Standing Committee, consisting of official and non-official members, has been set up. At the inaugural

meeting of the Committee held on the 22nd January, 1945, it was agreed that more non-official members should be co-opted. It was also decided that the Committee should on the one hand advise and assist the Government of India in regard to cultural relations with Iran and also co-ordinate the functions of the other societies in India with similar objects. It was further agreed that there should be an Indo-Iranian Association different from the Standing Committee which should implement the programme drawn up by the Committee. No substantial progress was, however, made by this Association in spite of a grant of Rs. 40,000 per annum by the Government and the appointment of a Secretary with effect from 1st May, 1946.

At the third meeting of the Committee held on the 15th March, 1947, the following decisions were arrived at :—

(1) Immediate arrangement should be made for the publication of a quarterly journal which will contain, in addition to articles, information concerning books, magazines and other publications as well as all literary and cultural activities in Iran and also about similar activities and publications in India.

(2) The Committee should organise a central library where modern as well as classical Iranian publications are maintained and also books on Iran published in India and elsewhere.

(3) Arrangements should be made for the exchange of scholars and Professors between India and Iran.

It was also decided that the above programme should be carried out by the Committee which should be enlarged and may henceforth be called "Indo-Iranian Cultural Committee." The other functions of the Indo-Iranian Association referred to above should also be taken over by this Committee. Efforts are being made to recruit a suitable person for the post of the editor of the proposed quarterly journal and it is hoped that the other decisions of the Committee will be implemented at an early date.

3. *Indonesia and South and East Africa*

Schemes for the award of scholarships in India to students from Indonesia and South and East Africa at a cost of Rs. 25,000 per annum for each of the two countries have been accepted by the Government of India. The details of the schemes are being worked out and it is hoped to implement them in 1947-48.

4. *Australia*

The exchange of two teachers of secondary schools with Tasmania (Australia) is expected to take place in 1947-48.

B. The Overseas Scholarship Scheme

Details given elsewhere in this Review show that the Government of India are making strenuous efforts to provide facilities for higher technical and scientific studies within the country but pending a country-wide extension of such facilities, which would obviously take several years, the Overseas Scholarship Scheme was formulated towards the end of 1944. It is definitely a short-term measure and financial sanction to it is given from year to year.

Under this scheme a certain number of students are sent abroad at Government expense for advanced studies in technical and scientific subjects with a view to increasing the supply of properly trained technical personnel likely to be required in connection with the plans for post-war development in the country.

The scheme was brought to the notice of the various Provincial Governments and Governments of the Indian States in case they desired to participate in the scheme. As an incentive to the Provincial Governments to obtain the required number of trained hands for carrying out their post-war development schemes, the Government of India offered to bear 50 per cent. of the expenditure incurred by the Provincial Governments on the advanced studies of non-Government servants selected for scholarships awarded by the Provincial Governments. It was intended that the expenditure on Government servants should be borne by the Provincial Governments themselves. Indian States were informed that while the Government of India would gladly help them in the matter of securing admissions abroad for their students and arranging passages for them from India and would also look after the welfare of these students while abroad, the expenditure on their studies, passage, etc., should be met by the State Government concerned.

Under this scheme, therefore, two categories of scholars are being sponsored for studies abroad, viz., (*a*) Central scholars whose expenses are borne entirely by the Central Government and (*b*) Provincial scholars who are maintained by the Central and Provincial Governments, each meeting half the expenditure incurred.

As it is contemplated that the persons who have held these scholarships will, in due course, rise to key posts, great importance is attached, in selecting them, to their intellectual attainments and potential ability. Practical and research experience is also given considerable weight. Although the training arranged is essentially educational, for most courses practical training forms an integral part of the instruction. Courses of instructions abroad are arranged, as nearly as possible, in accordance with the advice of the technical departments concerned.

The Central Scholars are selected by the Central Selection Board for Overseas Scholarships, which is appointed by the Hon'ble Member for Education, and while making the selections it is ensured as far as possible that, provided suitable candidates were forthcoming, minority communities are given a proper share of these scholarships. The share of the minority communities has been fixed according to the communal ratio prescribed by the Home Department for purposes of recruitment to services. The Scheduled Castes are the only minority community which has so far failed to obtain their full share, due to non-availability of adequately qualified persons.

Provincial Scholars are selected by the Provincial Governments and their names are then submitted to the Government of India for approval. The only consideration which weigh with the Central Selection Board, which scrutinises Provincial selections on behalf of the Government of India, is that candidates selected by Provincial Governments are of a sufficiently high calibre to be acceptable to Universities abroad for advanced studies and to justify the heavy expenditure on their training.

The number of scholarships awarded by the Central and Provincial Governments in 1945, 1946 and 1947 is shown in the statement below :—

Year	*Central Governments*	*Provincial Governments*
1945	334	218
1946	177	225
1947	127	144

The implementation of this scheme has had to face some serious difficulties especially because of the last war. First of all, admissions to the best and most suitable institutions abroad cannot be easily secured owing to the pressure on their accommodation from their own nationals and particularly from their ex-service personnel. In the British Universities 90 per cent. of the seats available are reserved for ex-servicemen and women. Again the question of passages, especially to U.S.A., is still far from satisfactory. The problem of accommodation, particularly in the U.K., is also acute. The students are repeatedly warned of these inconveniences before they leave India. The Government have, however, been making every possible effort to alleviate them.

One of the immediate necessities is to strengthen the organisations in the U.K. and the U.S.A. which are responsible for looking after the Indian students. It has been decided to establish a special Welfare Branch in the Education Department of the High Commissioner's Office in London and two hostels for Indian students, one in London and the other in Edinburgh, have already been started. Another hostel will be provided in London to serve as a Reception and Transit Camp. In addition, the High Commissioner's Office maintains an up-to-date list of private houses in London, where students are placed whenever possible.

The following statement shows the grants made with a view to making additional accommodation available to Indian students in the United Kingdom :—

Name of Hostel	Accommodation (students)	Grant or Expenditure sanctioned		Remarks
		Recurring	Non-recurring	
		£	£	
1. Y.M.C.A.	..	250	..	Renewal of old grant.
2. International Club and Hall, London	..	..	(*a*) 500 (*b*) 500	(*a*) 1945-46. (*b*) 1946-47.
3. Indian Students' Hostel—				
(*a*) Kensington Square, London	60	*450	†3,500	*For 5 years from 1945-46. †1945-46.
(*b*) Bayswater Hall, Kensington Square, London	..	..	1,000	1946-47.
4. (*a*) Y.W.C.A.	40	..	(*a*) 250	(*a*) 1945-46.
(*b*) Y.M.C.A.	..	..	(*b*) 250	(*b*) 1946-47.
5. Hostel for Indian students at Edinburgh	35	..	(*a*) 8,225 (*b*) 1,000	(*a*) 1945-46. (*b*) 1946-47.
6. Y.M.C.A. Hostel proposed to be re-built at Gower Street, London ..	..	..	10,000	Budget estimate 1947-48.
7. New hostel proposed to be built at 89-92, Guildford Street, London ..	50	..	21,000	Under consideration.

Necessary steps are being taken to set up special administrative machinery in the Department to assist returning scholars to find suitable employment either in the Central or Provincial Governments and failing that in the open market.

Towards the end of the decennium under review the Government of India set up a Committee under the chairmanship of Dr. B. C. Roy to examine the purpose and scope of the Overseas Scholarship Scheme. The terms of reference are as follows :—

(*a*) To consider whether in the light of the experience gained since the scheme was initiated in 1945 the award of Government Scholarships is serving the purpose for which it was established and whether having regard to the prospects of their being absorbed in suitable employment and of facilities for training becoming available in India the number of scholars to be sent abroad in 1948 and subsequent years should be increased or reduced and whether the range of subjects should be enlarged. If so, to what extent. To consider further what avenues of study in the different branches are available or may be available in India if the existing institutions in the country are developed with suitable help from Government.

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

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

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

The Committee's report has been received and is under examination.

Welfare of Indian Students Abroad

Closely linked with the Overseas Scholarship Scheme is the question of the welfare of Indian students abroad—private students as well as those sponsored by the Central and Provincial Governments and Indian States. The main problem is twofold, viz.:—

(1) advising students desirous of going abroad for further studies before they start, and

(2) looking after them when they have gone abroad.

Regarding the second question, it was of greater urgency in the case of the students going to U.S.A. than to U.K. as in U.K. there was a High Commissioner to do something in the matter though he was handicapped owing to inadequate staff and other difficulties. It was, therefore, decided to open an Educational Liaison Office attached to the Agency-General (now Embassy) in the U.S.A. and to strengthen the High Commissioner's Office in the U.K. In consonance with these decisions, the Liaison Office in the U.S.A. was opened early in the year 1945-46 and in the same year the

High Commissioner's Office in London was strengthened by the appointment of two officers from India. Since then two Deputy Educational Liaison Officers have been added to the staff of the Liaison Office in the U.S.A.

With regard to the first issue, it was realised that the position was to a great extent complicated by the fact that many private students who were obviously unfit or ill-equipped for courses of studies abroad were nevertheless going abroad. It was clear that this could be tackled effectively only by setting up or revitalising the existing Students Advisory Committees or University Information Bureaux. These organisations, it was felt, should undertake to enlighten the public generally and in particular the parents of boys and girls contemplating studies overseas as to the courses available in foreign institutions, the minimum qualifications required for admission to them and the amount of money required for adequate maintenance while abroad.

In spite of the repeated efforts which have since been made to set up Students Advisory Bureaux in the Provinces or to revitalise those already in existence, the position is not very satisfactory. Either important educational centres have no such Bureau or, if there is a Bureau, it exists more or less on paper. The need for such Bureaux has been further emphasised by the experience of the Deputy Educational Adviser (Overseas) to the Government of India who visited the United Kingdom and the United States of America in 1946. Everywhere the University authorities commented adversely on the fact that a large number of private Indian students who go abroad appear to be ill-advised in so far as they are ill-equipped for the course of studies which they propose to undertake and are obviously ignorant of the requirements of foreign Universities and of the general conditions in those countries. The British and American Universities are extremely anxious that there should be in India an organisation which will give students wishing to go to those Universities the necessary information and advice, discourage the students not likely to do well and scrutinise all the applications forwarded so that the Universities may be able to rely on its recommendations. This purpose can be achieved only when there is a network of sufficient and well-organised Advisory Bureaux at all important educational centres in India with a feeder information Bureau at the Centre. This, however, can only be possible if the Provincial and State Governments and the Indian Universities realise the importance of the matter and take active steps in this regard in co-operation with the Central Government.

By way of implementing this scheme, the Overseas Information Bureau established by the Central Government has already been issuing and circulating to all Provincial Governments and Universities and all-India educational institutions, since May 1946, a monthly Bulletin containing latest information received from various sources regarding courses of study and conditions in educational institutions in the United Kingdom and United States of America and Canada. In addition to these Bulletins, the Bureau has also planned a series of pamphlets on facilities available abroad for the study of different subjects. A pamphlet on facilities for architectural studies abroad and a general one in regard to the United States of America are already under print.

C. Central Bureau of Education and the Central Library of Educational and Cultural Films

With the growth of concerted planning in India for educational development, it became increasingly urgent to vitalise the Central Bureau of Education in order to enable it to meet the urgent demands of Provincial Governments, Local Administrations, Universities and Private Bodies for information regarding higher educational and training facilities available both in India and abroad and to act generally as a clearing house of educational information. Though the Bureau had been officially revived in 1937, for the next eight years it was only existing on paper, merely owing to the absence of trained staff. Finally, however, the Government of India decided in 1945-46 to put the Bureau on its legs by sanctioning the posts of a Curator and other technical staff. The Bureau has since then been engaged in collecting up-to-date information on educational progress in India and abroad. The information collected is being analysed and indexed with a view to meeting educational enquiries. The Bureau is also in touch with various educational, scientific and cultural organisations in India. A list of these organisations is under preparation. It is hoped that before long the Bureau will be in a position to issue suitable publications on various aspects of education.

As an adjunct to the Bureau there has been for some time a small Film Library. In view of the important rôle the Educational Films will play in the future educational system of the country, it is proposed to develop the existing small Film Library into an up-to-date Films Pool which should be able to meet the requirements of the Provinces also. Such a course is expected to be more economical in the long run, as otherwise, purchase of films by all Provincial Governments for themselves would lead to unnecessary duplication of expenditure. Some " Talkie " Projectors also will be added to this unit and, along with these, arrangements will be made to send out trained Commentators and Operators. The scheme has been accepted by the Government of India in principle and is expected to come into operation from 1947-48.

CHAPTER VII

ANTHROPOLOGY, ARCHÆOLOGY, ARCHIVES AND LIBRARY

THE Department, now Ministry, of Education has also to deal with the Anthropological Survey of India, Archæology, the National Archives and the Imperial Library. Each of these sections have their own five-year plans, which are briefly described below :—

A. The Anthropological Survey of India

The Anthropological Survey of India came into existence as a separate organisation from 1st December, 1945. Prior to that, it had functioned since 1937 as a section of the Zoological Survey of India.

The study of Man, in all its varied aspects, is of special importance in an age like the present when the physical sciences are advancing at a pace out of all proportion to the progress made by social and economic studies, and in a country like India which in the dawn of independence is faced with the task of welding her population into a unified whole. In Russia, for example, the work of anthropologists has been recognised as of the first value in helping to unite the U.S.S.R.'s great conglomeration of tribes and races of diverse language, origin and customs into a single nation. Furthermore, the importance of having a well-organised Anthropological Survey in a land which has an aboriginal population of twenty-five millions, who need special care and protection against the disintegrating forces of modern civilisation, cannot be overstated. Already, through lack of proper attention, deterioration and depopulation have taken place in several of the aboriginal tribes like the Todas, the Andamanese, the Nicobarese, etc.

In India an enormous field of research, both theoretical and practical, lies before the Anthropologist. Despite a number of outstanding monographs on individual tribes and concise "glossaries" of tribes and castes, the social organisation, the religion and the customs of vast numbers of the Indian people are still scantily recorded and imperfectly understood. The great fascinating fields of criminology, tribal art, primitive linguistics, the application of modern methods of psychological investigation to aboriginal people, the economics of the countryside not only offer a tempting subject of research to the scientist, but urgently require investigation if the inhabitants (and specially the more primitive inhabitants) of the country are to be administered with sympathy and understanding.

The Five-Year Plan of the Anthropological Survey has, therefore, been drawn on broad and comprehensive lines keeping in view the development in science in the advanced countries of Europe and America, which can be grouped under the heads of Physical, Biological and Cultural.

I. Physical Anthropology. Under this head the following lines of investigation are proposed :—

(*a*) *Somatology, Craniometry and Osteometry*

(*i*) *Paleontological Work.* The occurrence of such early forms as Sivapithecus and Ramapithecus suggest the possibility that further exploration may and probably will discover pre-human remains similar to those found in China, South Africa and Java.

(*ii*) *Pre-historical Survey.* In this work close collaboration has already been established between the archæological and anthropological surveys. Many human remains discovered by archæologists have already been handed over to the Anthropological Survey for study, and there are opportunities, as for example the excavation of such cave-sites as are suspected of having been inhabited, for joint research by the two departments.

(*iii*) *A Survey of Present-day Conditions.* The acquisition of Somatometric and Osteometric data regarding the whole population is of great importance. This study will include the examination of the skeletons of the existing population by means of *X*-rays.

(*b*) *Radiological Work*

The examination of the skeletons of individuals of known age and the radiological examination of living people in order to determine the age at which the bones of the skeleton attain their final mature form or other differences in their maturation, proportional lengths, general configuration, and adaptation to such habitual postures as squatting. Such work is not only of anthropological interest but also of legal value, as it will provide data for the determination of the age of any individual.

(*c*) *Somatological Work*

This includes the study of such characters as the pigmentation of the skin, colour of the eye, type of hair, and other bodily characteristics. It provides evidence of the existence of different physical types, and research into such features as finger-prints, hand-prints, types of nails, etc., are not only of legal value but will provide data that will have bearing on the question of heredity.

(*d*) *Physiological Work*

Investigations will be conducted to discover whether any difference can be detected in different tribes and especially in the more primitive groups in such physiological factors as acuity of vision, range of colour vision, range of hearing, etc.

(*e*) *Psychological Work*

Investigations will be carried out on the psychology of the various tribes and races, particularly the more primitive, to discover their natural aptitudes, special abilities and disabilities and the lines along which adjustment to modern conditions can be directed without upsetting their general equilibrium.

II. Biological Investigations. Under this head the following lines of research are proposed :—

(*a*) The examination of blood groups and the determination of the various proportions of each in the different tribes and races.

(*b*) A study of the effects of nutrition and particularly of malnutrition, or of an unbalanced diet, on growth, the vital capacity, age of onset of puberty, resistance to disease, etc.

(*c*) A study of human genetics, and the effects of inter-marriage, endogamy, etc., a study which has a direct bearing on the inheritance of criminal trait, lunacy and other morbid conditions.

(*d*) The study of Twins, which will provide evidence with regard to human heredity not obtainable except by direct experiments.

III. Cultural Studies

The need for this has already been emphasised. It will include the investigation of social organisation, economics, religion, tribal and local self-government, linguistics, folk-lore, technology and art, crime and tribal law and the effects of the impact of modern upon more primitive life. This line of research is of special applied significance as leading to a right administration, especially of tribal peoples.

The paucity of ethnographical objects in the museums of India as compared to the Indian collections abroad has long been a matter of concern. Unless steps are taken without delay to complete the collections in the Indian museum and elsewhere a whole world of primitive arts and crafts of this country will pass away without record. The preservation of the existing specimens is also a task of considerable magnitude.

Towards the fulfilment of this programme a good beginning has already been made. Work already done may be summarised under three heads :

(*a*) organisation of an efficient nucleus staff with proper equipment, library and laboratories,

(*b*) initiation of scientific studies, and

(*c*) provision of post-graduate training in all branches of anthropology.

As regards (*a*) the following posts have been created—Director, Anthropological Survey, and Anthropological Adviser to the Government of India.

Deputy Director	1
Superintending Anthropologist	1
Anthropologists	4
Biochemist	1
Statistician	1
Subordinate Technical and Ministerial Posts ..	50
Training Scheme :	
Anthropologist	1
Assistant Anthropologists	2
Sub-technical and Ministerial Staff ..	4

For the second year, as part of the Five-Year Plan, the following posts have been sanctioned :—

Anthropologist	1
Assistant Anthropologists	4
Sub-technical and Ministerial Staff ..	20

Some of the appointments have already been made and others are being made through the Federal Public Service Commission.

Four Research Associates have also been appointed to work in the fields of Physical Anthropology, Primitive Linguistics, Psychology and Folklore and others will be appointed later.

The greater part of the year 1946-47 was spent in building up the equipment, library and laboratories of the Department. An *X*-ray plant with accessories and radiographic material has been purchased. The Applied Psychological Laboratory has been equipped with apparatus for mental tests, accessories and equipment being made locally. Arrangements have also been made for purchasing from America more delicate and complicated instruments for testing primitive people.

The number of books in the library has been doubled and complete sets of important anthropological journals, such as *Hereditas* from Norway and *The American Anthropologist* from Washington, as well as any other books and journals not otherwise available in India, have been obtained from abroad.

The scientific studies undertaken since December 1945 are as follows :—

(*i*) The detailed study and restoration of the skeletal materials from Harappa. These fragile remains, in spite of the regular application of preservatives and all possible care, have suffered greatly by being shifted from Calcutta to Dehra Dun during the war and then again to Banaras and by the subsequent damage caused by the great Varuna flood of September 1943. The greater part of the repairing and restoration has now been completed; so has the larger portion of the diaptographic tracing of skulls which were ruined by flood water. Much progress has also been made in the osteometric study of the bones including parallelograph drawings and tracings and measurements of angles of retroversion and torsion.

Two short reports, one on the animal remains from Orikamedu and the other giving a preliminary account of Harappa skeletons excavated this year, have been sent to the Director-General of Archæology.

(*ii*) Another important work completed was the preparation of a comprehensive report on the cultural and racial affinities of the primitive tribes of India and the problems affecting their administration in the light of the experience of tribal peoples in different parts of the world. Maps illustrating the distribution of these tribes and their proportionate strength were also prepared. This work entailed examination of a large mass of material on non-Indian tribes which was only with difficulty obtained.

(*iii*) Field work was commenced at the earliest possible moment, even before touring equipment was available. The Deputy Director went with a party into the hills of Orissa, where he made a special study of the

religion of the Lanjhia Saoras, while members of the party investigated the economics and physical characters of the people from December 1946 to February 1947. In May 1947, the Director led a large expedition to the Jaunsar Bawar area, and valuable work was done both on the physical side and in investigating the psychology and sociology of the inhabitants whose social customs present problems of peculiar difficulty and complexity to the administration. Mr. Asutosh Bhattacharaya, a Research Associate, toured in the villages of Bengal and has made a useful report on the distribution of the Dharma cult in that Province.

(*iv*) Another scientific investigation started during the year was the application of mental tests to school-going children in Banaras for the assessment and gradation of their mental abilities in order to provide norms for comparison with the results of similar tests on children of primitive races.

(*v*) Arrangements for the publication of the first Bulletin and Memoirs of the Anthropological Survey are now in an advanced stage and will include studies of the Kols of Central India, the Santals, the Saoras and the anthropometry of Indus Kohistan.

An important aspect of the Survey's literary work is the preparation of popular handbooks in the national languages of the scientific works produced by members of the Survey. One of these is now ready for the press and others are in preparation.

Six post-graduate students were selected for advanced training in anthropology during 1946-47 and four others will be trained in 1947-48. Two students went on the Orissa expedition early in the year and two others accompanied the Director to Jaunsar Bawar. While at headquarters they have been given regular instruction and opportunities for laboratory training on a scale at present unobtainable elsewhere. The training course for these students is of two years' duration and a stipend of Rs. 150 a month is allowed to them.

In view of the rapid advance in the development of method and technique in other countries, it is proposed to offer a few visiting Fellowships to foreign scholars, both Asiatic and Western, to facilitate their researches in India and it is hoped that thereby not only will the cause of science be advanced but the latest experience of world scholarship will be made available to the Survey.

B. The Archæological Survey of India

1. *Reorganisation of the Survey*

With the setting up of Education as a separate department in 1945, the responsibility for the maintenance and administration of the Archæological Survey was allotted to the Department of Education.

The Archæological Survey of India was established in 1862, but was reconstituted and reinforced by Lord Curzon in 1902. It developed along three main lines :—

(*a*) The conservation of historic and pre-historic buildings and sites; (*b*) the excavation of ancient sites with a view to widening and deepening our knowledge of the history of the Indian peoples; and (*c*) the collection

of the almost infinite epigraphical evidence upon which much of the history of India must be founded.

To-day about 3,000 of the most important buildings and sites of India are controlled in varying degree by the Department. These include monuments such as the great group of temples at Bhubaneswar, the Taj Mahal and Fatehpur Sikri and other world-famous buildings. It may fairly be said that an appreciable part of the surviving contributions of India to the material culture of the world comes within the purview of the Survey. The Department's responsibility to India—and, for that matter, outside India—is proportionately great.

Due to a number of factors, the Survey had reached a static stage by 1938 and in order to revitalise it and to enable it to play its part to better effect, an enquiry was made into the working of the Survey which brought to light a number of defects. A three-year plan of development was accordingly worked out by the present Director-General of Archæology and was accepted by Government for initiation from 1945-46. As a result of these steps, considerable improvements have been made in the reorganisation of the staff and the training of the circles and branches in conformity with modern standards. The basic reconstruction of the Survey is now nearing completion.

A detailed account of the reorganisation and recent development of the Survey has been given in three memoranda issued by the Director-General in December 1947, March 1948, and April 1948. These are documents of the greatest interest to all those interested in India's vast, archæological treasures. Brief summaries of them are given below :—

Department of Archæology, 1944 *to* 1947

Organisation

The Department of Archæology was reorganised in many directions during the last four years. The conservation of ancient monuments, which, in most Provinces, had been done by the Provincial Public Works Departments, often with deplorable results, was taken over for departmental execution. To cope with the extra work, the strength of the cadre of gazetted officers was increased, so that all circles could have a Superintendent and an Assistant Superintendent; a conservation staff of uniform strength was also sanctioned for all circles, which again were reconstituted on an administratively convenient basis. The Epigraphical Branch was strengthened by the addition of an Assistant Superintendent for Muslim Epigraphy, and the Chemical Branch by that of an Assistant Chemist. Another important addition was a pre-historian, to deal with the rich pre-historic material of India, especially of the South.

The activities of the Department are mainly judged outside by its publications, and it was therefore essential that a new orientation should be given to its publications. A cheap and handy six-monthly Bulletin, named Ancient India, was initiated and a new series of cheap and attractive guide-books to monuments both in English and Indian languages was started. To look after the increased publication activities a Superintendent for Publications was appointed.

The constitution of the Excavations Branch to replace the Exploration Branch abolished in 1931 has been an event of great importance; it is the

nucleus of a bigger scheme of extensive exploration both pre-historic and historical. The specialised skill required of an excavator and his staff could not be expected in the previous system of mustering an *ad hoc* staff for excavation, lacking in continuity and specialised training.

Exploration

Already the Excavations Branch, working under the Director-General on a few chosen sites, has achieved notable results. The sites have been equally divided between the north and the south, so that the Dark Ages may be attacked from both ends. The first site tackled by the Excavations Branch was Taxila; the work showed that the occupation of the earliest city of Taxila extended back towards, but scarcely beyond the annexation of North-West India by the Persian empire in the sixth century B.C.

Renewed excavation at Harappa, the famous Indus Valley site in 1946, proved the existence of formidable fortifications, which not only altered radically the earlier interpretation of the Indus civilisation but seems to have enabled us to bring that civilisation into direct relationship with the Aryan invasions reflected in the Rigveda.

In the South, a fixed datum-line has been fixed by the 1945 excavation at Arikamedu near Pondicherry, where, for the first time in the history of South-Indian archæology, pottery and glassware imported from the Roman world in the first century A.D. was found in association with a vast amount of local pottery, which was thus now definitely dated.

It was now easy to extend this new knowledge inlands, and Brahmagiri in the northern outskirts of Mysore State, where a distinctive type of Arikamedu pottery had been known to exist, was the next choice. Here, in 1947, a simultaneous exploration on the town-site and the adjacent megalithic cemetery was carried out. The former revealed three successive cultures. The earliest was a primitive culture by the use of polished stone axes, microliths, rough hand-made pottery and occasionally small objects of copper and bronze; a reasonable computation enables us to fix 1000 to 200 B.C. as its date. The second may be called the "megalithic culture" as its ceramic, polished, wheel-turned and parti-coloured in black and brown, was also typical of the neighbouring megalithic cist-burials. This culture may be dated between 200 B.C. and 100 A.D., when it was supplanted by a culture associated from the outset with pottery which had been dated at Arikamedu to the first century A.D. and which, at Chandravalli, also in Mysore State, is coeval with the coins of the later Satavahanas (first century A.D.).

The dominant need of Indian archæology at present is the systematisation of the proto-historic and early historical cultures of India and the evolution of a culture-sequence. The excavations mentioned above are a preliminary step towards the fulfilment of the dominant need of Indian archæology at present—the systematisation of the proto-historic and early historical cultures of India and the evolution of a culture-sequence.

2. *Proposed National Museum of Art, Archæology and Anthropology*

The Government of India propose to establish a National Museum of Art, Archæology and Anthropology for co-ordinating and developing cultural studies in India and regarding India. As yet there is no institution in India where the public and the students can obtain anything approaching

a general conception of the development of Indian civilisation during the thousands of years in which man has inhabited this sub-continent.

The idea originated with the Royal Asiatic Society of Bengal in November 1944 and received the whole-hearted support of the Anthropological Society of Bombay. A scheme was prepared by the Director-General of Archæology and was considered by the Central Advisory Board of Archæology at their meeting held in January 1945.

It was suggested that the main functions of the Museum should be—

1. To maintain a representative collection illustrating the arts, crafts and cultures of India from the earliest human occupation down to recent times.

2. To provide the necessary materials and facilities for appropriate research.

3. To set an international standard of presentation and general museum technique and so to provide India with the much-needed "scale of values" in these matters.

4. To provide authoritative guidance to the Indian general public and to foreign enquirers in matters relating to the cultural heritage of India.

5. To provide authoritative guidance and technical assistance to provincial and local museums in India.

6. To advise Government in the distribution of grants to the museum service of India.

7. To issue publications for the information both of the general public and of scholars.

8. To maintain and circulate loan collections amongst the educational and other appropriate institutions of India, particularly in those towns and districts lacking a museum service of their own.

9. Generally, to represent India both to Indians and to the outside world in matters relating to the material contributions of India to the sum-total of human civilisation.

The Government of India accepted these proposals in principle but appointed a small Committee under the chairmanship of Sir Maurice Gwyer, Vice-Chancellor, Delhi University, to frame the details for the establishment of such a Museum. The Report of this Committee has since been received and is under examination. The scheme in broad outline provides for a Directorate and five departments, namely, Art, Pre-historic Archæology and Historic Archæology (Buddhist, Jaina, Brahmanical, Muslim), Numismatics and Epigraphy and Anthropology (Cultural and Physical). The whole scheme is again under scrutiny and it is to be hoped that Government will initiate it in 1947-1948.

C. *The National Archives*

1. *A Research Centre*

Originally the Imperial Record Department used to be treated not as a public records office where research facilities were available to all *bona-fide* scholars but merely as a department of the Central Government catering mainly for the Central administration and its officers. Since 1910 the

Rt. Hon'ble the Secretary of State for India had been urging upon the Government of India the need of throwing open their records to research scholars and the Indian Historical Records Commission, appointed in 1919, also lent its support to the steadily growing demand. But the suggestions from the India Office could not be fully implemented on account of opposition from the Provinces and in the years following the first great war, when the Commission was in a state of suspended animation, the facilities previously granted were in many respects strictly circumscribed. In 1939, however, the Government of India decided to bring their policy in line with that of other progressive countries and threw open all their records up to 1880 with such precautionary restrictions as the safety of the archives themselves demanded. The result was that the Imperial Record Department, or the National Archives of India as it is now called, became one of the greatest research centres in the country. Since 1939 no less than 350 research students have made use of the unpublished manuscript records of the Government of India. In 1938 only 14 research scholars came to the Department and in 1939 their number rose to 30. During the war years the number steadily went on rising despite the difficulties of transport and accommodation. In 1946 it reached the peak (57). In 1947, however, there was an appreciable decrease due probably to the unsettled condition in the country. The research scholars came from all parts of the country from Quetta to Mysore. Nor were other countries absolutely unrepresented; one scholar came from Burma, another from Ceylon and a third from Indo-China. Nor were the services of the Department limited to scholars of established reputation like Sir Jadunath Sarkar, Sir Rustom Masani, Sir Don Baron Jayatilaka, Sir Torick Ameer Ali and Colonel Thikimore but University students and even Junior Technical Assistants of the Department, who stood in need of expert guidance, took advantage of the new rules.

Nearly 100,000 pages of excerpts have been scrutinised and released for their use. It is a matter of great satisfaction that so far there has been no case of abuse of the privileges offered by the 1939 rules.

2. *Preservation*

During this period preservation work has received fresh stimulus. The years of retrenchment following the peace of 1918 badly affected this Department and the preservation staff was considerably reduced. Fragile documents demanding immediate repair could not therefore be attended to in all cases and arrears in repair work quickly accumulated. But although the Department suffered from war-time scarcity of repairing materials, it has a good record of work to its credit.

During the period 1939 to 1947, 1,655,771 sheets of documents were rehabilitated, 1,825 volumes were bound, 14,934 volumes or bundles were fumigated as a protection against insects and mildew and 60,260 leather bound volumes were treated with a leather preservative dressing. In addition to this more than 200 old maps and charts were reconditioned and mounted and quite a number of valuable manuscripts belonging to learned institutions, Government agencies and individual scholars were rehabilitated as a courtesy service. Taking the figures for the year 1939 as the basis of normal outturn, the rehabilitation of documents increased by 500 per cent. and the treatment of leather bound volumes by 1,400 per cent. during the year of their maximum production.

The Research Laboratory was started in 1940 with a modest grant of Rs. 500 with one Technical Assistant and one Mechanic on the staff. The work done in this laboratory has received wide recognition. A rotary laminator and a type of insecticide paper have been developed by this laboratory and the latter has since been patented.

There has been considerable progress in the preservation of documents by mechanical and scientific processes. The laminating machine and the vacuum fumigation plant and their accessories are now awaiting shipment and a part has already been shipped from the U.S.A. Amongst the laboratory apparatus and accessory machines, for which orders have been placed, may be mentioned the following :—

1. Electric Boiler.
2. Photomicrographic Equipment.
3. Paper Testing Machines.
4. H.P. Meter for investigating the acidity of paper.
5. Humidifiers.
6. Rotary and Automatic Ironers.
7. Experimental Fumigation Tank.
8. Microfilming Cameras and Accessory Photographic Outfits.
9. Microfilm Storage Cabinets.
10. Air-Cleaning Tables.

One of the investigations in which the laboratory has been engaged is about the indigenous methods of preservation.

3. *Publication*

In 1942 the Indian Historical Records Commission prepared a five-year publication programme which was later approved by the Government of India. The programme falls under four main heads :—

1. Twenty-one volumes of Fort William-East India House Correspondence to be published *in extenso*. The publication is to be financed by the Government of India and the editing is to be entrusted to eminent scholars from the Universities and learned institutions. General Editor : Director of Archives, Government of India.

   The typescripts of all the volumes have been prepared and distributed among selected Editors. Editing of five volumes has been completed.

2. Following five volumes to be edited by the Director of Archives and to be published at Government expense :—

   Three volumes of Shore Papers (typescript ready).

   One volume of Browne Correspondence (gaps have yet to be filled by transcripts from the India Office).

   Indian Travels of Thevenot and Careri (now ready for the Press).

3. Records in Oriental languages to be published through private agencies (under the general editorship of the Director of Archives).

   One volume of Bengali records (1779–1820) edited by the Director of Archives already published by the Calcutta University.

   One volume of Sanskrit records (1778–1857) edited by the Director of Archives (in the press).

   One volume of Marathi records (1779–1803) to be published by the Bharata Itihasa Samshodhaka Mandala, Poona.

   Two volumes of Hindi records (1793–1820) to be published by the Allahabad University and Kotah Durbar.

   One volume of Tamil records (1824–1864) to be published by the Annamalai University.

   One volume of Kannada records (1791–1865).

4. Selections from English records to be published through outside bodies.

   (*i*) Selections from Orme manuscripts on Coromandel affairs to be published by the Annamalai University.

   (*ii*) Elphinstone Correspondence—Nagpur Period (1839–1842) to be published by the Nagpur University.

   (*iii*) Punjab Akhbars (1839–1841) to be published by the Sikh History Society, Amritsar.

   (*iv*) Punjab and Frontier News Letters (1839–1842).

   (*v*) Ochterlony Papers on Delhi and Central India (1818–1825)—A scholar is engaged in preparing a list of documents.

Besides these the Department is also responsible for the preparation and publication of :—

1. Calendar of Persian Correspondence—7 volumes already out, 2 volumes in the press, 1 volume nearing completion.
2. List of Heads of the Administration—revised every five years.
3. Notes, etc., on Preservation of Old Records.
4. Handbook of Records (now under revision).

Two undertakings under this head deserve special mention :—

1. A Comprehensive Index to Records on Scientific Lines. The shortest series in our custody, Revenue records from 1837–1859, has already been indexed on these lines and the Department is now indexing the late Political Department records.
2. The Indian Archives—a quarterly journal, of which two issues have been out and reviewed favourably in England and U.S.A. The journal aims at popularising new developments in Archives science both in this country and abroad.

4. *Training*

Few trained Archivists are now available in this country and if we have to provide for even the minimum number of Archives offices in the Provinces and the States a large number of them will be needed. In anticipation of this demand a diploma course was opened in the National Archives of India in 1942. So far 17 students have been awarded diplomas either for the entire course or for some special branches and 10 are under training now.

5. *Reconstitution of the Indian Historical Records Commission*

In 1919 the Commission was appointed by the Government of India. It consisted of a small number of official and non-official experts. It was soon perceived that unless a larger number of scholars was associated with it, the Commission would not be in a position to accomplish its task properly. Consequently, a number of corresponding members was appointed for a period of three years each. After several years of experiment it was realised that the Commissioner's recommendations would not carry due weight unless it was representative of all the interests concerned. In 1940 therefore the Commission was reconstituted. The Provincial Governments, the Indian States, the Universities and learned institutions of India are now entitled to nominate their representatives to the Indian Historical Records Commission.

The reconstituted Indian Historical Records Commission have already got a fair record to their credit. They have prepared a comprehensive Post-War Scheme of Archives reconstruction which has been accepted by the Government of India in principle. The main aim of this scheme is to extend further the research facilities available in this country and to convert the National Archives of India into a great research centre. It proposes to acquire from abroad authenticated copies of such manuscript records and works on India as are not available here to carry on a country-wide survey with a view to bringing to light hitherto unnoticed records and historical manuscripts and to provide for their preservation. It has also formulated detailed proposals for mechanising the preservation section and the Government have already purchased a Microfilm Unit. A number of *ad hoc* Regional Committees have been appointed and the Government have provided some funds for their survey work. A provision has also been made for purchase of old records and rare manuscripts and some manuscripts have already been acquired.

6. *Work connected with Records Administration*

The following figures will give some idea of the work done under the records administration programme of the Department during the decade under review :

Accessions	5,100 bundles
	4,369 volumes
Requisitions received ..	.. 216,190
Restorations done ..	.. 158,958

Plans for Development

The Government of India have accepted the proposals of the Director of Archives to implement the recommendations made by the Research and

Publication Committee of the Indian Historical Records Commission concerning the post-war reorganisation of the Archives Offices and Historical Research in India.

The scheme, which extends over five years, is designed to make available to *bona-fide* students working in India the original sources of Indian history without putting them to the trouble and expense of going to foreign countries. To achieve this object the scheme contemplates a large-scale expansion of the activities of the National Archives on the following lines :—

1. Acquisition of records from official custody, e.g., from the India Office, the Public Record Office, the British Museum, the Bodleian Library, the Royal Asiatic Society of England and other European countries and the United States of America; and also unearthing records in private custody in India.

2. Publication of records so as to make records available in print as far as possible and expedite the calendaring and indexing programme for the convenience of research scholars.

3. Preservation of records by Air-conditioning, Vacuum Fumigation, Lamination, etc.

The scheme involves the procurement from abroad of costly equipment and machinery, provision of additional accommodation as well as staff. The machinery to be installed includes Air-clearing Unit, Fumigatorium, Film Preservation and Micro-photographic Equipment and a Laminating Machine.

Courses have already been started at the National Archives for training a certain number of students in Archives keeping.

The scheme is to come into operation from 1947-1948.

D. The National (formerly Imperial) Library, Calcutta

The National Library, Calcutta, was established in 1901 with the object of affording greater facilities for research to students in this country. The then existing library in the Civil Secretariat buildings formed the nucleus of the new institution. The Library was formally opened by Lord Curzon in January 1903. It is under the control of the Government of India, but its internal management is vested in a Council which in 1947 consisted of nominees of the Governor-General in Council, the Government of Bengal and Calcutta University with the Educational Adviser to the Government of India as ex-officio Chairman.

The future constitution of the Council is under consideration.

The original intention was to establish a library at the metropolis of the Government of India similar in character to that attached to the British museum. The object of the Library is thus described in the despatch of August the 8th, 1900, to the Secretary of State :—

" We intend that it should be a library of reference, a working place for students and a repository of material for the future historians of India, in which, so far as possible, every book written about India at any time can be seen and read."

But with the transfer of the capital of India to Delhi, the character and functions of the National Library have gradually changed and since 1924 the Library has tended more and more to assume the character of an ordinary provincial library. This continues to be, in the main, the present position. For example, during the year 1945-1946, which is the last year for which a report is available, 92 per cent. of the books lent out were lent in Calcutta, the second largest percentage of books borrowed being 1.9 for the Province of Bengal.

The question of transferring the Library from Calcutta to Delhi is still under the consideration of the Ministry of Education, but in the meanwhile the Government of India have decided to establish a Central Reference Library with a Copyright Section. It is proposed to appoint in 1947-1948 a small Expert Committee to work out the various details in the first instance.

The importance of such a Library, where all the literature produced would be available for purposes of reference, is of course beyond dispute.

CHAPTER VIII

FURTHER EDUCATION IN INDIA OF EX-SERVICE PERSONNEL

DURING the war a number of young men and women volunteered for war service at an age when they would normally be taking courses of further education or training for a business or for a professional career. The Government of India, in consultation with Provincial Governments and a considerable number of Indian States, decided in 1945 that facilities and financial assistance should be provided for those whose education was interrupted by war service to enable them to continue their education, provided they were suitably qualified and unable to undertake this education without financial assistance.

Since Education is a Provincial subject, the main responsibility for administering a scheme for assistance of this kind rests with Provincial Governments and the function of the Central Government is to co-ordinate arrangements, to fill in gaps wherever necessary, and to afford advice and assistance where required. Accordingly, with a view to ensure that a certain uniformity in general principles was observed for all demobilised service personnel throughout India, the Government of India commended to Provincial Governments a Basic Scheme, within the general framework of which the Provincial Governments would be free to vary details to suit local requirements. The Government of India also agreed to bear 50 per cent. of the extra expenditure incurred by Provincial Governments on the scheme. The Indian States were also invited to participate in the scheme on the same basis as the Province.

The Governments of Madras, Bombay, Bengal, Punjab, Orissa, Assam, Central Provinces and Berar, and Sind and the Local Administrations of Delhi, Ajmer-Merwara, Coorg and Baluchistan have drawn up schemes following the general principles of the Central Government's Basic Scheme, and have brought them into operation. The North-West Frontier Province Government have not found it possible to participate in the scheme for financial reasons. Among the many Indian States who have approved the scheme are :—

Hyderabad, Mysore, Travancore, Kashmir, Jaipur, Bharatpur, Patiala, Kapurthala, Alwar, Faridkot, Nabha, Porbandar, Palanpur, Rajpipla, Partabgarh and Hindol.

The schemes in operation in the Provinces and Local Administrations vary in detail. The following are, generally speaking, features common to schemes throughout India :—

1. The assistance available provides for free education with cost of books and equipment and a maintenance allowance for such personnel as have rendered six months' approved service in the Armed Forces and, who, for reasons of war service, were unable to start their education for a career or whose education was interrupted, or who were unable to resume their previous career or who require a refresher course for doing so.

2. Assistance is available only for education beyond the matriculation stage and is limited, generally speaking, to the facilities available in the Province, but Provincial Governments are free to provide special courses where numbers justify it, or to arrange with other Provinces who are willing for courses not available in their own areas. The Central Government have rendered all assistance in the matter of admission into institutions under their control.

3. The exact extent of financial assistance to be granted to an applicant is assessed by the Selection Boards set up by the Provincial Governments and takes into account the financial position of the applicant.

While accurate up-to-date figures are not yet available, it is estimated that over 1,000 ex-service personnel have so far been assisted under the scheme.

APPENDIX A

POST-WAR EDUCATIONAL DEVELOPMENT IN INDIA

Memorandum by Education, Health and Lands Department in regard to the Report prepared by the Central Advisory Board of Education—submitted to the Reconstruction Committee of H. E. the Viceroy's Executive Council in 1944

1. This Report has been prepared by the Central Advisory Board of Education at the request of the Reconstruction Committee of His Excellency the Viceroy's Executive Council. It is largely based on surveys of the main branches of educational activity which have been carried out by Special Committees of the Board during the last six or seven years and may therefore be taken to represent the considered opinion of a number of people, officials and non-officials, who have had a wide experience of educational administration not only from the point of view of the Central Government but also from that of the Province and State. In accordance with their usual practice, the Board have consulted the Inter-University Board and have also given due consideration to the observations of such bodies as the Indian Universities Conference and the Indian Public Schools Conference.

The Hon'ble Member in charge of this Department as Chairman of the Board presided over the meeting when the Report was finally adopted. His predecessors in office have presided over the meetings at which the Reports of the Special Committees, on which the present Report is based, were approved. The Educational Adviser to the Government of India is an ex-officio member of the Board and has been a member of all the Special Committees referred to above. The Department have thus been in close touch throughout with the work of the Board and are in general agreement with the proposals contained in the Report now under consideration.

2. Before attempting to indicate the steps which would in their opinion be taken to implement the report on the assumption of course that its proposals commend themselves generally to the Reconstruction Committee, the Department wish to refer to the main issues raised in the notes of certain members on pages 79 to 85 of the Report (fourth edition). The most important of these concerns the future relations between the Central and Provincial Governments if, as would appear inevitable, the financial implications of the scheme involve substantial grants-in-aid from Central Revenues. Some of the members in question apprehend that this may lead to some infringement of Provincial Autonomy. The Department are of opinion that no Central Government can be expected to subsidise Provincial activities on a large scale without requiring to satisfy itself that the money is spent for the purpose of and in accordance with the conditions on which it was given. At the same time since there would seem to be a large measure of agreement both as to the objects to be secured and as to the general policy to be followed in securing them, they see no reason why such liaison between the Centre and the Provinces as may be essential should involve any onerous interference by the former with the latter. They look forward indeed to the establishment in the common

interest of a cordial spirit of co-operation between the parties concerned. That this is not impracticable can be shown from the experience of Great Britain and other countries where the cost of a public system of education is defrayed partly from Central and partly from Local funds. The Report recognises and the Department agree that for practical reasons the administration of education, at any rate up to the end of the High School stage, must remain the Provincial responsibility. Within this sphere which in fact covers a very large part of the whole educational field, it is contemplated that Provincial Governments will prepare development programmes suited to the needs of their respective areas and that once the Central Government is satisfied that these conform generally with the principles laid down in the Report, its subsequent concern will be limited to seeing that they are carried out within the period specified and to affording the Governments concerned such expert advice and assistance as may lie in their power. With regard to the higher ranges of education, there is general agreement that the more advanced forms of technical, commercial and art education, in view of their special character and their intimate relation to the requirements of industry and commerce, can hardly be organised efficiently on a Provincial basis. Moreover, if higher technical education were made a Provincial concern, it would be an unduly heavy strain on the resources of some of the Provinces where industries would be concentrated and would deprive students in other Provinces of the facilities of higher technical education altogether. The future development of University Education, with special reference to India's probable post-war needs, is a problem of greater complexity and the Central Advisory Board have given prolonged consideration to it. In the Department's opinion the machinery for ensuring the necessary co-ordination of University activities in general and of new developments in particular, which is described at the end of Chapter IV of the Report, provides a practical means of obtaining the desired end without depriving Provincial Governments of their legitimate interest in their local Universities.

Fears have been expressed by the Vice-Chancellor of Annamalai University and by the Director of Public Instruction, Madras, that the application of the selective principle for higher education may result in unfairness to members of backward communities. The Department recognise that pending the complete establishment of a national system of education which caters impartially for all, special measures may be necessary to safeguard these and other interests during the transitional period. This, however, will be a matter for the Educational Authorities concerned and there is nothing in the Report which precludes them from taking such measures as they may think necessary in this connection. There can be little doubt as to the validity of the selective principle itself. Boys and girls are born with different abilities and aptitudes and apart from any question of social justice the public interest requires that those with the requisite capacity, in whatever class or community they may be found, should be given the chance of further education in order that they may be equipped to serve the community to the best of their ability.

The question of Religious Education has also been raised. The Introduction to the Report contains an explicit of brief reference to the importance of this issue, but since the Central Advisory Board have appointed a Special Committee to investigate the matter, its findings may be awaited. These are unlikely in any case to affect the main lines of development laid down in the Report.

3. Khan Bahadur Mian M. Afzal Husain has raised an issue which is so fundamental that it calls for separate comment. On page 3 of the Introduction to the Report the Board have expressed the definite and carefully considered opinion that, if as would appear to be the case, a universal compulsory system of Basic Education can only be introduced by stages, the progression should clearly be from area to area and not from age to age. Khan Bahadur Mian M. Afzal Husain fears that the operation of this principle may create "serious social conflicts," since the people in certain areas may have to wait a long time for educational advantages which those in other areas enjoy. The difficulty is a real one but it is impossible to see how it can be overcome without adopting the procedure of gradually raising the school-leaving age which experience in other countries has shown to be both wasteful and inefficient. The various stages of any well-planned educational structure should be closely interrelated and any scheme for development will fail to achieve its purpose if it provides education for all up to a certain point, e.g., the end of the Primary or Junior Basic stage without providing at the same time the necessary facilities for further education for those who have the capacity to benefit by it. The urgent need for increasing the supply of persons with expert knowledge and equipped to fill positions of responsibility in all spheres of the national life, need hardly be emphasised and the time required to satisfy it will be indefinitely extended if the number of High Schools from which the additional teachers required must be recruited is not very largely increased as quickly as possible. Moreover, apart from this for reasons stated in Chapter VII of the Report, it would be impossible for a considerable time to come to provide the teachers required even to enable a universal system of Primary Education to be established simultaneously all over the country. Any period of compulsory attendance shorter than the primary course, i.e., five years, would not ensure permanent literacy and would in fact perpetuate the unremunerative character of the present expenditure on education. The Department, therefore, agree with the Board that if an early start is to be made and until the requisite supply of teachers is available, it will be inevitable that the responsible authorities should concentrate mainly on selected areas in the first instance. There is no need, in fact it is undesirable that these areas should be contiguous. Provided that each is of an economic size it would be well to scatter them over the whole Province or State. Moreover, concentration on certain areas need not preclude the provision of facilities in other areas where a real demand for education exists and arrangements may perhaps be made for children outside the selected areas to attend school in those areas where it is feasible for them to do so. Furthermore, it is reasonable to expect that public opinion which might acquiesce as elsewhere in an inadequate provision of education if this were the same for all would be stimulated to demand the most rapid extension possible by the very fact that certain areas were given facilities in advance of others.

4. It has been made clear in their Report that the Board expect Provincial and States Governments to work out for themselves the best way of carrying out the policy outlined therein but if progression from area to area is accepted as inevitable for the reasons already stated, it may be useful to set out certain considerations which should in the Department's opinion determine the minimum size of any area. The essential principle is that the area should be large enough to justify the provision of an adequate variety of facilities at the High School stage and this may be taken as the determining factor. It is also desirable that the areas should

be partly urban and partly rural, though there is no reason why an area exclusively urban or exclusively rural should not be an effective unit for organisation. The advantage of a "mixed area" is that it emphasises the importance of variety more clearly than an area of uniform character. Such an area will obviously need, in addition to High Schools of the normal academic type, High Schools with a technical or commercial bias for urban districts and others with an agricultural bias for rural districts. It is suggested that in order to afford scope for the requisite variety, the area should be large enough to provide sufficient children on the selective basis prescribed in the Report to fill 12 High Schools and in order to ensure the minimum variety of curriculum in the individual schools, each school should be large enough to contain at least two "Streams," i.e., two parallel classes in each year of the course. On the basis of 30 pupils per class and a six years' course, each High School would thus contain not less than 360 pupils and an area with 12 schools will have not less than 4,320 pupils at the High School stage. Assuming for the sake of simplicity that the school population were throughout uniformly distributed, this means that there would be 18,000 pupils in the Primary or Junior Basic stage and 8,640 in the Middle or Senior stage. A school population of 28,800 between 6 and 14 years of age (i.e., 18,000 plus 8,640 plus the half of 4,320 falling within the age group) would mean a total population of about 146,000. It will probably be convenient that pre-Primary Education should be organised on an area basis but for reasons already explained it can hardly serve the purpose of Higher Technical Education or University Education. A separate approach on much broader lines will also be required for such branches of education as Adult Education, Training of Teachers, Employment Bureaux and the provision of Recreative and Social Activities for people of all ages. There is of course no reason why areas should be of uniform size or restricted to the basis set out above. There may be excellent arguments in favour of making them much bigger in many places and it will almost always be desirable to treat large towns and their suburbs as single administrative units. On the other hand, particularly in the earlier stages when the rate of expansion is restricted by the number of teachers available, it will be easier with smaller units to meet the special claims of backward communities and to obviate the criticism that one geographical section of a Province or State is being favoured at the expense of the rest.

5. The Department are in complete agreement with the Board that the problem of obtaining an adequate supply of efficient teachers is the predominant issue and that it must determine both the cost of the scheme and the time which it will take to bring into full operation. The Department share the doubts of the Board as to whether the scales of salary proposed though considerably in advance of those paid at present in most areas, will in fact attract teachers of the right type in the requisite numbers. At the same time they strongly endorse the opinion that it would imperil the ultimate success of the scheme if in order to secure more teachers more quickly the standards prescribed for qualifications and training were in any way lowered. It is possible that a number of suitable recruits to the teaching profession may be found among ex-service men and it is to be hoped that every opportunity will be given to those with the necessary personality and educational background to obtain the minimum qualifications which the Board have laid down. It must not be forgotten, however, that teaching is or should be a skilled profession and the mere fact that a man has proved himself a good soldier is no guarantee that he will

necessarily make a good teacher. One of the most important tasks which the responsible authorities will be called upon to undertake during the preparatory period and during each subsequent period as an increased supply of recruits to the teaching profession becomes available, will be to make proper arrangements for training them. This implies in the first instance the establishment of the necessary Training Schools and Colleges with a competent up-to-date staff. A considerable expansion of the educational administrative staff will also be required. For both these purposes carefully selected men and women should be sent to study abroad in order that the results of modern experiment and research may be made available in India and the need for importing foreign experts may be reduced to minimum.

6. Although for reasons explicit both in the Board's Report and in this Memorandum it is of the first importance that any national system of education should be built on a broad and sound foundation in order that its higher stages may be supplied with students of approved capacity and with a good preliminary training and that for this purpose the structure in each area should be as complete as possible, the overriding necessities of the post-war situation may require that special attention should be devoted in the first instance to those branches of education which can make an essential contribution to immediate national needs. There can be little doubt that India's economic development, both in the agricultural and industrial fields, will depend on a supply of skilled personnel in all grades, including research workers which it is altogether beyond the powers of the present educational system to produce. An immediate and important contribution in this respect may be expected from the skilled men now in the Army or engaged on war production. Labour Department in conjunction with the military authorities have plans in hand for reconditioning those men where necessary for absorption in Civil Industry but to maintain and enlarge the supply will remain a direct responsibility of the educational authorities. It is, therefore, for consideration whether the National Council for Technical Education as proposed by the Board should not be at once established in order that in consultation with Provincial Governments which are to remain responsible for the lower stages of technical instruction, it may prepare plans as quickly as possible for developing Technical Education on a national scale. Special attention to the technical branch of education must not however be allowed to interfere unduly with the carrying out of the development programme as a whole otherwise the sources from which suitable technicians may be drawn, so far from expanding will tend to dry up.

7. The Department wish to call special attention to the conclusion of the Report in which the financial implications of the proposals it contains are discussed. They share the Board's conviction that the development of India's economic resources and the expansion of her social services are inseparably connected and must proceed side by side, even though this may involve in the early stages the adoption of financial measures not hitherto favoured in this country. The problem of the supply of teachers will inevitably restrict the rate of development in the earlier years and may thus ease the financial situation but whether during this period recourse to loans for meeting current expenditure will be necessary is a matter for the financial authorities to decide. There can, however, be little doubt that the Board are right in holding that any large programme of capital expenditure on school construction will have to be financed out of loans as is the practice in Great Britain.

Whatever may be the final decision in regard to the financial and other issues raised in the Report the Department are of opinion that, if the proposals it contains are to be carried out, the Central Government will have to provide liberal assistance to Provincial Governments and perhaps also to those States which may desire to participate. Before any beginning can be made with the preparation of detailed plans, it is essential that the Government concerned should know the extent to which and the conditions on which such assistance will be forthcoming. The Department suggest that it should take the form of an agreed percentage of Provincial or State expenditure on approved development programmes covering specified periods and designed to secure the progressive carrying out of the scheme as a whole. As soon as the question of the central grants has been settled, Provincial Governments may be asked to proceed at once with the formulation of their proposals and the educational staff of this Department subject to the necessary strengthening will be prepared to afford all possible assistance to Provincial Governments in this connection. So far as education is concerned the necessary liaison between the Central and Provincial Governments has already been established through the Central Advisory Board and in other ways. The need for the appointment of special development officers in this connection will not, therefore, arise. Simultaneously the Central Government will draw up plans covering these parts of the scheme for which they may accept direct responsibility.

The Board's Report deals primarily with British India but should any of the Indian States decide to participate in the scheme the Department, if so desired, will be only too willing to aid in their case also.

APPENDIX B

List of Central Educational Plans which have already been initiated or are under contemplation

Serial number	Title of scheme	Non-recurring Rs.	Ultimate recurring Rs.	Year in which to be initiated	Remarks
	Technical Education				
1	All India Boards of Technical Studies.	..	70,000	1946-47	Expenditure in 1946-47 was Rs. 12,254.
2	Co-ordinating Committee of the All-India Council for Technical Education.	No financial effect			
3	Four Regional Committees of the All-India Council for Technical Education.	..	1,84,000	1947-48	
4	Delhi Polytechnic ..	96,41,685	9,60,000	1946-47	
5	Training College for Teachers in Technology.	9,81,000	1,40,000	..	
6	Scheme for Establishment of (*a*) Eastern and (*b*) Western Higher Technical Institutions.	6,54,95,000	88,61,000	1947-48	
7	Four-Year Development Plan for the Indian Institute of Science, Bangalore.	40,00,000	3,59,000	1946-47	
8	High Voltage Laboratory at the Indian Institute of Science, Bangalore.	23,13,000	45,000	1946-47	
9	Power Engineering Departments at the Indian Institute of Science, Bangalore.	40,00,000	3,90,000	1946-47	
10(*a*)	Scheme for Improvement and Development of existing Technological Institutions.	80,00,000	..	1947-48 and 1948-49.	
10(*b*)	Scheme for purchase of surplus stores for supply to Educational Institutions in the country.	1,00,00,000	..	..	The scheme has since been abandoned in view of the fact that the Ministry of Industry and Supplies have agreed to supply stores to Educational Institutions at concession rates.

APPENDIX B—contd.

List of Central Educational Plans which have already been initiated or are under contemplation—contd.

Serial number	Title of scheme	Non-recurring Rs.	Ultimate recurring Rs.	Year in which to be initiated	Remarks
	Universities and Research				
11	Development of Central Universities (Interim Schemes).	32,75,000	10,14,000	1946-47	
12	Development of Central Universities (Post-War Development Schemes).	77,00,000	33,50,000	1947-48	
13	Scheme for Fundamental Research in Hypolymer Physics and Chemistry under the Indian Association for the Cultivation of Science.	*4,32,000	2,66,700	1947-48	* Exclusive of an interest-free loan of Rs. 5 lakhs.
14	Scheme for promoting Fundamental Research in Universities.	75,00,000	..	1947-48	
	Basic and Higher Education				
15	Establishment of a Central Bureau of Psychology.	55,500	3,57,372	1947-48	
	Adult Education				
16	Central Library of Educational and Cultural films in the Central Bureau of Education.	4,12,000	16,000	1947-48	
	Teachers' Training				
17	Central Institute of Education	20,45,000	2,00,000	1947-48	
18	Training College for Physical Education.	*7,72,000	Being worked out.	1947-48	* Figures are approximate.
19	Training College for Domestic Science.	12,00,000	98,000	1947-48	
20	Teachers' Training Scheme at Visva-Bharati.	4,95,000	75,000	1946-47	
21	Teachers' Training Scheme at Jamia Millia Islamia, Delhi.	2,50,000	32,000	1946-47	
22	Training of Teachers in Hindustani Music at the Marris College for Music, Lucknow.	..	..	1947	
	Education of Handicapped				
23	Central Braille Press ..	*2,50,000	1,00,000	..	* Does not include the cost of land, etc.

APPENDIX B—concld.

List of Central Educational Plans which have already been initiated or are under contemplation—concld.

Serial number	Title of scheme	Non-recurring Rs.	Ultimate recurring Rs.	Year in which to be initiated	Remarks
	Social Activities				
24	Establishment of an All-India Institute of Social Service.	15,00,000	1,55,000	1947-48	
	Overseas Scholarships				
25	Central Government Overseas Scholarship Scheme.	2,40,45,350	..	..	Represent approximately training expenditure of 1,440 scholars spread over 5 years and 2 years thereafter for the last batch.
	Other Schemes				
26	Development Scheme for Establishment of Anthropological Survey of India.	1,86,800	4,48,333	1946-47	
27	National Archives ..	36,00,000	2,03,000	1947-48	
28	Establishment of a Central Museum of Art, Archæology and Anthropology.	4,12,000	8,48,244	1947-48	
29	Establishment of a Central Reference Library with a copyright section.	*15,000	..	..	*To meet the expenses of the expert committee to work out the details.
30	Central School of Indian Architecture and Regional Planning.	1,00,000	98,800	..	Details have yet to be worked out.
31	Administrative Staff College	..	..		