

**ESTIMATES COMMITTEE**  
**1957-58**

**FOURTEENTH REPORT**

(SECOND LOK SABHA)

**MINISTRY OF EDUCATION AND  
SCIENTIFIC RESEARCH**  
**SPECIAL EDUCATION**



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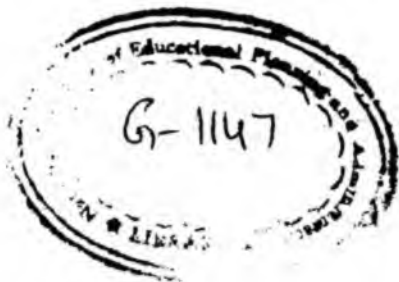


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**1957-58**

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## INTRODUCTION

I, the Chairman, Estimates Committee, having been authorised by the Committee to submit the Report on their behalf present this Fourteenth Report on the Ministry of Education and Scientific Research on the subject 'Special Education'.

2. The Committee wish to express their thanks to the Secretary and other officers of the Ministry of Education for placing before them the material and information that they wanted in connection with the examination of the estimates.

BALVANTRAY G. MEHTA,  
*Chairman,*  
*Estimates Committee*

NEW DELHI;  
*The 21st March, 1958.*

## I. EDUCATION OF THE HANDICAPPED

Education of the handicapped is of great importance if our nation is to prosper. Till the beginning of this century there were very few institutions devoted to the education of the handicapped in this country. Since then and particularly after Independence this type of education has developed, but even then it is considered to be very poor in comparison with other countries.

2. The activities of the Government of India in the field of education of the handicapped are mostly those of co-ordination. The Government of India also run some institutions such as the Training Centre for the Adult Blind and the Central Braille Press, Dehra Dun. The Government of India also give some financial assistance and scholarships. The provision for education of handicapped in the Second Five Year Plan was Rs. 150 lakhs, but the Committee understand that this has been reduced to Rs. 100 lakhs. The budget provision of the Central Government for the year 1957-58 for education of the handicapped is Rs. 10·6 lakhs.

### A. Existing facilities for education of the Handicapped

#### (a) Number of Schools

3. The Committee understand that there are at present, according to the information available with the Ministry of Education, 75 schools for the education of the blind, 44 for the education of the deaf and 5 for the education of the mentally handicapped. Out of these, 15 institutions for the blind and 10 for the deaf are run by the State Governments. Out of the remaining, one institution for the blind is run by the Central Government and the rest by private institutions. The Committee were given to understand that on a very rough estimate, 2½% of blind children and 5½% of deaf children receive education in these schools.

4. *The Committee feel that the statistics available of the number of handicapped persons in the country are not adequate. Unless accurate statistics are available, Government cannot properly plan the education of the handicapped.*

5. The Committee understand that since 1931 no enumeration of the handicapped persons has been undertaken. The Census Commissioner is reported to be of the view that experience in most of the advanced countries had shown that the census returns did not provide a reliable indication of the incidence of the variously



handicapped. The Government had, therefore, adopted the method of sample survey to determine the incidence of handicaps. Under a scheme for this purpose in the Second Five Year Plan, the Government proposed to assess the number of handicapped persons and their educational and socio-economic needs initially in three selected cities viz., Delhi, Bombay and Kanpur. The Committee understand that the survey in Delhi has been entrusted to the Delhi School of Social Work, in Bombay to the All India Association of Occupational Therapists and in Kanpur, to the J. & K. Institute of Sociology and Human Relations, Lucknow. While both the stages of the survey had been completed in Bombay, in Delhi only the first stage had been completed. The survey in Kanpur had not yet been started although provision had been made in the year 1957-58 for the finances in the budget.

6. *The Committee regret that even a sample survey of the physically handicapped should have been taken up so late after Independence. Even more, the progress made so far in this work has been very unsatisfactory. The Committee are of the view that the survey work in Delhi and Kanpur should be finished early and thereafter it should be taken up in other major industrial towns, to begin with. The Committee are further of the view that the co-operation of the schools for the handicapped might be enlisted in this matter by asking every such institution to assess the incidence of handicapped persons in its area and forward the same to some central agency. This would very much hasten the progress of this work.*

7. In regard to the survey of the mentally handicapped persons, the Ministry informed the Committee that it was very difficult to undertake such a survey as the determining of the level of mental liability was a very difficult task. The Committee however understand that in advanced countries like the U. K. and the U.S.A., mental tests have been standardised. *The Committee suggest that the Ministry of Education should examine the possibility of applying the tests developed in foreign countries with necessary modifications in India so as to determine the incidence of mentally handicapped.*

8. In regard to the number of schools, the Committee suggest that the Ministry of Education should find a surer way of ascertaining their number and activities. The Ministry of Education have stated that they periodically request the State Governments to furnish them a complete list of institutions, but it was likely that some institutions did not find a place in their list. *The Committee suggest that the Ministry of Education should, in consultation with the State Governments, devise some method whereby the number of institutions is accurately recorded. Further, each institution getting grant-in-aid may be requested to give information about the institutions in its neighbouring area.*

(b) *Scholarships*

9. To encourage the education of the handicapped, the Committee understand that the Government of India offers 70 scholarships for the blind, the deaf and the orthopaedically handicapped. The object of these scholarships is to assist handicapped students over the age of 16 in receiving higher education and technical or professional training outside the institution for the handicapped. The scheme was started in the First Five Year Plan, and has been continued in the Second Five Year Plan. The budget provision for 1957-58 in this regard was as follows:—

Scholarships for the blind Rs. 75,000/-

Scholarships for the deaf Rs. 50,000/-

Scholarships for the Orthopaedically handicapped Rs. 35,000/-.

In 1957-58, 70 blind students and 25 deaf students actually took advantage of the scholarships.

10. The Committee understand that there are some difficulties in securing the admission of deaf students in recognised technical institutions. As a result of this, in certain years the allotment of scholarships for the handicapped of this category could not be fully utilised. They note that to meet the situation, the Selection Committee for Scholarships had recommended that the resolution governing the scholarships may be amended so as to make deaf apprentices already working in the industrial establishments recognised by the Department of Industries of various State Governments, eligible for these scholarships. *The Committee hope that the Government of India will accept this recommendation and thereby help education of the handicapped.*

11. The Committee will, in their subsequent report, deal with in detail the question of publicity for the various scholarship schemes in general. Here they would like to stress that *scholarships to the handicapped may be specially publicized because the number of applications received for these scholarships showed that the fact was not well known. The Committee would also like the Government to consider if scholarships for the handicapped can be instituted for ordinary schooling i.e. for students in junior high schools and higher secondary classes.*

### **B. Material and Equipment for the Education of the Handicapped**

12. Education of the handicapped is a complicated matter and requires special type of equipment and material *e.g.*, hearing aids, charts, amplifiers etc., for the education of the deaf and braille books for the blind. There is shortage of equipment for both these categories of handicapped in this country. The Central Braille Press,

Dehradun had to a great extent met the present requirements of the country, but in regard to the group hearing aids for the deaf, there was considerable shortage. The aids available in the market were very costly.

13. The Committee were told that to meet the demand of these aids the Ministry of Education, sometime ago, had asked the National Physical Laboratory to produce a suitable prototype. About a year back, the National Physical Laboratory prepared a prototype which was tried for about two months in the Lady Noyce School for the Deaf, New Delhi but this was found unsatisfactory. Subsequently the National Physical Laboratory had produced another prototype which was still in an experimental stage. *The Committee hope that the National Physical Laboratory would be able to produce a suitable prototype in the near future.*

14. *The Committee would, further suggest that in addition to the National Physical Laboratory experiment, the possibility of manufacture of these aids by some private agencies in the country may also be explored. The Committee were sorry to note that this question had not been taken up by the Education Ministry with the Ministry of Commerce and Industry so far.*

15. *The Committee appreciate the fact that the Forest Research Institute, Dehra Dun, has been able to produce a sample of braille paper. The question of manufacturing braille paper in the country may be taken up early with the Ministry of Commerce and Industry.*

### C. Central Braille Press, Dehradun

16. The Central Braille Press, Dehra Dun, functions as a subordinate office of the Ministry of Education and Scientific Research. The primary function of the press is to produce braille literature in Indian languages. The press has so far published forty titles of braille literature covering over hundred volumes. The majority of these books are in Hindi. A few of them have also been published in Gujerati, Marathi, Telugu and Tamil. The expenditure on the Braille Press during the last three years as well as the budget provision for 1957-58 is as below:—

Year	Actual Expenditure Rs.
1954-55	30,636
1955-56	50,985
1956-57	51,346
1957-58	75,000 (budget estimate)

17. A sub-Committee of the Estimates Committee which visited the Central Braille Press, Dehradun, noticed, that the Press was facing some difficulties due to shortage of braille printing machines.

which have at present, to be imported from abroad. *The Committee suggest that the possibility of obtaining some machines from any Colombo Plan country or through T.C.M. etc. may be explored.* The Committee realise that unless the demand of such machinery is on a large scale, no indigenous manufacturer would be prepared to undertake production. But the Committee believe that as the education of the handicapped persons advances, the need for such machines is bound to grow. *The feasibility of manufacturing these machines locally should, therefore, be constantly kept in view. The Committee also suggest that the feasibility of transferring the Braille Press and workshop to the Ministry of Commerce and Industry so that they may be developed on modern lines, may be examined.*

18. The Committee are glad to note that meanwhile the Braille Press, in order to cope with the demand of braille books proposed to start double shift and also that the workshop for the manufacture of braille appliances, started as an adjunct to the Braille Press, Dehradun in 1954-55 had made good progress. The workshop was at present manufacturing braille slates and other simple appliances used for the education and recreation of the blind persons. These products were sold at prices much lower than those of imported ones. *The workshop may be developed so as to meet the entire requirements of the country in this respect.* The Committee understand that the U.N. Technical Administration had been requested to lend the services of an expert for the further development of the workshop. *The Committee would suggest that the Central Braille Press should keep in close touch with the advances in techniques of braille printing in foreign countries so that the articles can be produced at cheaper cost.*

#### D. Teacher Training

19. Teacher training is of great importance in the matter of education of the handicapped. There are only two centres at the moment for the training of teachers of the deaf at Calcutta and Lucknow which are run on voluntary basis. The Government of India propose to start short term regional courses for teachers of the blind, one at Bombay and another at Paleyam Kottai, Madras for which a financial provision of Rs. 15,000 has been made.

20. The representative of the Ministry of Education informed the Committee that although these training centres trained an adequate number of teachers, some shortage was still felt on account of the fact that schools in different parts of the country required teachers knowing different regional languages. The seminar on the education of the blind which was held at Mussoorie in 1955 had recommended that the Government of India should set up as early as possible a teachers' training department as part of the proposed national centre for the blind. Similarly, the seminar on the education of the deaf held at Mussoorie in 1955 had suggested that the State Govern-

ments should establish teacher training colleges on a zonal basis. They had also suggested that teachers for the deaf should be given financial assistance during the period of training.

21. The Committee understand that these suggestions have not been implemented by the Government of India or the State Governments due to financial difficulties. *The Committee consider that the Government should give greater attention to the training of teachers for the handicapped and to that end the Government should examine the possibility of reallocating funds from certain other items where the Committee have suggested savings.*

22. In this connection, *the Committee would also suggest that Government should examine the feasibility of opening more training centres (for conducting short term courses) for the handicapped so as to provide one centre in each zone.*

23. *The Committee also suggest that the Government may consider the feasibility of setting up of training schools for each language with Central assistance both for the deaf and otherwise handicapped. The Committee also recommend that every institution for the handicapped should be contacted and invited to send teachers for training and scholarships should be granted for the purpose.*

#### E. Salaries of Teachers and Teacher Pupil Ratio

24. The seminars on the education of the blind and the deaf held at Mussoorie in April and September, 1955 respectively recommended that:—

- (i) the scales of pay of teachers of the blind should be the same as those for teachers of sighted children;
- (ii) two advance increments should be granted to all teachers of the blind after they take a special certificate or diploma in teaching the blind. This benefit should also be given to qualified teachers in service;
- (iii) the scales of pay of the teachers of the deaf should be the same as those for teachers of normal children with equivalent academic qualifications except that at least five additional increments should be granted to the teachers of the deaf after they take a special certificate or diploma for teaching the deaf from one of the recognised training colleges of the deaf. This benefit should also be given to existing trained teachers.

25. The Committee were told that these recommendations had been forwarded to the State Governments for implementation. Most of them had not been able to implement them so far despite the fact that the Centre had assured them that if this scheme was included in their Second Plan, they would be entitled to receive assistance from the Central Government to the extent of 50 per cent of the expenditure involved.

26. The Committee were surprised to learn that in some States, the salary of teachers for the handicapped was even lower than that of the teachers for normal children while on the other hand, teaching of the handicapped is a more onerous task than the teaching of the normal children. *The Committee, therefore, recommend that all the State Governments should be persuaded to accept the above mentioned recommendations of the seminars held at Mussoorie and Dehradun and include them in their schemes of education in the Second Plan. The Committee would go even further and suggest that the Government of India should examine the feasibility of bearing the entire additional expenses on this account.*

27. *The Committee would, in this connection, also suggest that the Government should ensure that suitable teacher-pupil ratio is maintained in the schools for the handicapped.*

#### F. Vocational Training for the Handicapped

28. There is a training centre for the adult blind run by the Government of India at Dehradun. The Centre provides for vocational training to about 150 adult blind in the following trades:—

- (i) Manufacture of woollen textiles
- (ii) on disciplinary grounds;
- (iii) Candle making
- (iv) Plastic moulding
- (v) Music
- (vi) Bharati Braille

A section for women has also been started since September, 1957 to provide facilities for vocational training to unmarried blind women between 18 and 30 years of age.

29. The Committee were told that although the training capacity of the Centre is 150, the total number of persons who actually completed the two years' training course during each of the years 1954, 1955 and 1956 was only 66, 80 and 94 respectively. In the year 1956-57, the Committee were told, the total number of persons on the waiting list was about 170 and yet only 92 were finally admitted.

30. The Committee learnt that a good number of trainees left the Centre because of the following reasons:—

- (i) at own request;
- (ii) on disciplinary grounds;
- (iii) on medical grounds; and
- (iv) placement elsewhere;

The Committee were informed that prior to 1956-57, the vacancies thus caused were filled up by those eligible candidates who were on the top of the waiting list. Thereafter, the system of periodical admissions was introduced so that the vacancies caused in a term could be filled up only in the subsequent term.

31. *The Committee are sorry to note that the training capacity of the Centre is not being fully utilised because of candidates leaving the Centre before completing their training course. The Committee suggest that the reasons for this unsatisfactory feature should be analysed in detail and remedial measures taken. It is curious that the capacity of the Centre should remain idle while scores of people remain on the waiting list. The Committee would even recommend that the feasibility of further increasing the capacity of the Centre should be examined, so that the number of persons on the waiting list is substantially reduced.*

32. There is a sheltered workshop attached to the Training Centre for Adult Blind for 10 blind persons where they work as weavers and chair caners. A provision of Rs. 98,000 had been made in the budget estimates for the year 1957-58 for the expansion of the workshop. The Government also proposed to start a technical training centre for the adult deaf. The Committee were given to understand that this centre when established would train 50 deaf adults. It is intended to provide residential accommodation to the trainees as in the case of the Centre for Blind at Dehradun. *The Committee suggest that each Institution should be subsidised for deputing students for training in this technical training centre.*

33. *The Committee are happy to find that such facilities have been provided or are proposed to be provided for the adult blind and deaf by the Ministry of Education. They would, however, wish to see that in the third Plan, a scheme is formulated for the vocational training of the orthopaedically handicapped.*

34. Regarding the working of the sheltered workshop at Dehradun, the Committee would suggest that the Government should ensure that there is satisfactory arrangement for regular supply of yarn to the workshop. A sub-Committee of the Estimates Committee which visited the workshop at Dehradun in October, 1957 found that the work of the blind persons working in the Centre suffered because raw material was not supplied in time. *The Committee recommend that the Government should allow the workshop authorities to purchase yarn locally to some extent, if necessary.*

35. *The Committee, in this connection, would also suggest that the Government should ensure that the vocational training that is at present being given to the handicapped persons is related to their employment prospects. The seminar on the education of the blind, which was held in April, 1955 at Mussoorie had recommended to the*

Government of India that an Expert Committee should be immediately appointed to go into this question and to recommend ways and means of reorganising vocational training in the institutions for the blind. The Government had not so far appointed any Expert Committee. They had, however, obtained the services of an expert from the I.L.O. on the training and employment of the blind who was *inter alia* to examine the question. The Ministry were also carrying out a limited survey by circulating a questionnaire in order to ascertain the type of training which was already being received by different categories of handicapped persons. *The Committee recommend that as in the case of training for the blind, for the training of the other categories of handicapped persons also, some experts may be invited for advice from abroad under any of the foreign assistance programmes.*

### G. Employment of the Handicapped

36. It is needless to say that the employment of the handicapped has to be given special attention. In the ordinary course a handicapped person may never find employment. In his case it is also necessary to do some follow-up work. Further, an employed handicapped has to be visited by an employment officer at frequent intervals so that he could assist in the solution of a number of technical and psychological problems which arise in initial stages.

37. The Government of India had a small office at Madras working as an Employment Organisation for the handicapped since 1954. The main function of this office was to try and place in ordinary establishments some of the products of the Dehradun training centre for the adult blind. By 1956, this office had been able to place over 50 blind persons in employment. The office did some follow-up work also. The industries in which the handicapped persons had been placed were: textiles, metal-box, telephone, soap, oil, cycle, match, cashew nut, cane, electrical equipment, confectionery and motor industry.

38. While there was this nucleus office at Madras, a bigger organisation was also proposed to be set up with the assistance of the International Labour Organisation, which had already offered the services of an expert in the employment of the handicapped for a period of three months. The employment organisation when set up, would consist of 4 to 6 pilot employment offices on the model of the Madras office in different parts of the country. These pilot employment offices would form part of the National Employment Service, the day to day administration whereof would be placed in the hands of the State Governments as in the case of normal employment offices. These pilot employment offices would be initially administered jointly by the Ministries of Education and Labour and Employment because the Ministry of Labour and Employment felt that the experience of the Ministry of Education and Scientific Research in dealing



with the handicapped may be of great value to the former in running these offices. Eventually, however, it was proposed to transfer these offices to the Ministry of Labour and Employment. *The Committee suggest that there should be one such pilot employment office for each of the five zones viz., Northern, Southern, Eastern, Western and Central. They are also of the opinion that it would be advantageous if these offices are kept under the Ministry of Education which has specialised in dealing with the problems of the handicapped.*

39. *The Committee appreciate the proposal to set up these pilot employment offices and hope that the same would be implemented without undue delay.*

40. *In this connection the Committee would also like to stress upon the Ministries of Education and Labour that they should pay attention to the employment of all types of handicapped people instead of merely to the employment of the blind as hitherto. While the Committee were examining the Ministry of Railways they came to know that in Germany some blind men were being employed as enquiry clerks in the telephone enquiry offices of the Railways. In this connection, the Committee would like to draw the attention of the Education Ministry to para. 199 of their 26th Report, wherein the Committee had suggested that the Railway Ministry should examine the feasibility of employing suitably trained blind men as enquiry clerks.*

#### H. Assistance to voluntary institutions

41. *There are a large number of institutions for the handicapped, a majority of them run by private bodies. The Government of India gives grants to these institutions roughly to the extent of Rs. 3 lakhs annually. The grants were given throughout the period of the First Plan and are proposed to be continued during the Second Plan. A provision of Rs. 20 lakhs has been made in the Second Plan. The Committee in this connection note that in foreign countries, for example, in United Kingdom, the work of the education of handicapped is mostly left to private institutions. In United Kingdom, the work of the welfare of the handicapped on a national scale is also left to a voluntary body. The Committee recommend that Government should encourage voluntary bodies more and more to take up this work. They endorse the suggestions made at the second meeting of the National Advisory Council for the Education of the Handicapped that the Government of India should give adequate grants to voluntary organisations for the handicapped in order to enable them to carry through larger programmes for the education and welfare of the handicapped. The Committee also suggest that the schemes for assistance to the institutions for the education of the handicapped should be more publicized.*

#### I. National Advisory Council for the Education of the Handicapped

42. *There is a National Advisory Council for the Education of the Handicapped in India established in September, 1955. The Council consists chiefly of experts in the education and welfare of the blind, the deaf and the orthopaedically and mentally handicapped as*

well as representatives of the Ministries of Education and Health and the Central Social Welfare Board. The functions of the Council are:

- (i) to advise the Government of India on all problems concerning the education, training, employment and the provision of social and cultural amenities for the blind, the deaf, the orthopaedically handicapped and the mentally handicapped;
- (ii) to formulate new schemes; and
- (iii) to serve as a liaison between the Government of India and voluntary organisations working in this field.

43. The Chairman and Secretary as well as the members of the Council are nominated by the Government of India. The members are appointed for a period of two years, whereas the Chairman and Secretary hold office till the Government of India pleases. The Secretary and Deputy Secretary of the Education Ministry are the present Chairman and Secretary of the Council respectively. The Council is not an autonomous body. Its suggestions, if accepted, are implemented by the Secondary Education Division of the Education Ministry. The Council has so far met only twice. Most of the recommendations of the Council made hitherto have been acceptable to Government. In order to relieve the Ministry of the work of this Council which is not strictly in the nature of Secretariat work, *the Committee suggest that the National Council for Education of the Handicapped may, in due course, be made an autonomous or semi-autonomous body with its own Secretariat and with powers to incur expenditure for the development of the education of the handicapped and other allied matters. Also, the Council should meet more frequently and regularly than hitherto. The Committee also suggest that the office bearers should be recruited from distinguished social service workers.*

### J. Miscellaneous

44. *The Committee would also like to make the following recommendations:—*

1. *There is no journal at present which discusses problems relating to the education of the handicapped. A journal on the model of the one for Secondary Education or Youth Welfare should be started for promoting the education of the handicapped. Alternatively, a section in one of the above two journals may be reserved for this purpose.*
2. *There is need for the publication of a handbook which will give the workers and teachers in the field of education of the handicapped a right orientation towards the problems in this field, and guide them in their day to day work.*

3. *The Ministry of Education should, in consultation with the Ministry of Railways, explore the possibilities of giving concessions, such as are given to blind persons for travel by rail to other categories of handicapped persons.*
4. *Considering a very large number of handicapped children in the country, Government should, through appropriate machinery, pay attention to their health because many of these deformities can be checked if attended to in childhood. This has a direct bearing on the education of the handicapped. Suggestions in this regard made at the seminars of the blind and deaf at Mussoorie and Dehradun respectively may be implemented by the Ministry.*
5. *The All India Educational Conference held at Patna in December, 1954, had recommended that a special legislation should be brought forward for the promotion of education of the handicapped. It is understood that the National Advisory Council for the education of the handicapped had also endorsed this suggestion. The Committee recommend that the Ministry of Education should prepare a model legislation and circulate the same to the State Governments for guidance.*

## II. AUDIO-VISUAL EDUCATION

45. Audio-visual aids have been recognised as an effective means of giving education by supplementing the formal work of the teacher. They are also useful in social education.

46. Before 1942, there was very little progress in the field of audio-visual education. From 1942 onwards, however, there has been steady progress in this field. At the Centre, a section for audio-visual education was opened in the year 1942 as an adjunct to the then library of the Central Advisory Board of Education. This section was converted into the Central Film Library as a part of the post-war educational development plan of the Government. Later, with the realisation that the film was not the only or even the most important part of audio-visual education, this section at the Centre was re-organised and named as Audio-Visual Section in 1950.

### A. Audio Visual Section of the Ministry of Education

47. The functions of the section are as below:

- (a) Collection of information regarding audio-visual aids and equipment produced in India and abroad.
- (b) Preview and purchase of 16 mm. educational films, 35 mm. filmstrips and educational charts.
- (c) Classification and cataloguing of the material purchased.
- (d) Publication and dissemination of information regarding the films and filmstrips available in the library.
- (e) Distribution of films and filmstrips to educational institutions and allied organisations within India.
- (f) Arranging of local shows with the mobile cinema van and portable equipment.
- (g) Consideration of schemes for the production of films, filmstrips and educational charts by Government and private agencies.
- (h) Examination of the present policies regarding the censorship and import of educational films and audio-visual equipment.
- (i) To act as a clearing house for inquiries regarding visual education.

Besides, the section also organises seminars from time to time for training of audio-visual personnel.

48. *The Committee feel that when the National Institute of Audio-Visual Education is established, all the administrative and executive functions like the production of charts, posters and other non-projected visual aids, organisation of seminars and training courses, evaluation of films, filmstrips and other audio-visual aids should be entrusted to that Institute and the audio-visual aids section of the Ministry of Education left only with co-ordination and policy matters.*

### **B. National Board of Audio-Visual Education**

49. On the recommendations of the All India Conference on Audio-Visual Education held in 1951, the Government of India have set up a National Board of Audio-Visual Education. The functions and composition of the Board are given in Appendix I.

50. The Committee are sorry to note that since its setting up in 1953, the Board has met only twice, once in 1953 and second time in May, 1955. *It seems that most of such bodies function not by themselves but through the officials of the Ministry. The Committee feel that unless the Board meets more frequently the object for which the Board was established is likely to be defeated. The Board should also consider setting up a Standing Committee so that in the absence of a meeting of the Board the Standing Committee so set up might discharge some of the Board's functions.*

### **C. National Audio-Visual Education Institute**

51. In addition to the National Board of Audio-Visual Education mentioned above, the Government of India propose to set up a National Institute for audio-visual education. The object of the Institute is to train teachers in production and utilisation of various audio-visual aids like charts, exhibits, films and filmstrips. At present the Ministry of Community Development has to send their social education workers for training in audio-visual methods to the States. When this Institute is established, the social education organisers of the Community Projects would also receive training therein. The Institute is expected to offer two types of courses of ten months and three months duration and to train 136 students each year.

52. The Committee were told that the Institute is to receive equipment in the shape of projectors, films, filmstrips, photographic material, books etc. from the T.C.M. worth about Rs. 10 lakhs. Besides, the T.C.M. is expected to incur an expenditure of Rs. 8 lakhs on experts and maintenance of equipment.

53. The Committee have elsewhere recommended that as far as possible there should be decentralisation of Government offices and Institutes. *In view of that, the Government should consider whether this Institute can also be located outside Delhi. The Committee also suggest that the Institute should not function as a subordinate office of the Ministry, but should be managed by a suitably constituted Board.*

### D. Assistance to State Governments

54. The Central Government has a scheme to give aid to the extent of Rs. 5 lakhs as Central assistance to the State Governments for the **implementation** of schemes of audio-visual education such as:

- (a) Establishment of audio-visual sections in the education departments.
- (b) Establishment of State Audio-Visual Boards or Committees.
- (c) Organisation of training courses for audio-visual personnel at various levels.
- (d) Establishment of audio-visual aids libraries in the States.
- (e) Establishment of equipment pools in district libraries.
- (f) Introduction of audio-visual education in teachers' training institutions.
- (g) Supply of radio sets to high and higher secondary schools.
- (h) Establishment of workshops for the production of non-projected visual aids in teachers' training institutions.

55. The Committee observe that only a few State Governments have taken advantage of this assistance. Even an important scheme like the setting up of State audio-visual boards, which was recommended repeatedly by the National Audio-visual Education Board has not been implemented by all the State Governments. The Committee were told that only the States of Mysore, Punjab, Bihar, Uttar Pradesh, Orissa and Jammu and Kashmir and the Union territories of Himachal Pradesh and Delhi had so far set up such Boards. *The Committee suggest that the remaining State Governments may be persuaded to set up such Boards.*

### E. Central Film Library

56. The Central Film Library works under the Audio-visual Section of the Ministry. The Library has three types of films (i) educational, (ii) those for the entertainment of children, and (iii) those dealing with select features. The Library has at present a stock of 3,500 films (including documentaries) and 1,500 filmstrips.

57. It was realized long ago that it could not be possible to distribute films to all the parts of the country from a central library. The National Board of Audio-visual Education, therefore, in both their meetings, has suggested that State Film Libraries should be set up. The Central Government included this scheme for assistance to State Governments under the Second Five Year Plan. So far, however, 10 out of 15 States have set up the libraries. *The Committee recommend that the remaining four States may also be persuaded to set up such libraries. Efforts should also be made to ensure that the stock of*

*films is widely circulated. With the establishment of State libraries, the Central Film Library should concentrate more on rare films and special films and less on normal educational films. The roles of the two libraries should thus be clearly demarcated.*

58. The Committee are glad to know that there is a Preview Committee to advise the Central Film Library on the acquisition of films and filmstrips. It consists of the representatives of the Ministry of Education and Scientific Research, the Ministry of Information and Broadcasting and local schools. *The Committee suggest that more non-official may be associated with this Preview Committee. The Committee also suggest that in their future programme of acquisition of feature films, the Ministry should acquire films on various aspects of ancient culture also. Among the instructional films, similarly, they should include films on Indian History and Geography. They should also have films depicting various aspects of social life in the country laying stress on the rules of good social conduct.*

59. Regarding the distribution of films, *the Committee would suggest that the films should be sent out by the Central and State Libraries not only to educational institutions but also to recognised cultural and social bodies. As a part of community development programme, social education has been accepted as a necessity. In social education, educational films can be useful in community project centres. Similarly they can also be used on railway platforms and public places. The Committee would like the Central Film Library to give attention to this matter.*

60. It is also important that release of films by the Library is co-ordinated with release of other media of audio-visual education. The National Board of Audio-Visual Education in their second meeting observed:

“(i) The Ministry of Education should examine the possibility of sending out related visual media alongwith the films loaned by the Central Film Library. The material on a particular subject should be sent out in the form of kits and the time of sending them out should, as far as possible, be co-ordinated with other activities such as campaigns in the press, particularly on subjects such as health. There should be appropriate and adequate follow-up activities after film shows given by the mobile cinema van of the Ministry of Education and value of the film shows assessed.

“(ii) The Centre should prepare teaching notes containing instructions regarding the proper use of each film, which should be sent out to members along with the films.”

*The Committee recommend that these suggestions should be implemented by the Ministry of Education as early as possible.*

## F. Research in Audio-visual Education

61. For continuous expansion of audio-visual methods, it is necessary that the problems of audio-visual education should be frequently discussed and study of the practices and techniques, found in other countries, undertaken. The various audio-visual seminars mentioned previously have done some work in this connection. The publication of a journal called 'Audio-Visual Education Quarterly' has also helped in disseminating information on these matters to the teachers concerned. Apart from that, the Government of India have also given grants to certain colleges which have undertaken research, evaluation and assessment of educational films. In 1956, Miss Mary Stein visited India on behalf of U.N.E.S.C.O. and she had undertaken a study of films as an educational force in the country. The National Board of Audio-Visual Education in their second meeting had suggested that the possibility of evaluation of educational films in co-operation with some select institutions should be explored. The universities could, in their opinion, undertake research in subjects like the educational value of films and documentaries, their impact on children and the public. So far, however, no active steps have been taken to promote such research in the universities. *The Committee endorse the suggestion of the Board and add that the possibility of instituting a diploma course in the subject should be considered so as to stimulate interest in the subject.*

## G. Indigenous production of Audio-visual aids

62. At present most of the audio-visual aids, chiefly the films, are imported from abroad. Unless all the films and the equipment therefor are manufactured in the country, the expansion of audio-visual education on a large scale is not possible, specially in view of the foreign exchange difficulties. The Committee were informed that some experiments have been carried out by the Ordnance Factory, Dehradun, for the production of a proto-type 35 mm. films and filmstrips projector. If the experiment is successful, the Government of India should also undertake the production of these projectors. *The Committee recommend that besides the Ordnance Factory, Dehradun, the possibility of the manufacture of these articles in the private sector should also be explored. The Committee suggest that the Ministry of Education should draw up a list enumerating the requirements of the various types of audio-visual aids—the apparatus and equipment—during the next five or ten years and hold discussions with the Ministry of Commerce and Industry to decide how best these can be manufactured indigenously.*

63. Regarding production of films, the Committee were told that the position was not difficult, but it was necessary that private producers should be encouraged to undertake it. *The Committee believe that with adequate guidance about specifications and con-*



*tents of the films, private producers may undertake the production of educational films as a supplement to the governmental programme of production. A subsidy in the shape of purchase of a number of prints may be given to the private producers, if necessary, for this purpose. The production of films in future should be more in the regional languages.*

### III. PHYSICAL EDUCATION

64. The prosperity of a nation ultimately depends upon the physical fitness of the citizens. No scheme of national education can, therefore, be considered as complete unless it makes suitable provision for physical education on an adequate scale.

65. The First Five Year Plan provided for a number of schemes for the development of physical education and recreation. In 1952, a Central Advisory Board of Physical Education was appointed to advise Government on matters of promotion of physical education. In 1954, the Government of India set up an All India Council of Sports. In the Second Five Year Plan, a number of schemes have been provided for the promotion of physical education such as the setting up of the National College of Physical Education and Recreation, scholarships to students in physical education, institutions, seminars, health education and the promotion of sports activities.

#### A. Central Advisory Board of Physical Education and Recreation

66. The Central Advisory Board of Physical Education and Recreation was set up in 1952. Its constitution and functions are given in Appendix II.

67. The Committee understand that although the resolution reconstituting the Board issued in 1956, requires it to meet at least twice a year, the Board has not met since its reconstitution in December, 1956. The representative of the Ministry informed the Committee that no need was felt for a second meeting because the first meeting had covered a wide ground and secondly, after reconstitution, it took a long time to receive renomination of members from the State Governments. *The Committee do not regard these as valid reasons and hope that, in future, the meetings of the Board will be held more regularly.*

68. The Committee understand that some members of the All India Council of Sports are also the members of the National Board of Physical Education. *As physical education and sports are very closely associated subjects, the Committee suggest that the feasibility of having only one body with wider functions might be examined by the Ministry. It is also essential that State Governments also set up similar State Advisory Boards.*

#### B. National College of Physical Education, Gwalior

69. A Committee was appointed in 1947 to report on the establishment of a National College for Physical Education. After many vicissitudes, the scheme has been given a concrete shape, and the

College has been started in August, 1957 at Gwalior. For purposes of administration and control the college has an autonomous board of Governors which consists of one Chairman and eight members as below:

- (i) Chairman—nominated by the Government of India.
- (ii-v) Four members—nominated by the Government of India.
- (vi) One woman member possessing special knowledge of physical education also nominated by the Government of India.
- (vii) One member nominated by Madhya Pradesh Government.
- (viii) Vice-Chancellor of the University of Agra.
- (ix) One member co-opted by the Board.

70. The Board has full powers to manage the institution subject to the condition that rules and regulations made by the Board in this behalf should be approved by the Government of India. The college has so far been paid a sum of Rs. 1,10,000 in the form of *ad hoc* grants out of the Plan provision of Rs. 10 lakhs.

71. The present number of students in the college is twenty-six. Admission is restricted to those who have passed the higher secondary school, intermediate or Cambridge Senior Examination or those who have obtained a certificate in physical education after having passed the high school examination. Other conditions relate to medical fitness, background, aptitude for sports, social service and good character. The ultimate annual intake of students in the college is so planned that at the end of the Second Plan, 100 students would be in the college. *The Committee, however, feel that with an outlay of Rs. 70 lakhs, the college should be able to provide admissions to a much larger number than 100 and they, therefore, recommend that the position may be reviewed so that maximum advantage is taken of the facilities and courses provided in the college and that the college attains its full intake as early as possible.*

72. The Sub-Committee of the Estimates Committee which visited the college, found that adequate publicity had not been given to the admissions and that only a press note was issued. *The Committee recommend that in future, wide publicity should be given to admissions to the College.*

73. The Sub-Committee also found that the powers of the Principal were not clearly defined and that he felt handicapped in filling temporary posts. *The Committee recommend that the position should be carefully reviewed and handicaps of this nature removed.*

### C. Physical Education Institutions

74. The Committee were informed that there are at present 30 physical education institutions offering diploma and/or certificate course in physical education. Only one viz., the Lakshmibai College of Physical Education, Gwalior, out of these thirty institutions, offers a three year degree course in physical education at the undergraduate level.

75. In addition to the setting up of a National College of Physical Education, there is also a scheme under which the Government gives grants of a non-recurring nature for the construction of classrooms, gymnasias, libraries, swimming pools, purchase of books, apparatus and athletic equipment etc. to the private physical education institutions. So far, grants amounting to Rs. 2,02,929 have been given to them.

76. *The Committee regret to learn that no estimate is available in the Ministry with regard to the existing and potential demand for physical education teachers in the country. The Committee are of the view that such a survey is a necessary pre-requisite for the proper development of physical education in the country. The Committee, therefore, recommend that the Ministry should take up this work immediately in collaboration with the State Governments and voluntary organisations. Also, efforts should be made to get the certificates and diplomas issued by voluntary institutions recognised by the State Governments, after ensuring that requisite standard is laid down for the issue of such certificates and diplomas.*

77. The Committee learnt that the Central Advisory Board of Physical Education and Recreation was processing rules for the recognition of diplomas and certificates of physical education awarded by the physical training institutions. A questionnaire had been issued. On the receipt of replies, a team of inspectors was to visit the institutions and report to the Board.

78. In this connection, *the Committee would suggest that special attention may be paid to indigenous physical education institutions viz. Vyayamshalas which have made a remarkable contribution in preserving some of the ancient physical activities. The Committee are of the view that Vyayamshalas with good reputation and long standing might be developed as model institutions in States and suitable financial assistance be given to them for this purpose, in consultation with the State Governments.*

### D. National Physical Efficiency Tests

79. The Sub-Committee appointed by the Central Advisory Board of Physical Education and Recreation felt that the introduction of graded national physical efficiency tests may catch the imagination of the youth and arouse in them an enthusiasm for physical fitness. Such tests are in vogue in many countries and have given very good results in enthusing the young and even the old to maintain a good standard of physical excellence. |

80. The Committee were told that it was proposed to conduct such tests in India also. A sub-Committee of the National Board of Physical Education had prepared a scheme of physical efficiency tests which visualised giving "3 stars, 2 stars and 1 star" to successful candidates. A provision of Rs. 2.5 lakhs had been recommended by the Board for the implementation of this scheme. The Committee were further informed that the task of working out the time of the tests as well as the level of performance for the three standards for the various categories has been entrusted to the Lakshmibai College of Physical Education, Gwalior which is now engaged in the task. *The Committee recommend that the scheme may be given concrete shape as early as possible.*

### **E. Preparation of Syllabi for Physical Education**

81. The Committee understand that the Central Advisory Board of Physical Education had prepared separate syllabi for boys and girls from primary to higher secondary schools and a copy of these together with the National Plan of Physical Education and Recreation prepared by the Board has been sent to each State Government. The Ministry is now engaged in collecting material for the handbook of Physical Education syllabi for which the State Governments have been requested to supply material, specially in the field of games and sports, which are of local interest but which, with suitable modifications, can be introduced in other parts of the country as well. *The Committee recommend that physical education institutions of indigenous type should also be consulted in framing this syllabus. The Committee also feel that such non-official organisations as the Indian Olympic Association could render valuable help in this work. The Committee suggest that the work of preparation of suitable syllabi should be expedited.*

### **F. All India Council of Sports**

82. In order to promote proper development of sports and games in the country, the Government of India, in pursuance of the recommendations of the Conference of Presidents of the National Sports Organisations, established the All India Council of Sports in November, 1954. The composition and functions of the All India Council of Sports are given in Appendix III.

83. The Council has a standing committee which is the principal executive body of the Council. The Council has met five times since its inception and has made some important recommendations such as construction of stadia and guest houses, appointment of paid secretaries, coaching schemes and sports centres. These recommendations have been accepted by the Government.

84. The Committee observe that while the Sports Council had a coaching scheme, a similar coaching scheme *viz.*, the Rajkumari Coaching Scheme was also being run by the Ministry of Health. Both of these, in the opinion of the Committee, could have been worked as

an integrated scheme under the Ministry of Education. The Committee understand that it has since been decided to bring the Rajkumari Coaching Scheme also under the Ministry of Education. *The Committee hope that this decision will be implemented early, and that, in future, care will be taken to see that such overlapping schemes of similar nature are not allowed to be sponsored by different Ministries.*

85. The All India Council of Sports suggested the creation of a Sports Council for each State. The Ministry of Education has prepared a model constitution for the Sports Councils (which is more or less on the same lines as that of the constitution of the All India Council of Sports). So far, however, only the States of Uttar Pradesh, Rajasthan, Bihar, West Bengal, Bombay, Madras, Andhra Pradesh, Kerala, Assam and the Union territories of Delhi and Andaman and Nicobar have set up State Councils. These State Councils have adopted the model constitution framed by the Ministry of Education. *The Committee suggest that the remaining States should also be persuaded to set up State Councils for proper development of sports. The Committee further suggest that it should be impressed upon the All India Council of Sports as well as the State Sports Councils that they should keep the administrative cost on the running of these Councils as low as possible so that more funds are made available for field activities.*

(The functions of the State Council are to advise the State Sports Organisations and to act as a co-ordinating agency amongst them. It is also their duty to advise State Governments in all matters concerning sports and games and to act as a liaison between its constituent bodies and the Government.)

### G. Health Education

86. The Indian Delegation to the joint F.A.O./W.H.O. seminar on health education and nutrition education held in Baguio (Philippines) from the 10th October to 5th November, 1955 recommended that the Government should consider the advisability of reviewing the existing curricula in primary and secondary schools and in the teacher training institutions with a view to lay greater emphasis on health education for school children. This recommendation was accepted by the Government of India and it was decided that an expert committee including representatives of the Ministries of Education and Scientific Research, Food and Agriculture and Health may be appointed for preparing a comprehensive programme on health education. The terms of reference of the Committee on Health Education and Nutrition are:—

- (a) To work out the programme of health education as it should be introduced in primary and secondary schools and teacher training colleges.
- (b) To prepare a syllabus on health education at the primary, secondary and teachers' training level.

87. The Committee were informed that this Committee was likely to appoint one or two Sub-Committees to work out the syllabus and it was hoped that its report will soon be available to the Government of India.

88. While welcoming the aims of the Expert Committee mentioned above, the Committee regret to know that no study had so far been made of the existing facilities in schools nor were the experts in indigenous systems such as Yoga etc. consulted. The Committee are of the opinion that in framing such a comprehensive syllabus, the Ministry should first of all collect data from all the States, study their syllabi, consult the experts of the indigenous systems and then only frame a syllabus.

#### H. Other measures to promote sports

89. The Committee make the following further observation/recommendations regarding the measures undertaken by the Ministry of Education for the promotion of sports activities:

- (a) The Committee agree with the view of the Standing Committee of the All India Council of Sports that inviting foreign teams from abroad and sending Indian teams out should, in the present situation, be discouraged and instead more encouragement should be given to coaching schemes. They are further of the view that the Council, through State Sports Councils and its affiliated bodies, should devise a machinery to develop local talent so that it can be trained for the improvement of the standard of sports in the country.
- (b) The Committee recommend that save in very exceptional cases, the recommendation of the All India Council of Sports or its standing committee should always be insisted upon before giving financial assistance to a team or individual.
- (c) The Ministry of Education, through the All India Council of Sports, should prepare a phased programme and fix up a time limit by which the target of at least one stadium and sportsmen's guest house in each State is achieved. Similarly, provision should be made for playing fields on a liberal scale.
- (d) While appreciating the role played by the Ministry of Education in organising sports on inter-State or international level, the Committee would also like that some efforts should be made to organise and promote sports and games at the district and taluk level.
- (e) The Committee understand that no comprehensive survey of the existing facilities in coaching schemes has been undertaken so far by the Ministry of Education. The

*Committee hope that the ad hoc Committee of the Standing Committee of the All India Council of Sports appointed to reorientate coaching schemes would examine the future requirements and the nature thereof at an early date. The ad hoc Committee should also devise some machinery for the follow-up work of the coaching schemes.*

- (f) The Committee recommend that one of the functions of the All-India Council of Sports should be to follow up the careers of outstanding athletes and sportsmen and to assist them or otherwise make use of their services as coaches, managers, administrative officers etc. and generally to see that such persons who have made their own distinctive contribution to sports are not neglected and forgotten.*
- (g) The Committee are also of the view that the All India Council of Sports might recommend to its affiliated sports organisations that on appropriate occasions, veteran athletes and sportsmen should be invited and duly honoured.*



#### IV. SOCIAL EDUCATION

90. Social Education till recent times was synonymous with adult education, but now besides the introduction of literacy among adult illiterates, creation of educated mind in the masses and inculcating in them a lively sense of citizenship are also considered as integral part of social education. |

91. Needless to say, social education is very important for our country because a vast majority of the population lives in villages which hitherto due to political slavery and lack of suitable means of communications lived in comparative ignorance. Even as a programme of mere adult education, it is important because as much as 78% of the population is illiterate. The magnitude of this problem is realised when we note that the *per capita* income of our population is very low limiting thereby the capacity of the people to educate themselves.

92. The Ministry of Education, in the field of social education, does mostly co-ordination work *i.e.* co-ordination between different agencies, private and Government. It also arranges research and formulates new schemes for expansion of this education. Some other functions are exclusively assigned to the Ministry of Education such as supervising the activities of the National Book Trust and the National Fundamental Education Centre which undertake activities of national importance. The Ministry of Education also convenes conferences and seminars for the benefit of people interested in the subject.

##### A. National Book Trust

93. The Government of India set up a National Book Trust in 1956. The functions, composition and programme of work of the Trust are given in Appendix IV.

94. The Committee observe that the bye-laws of the trust have yet to be finalised. The Committee also observe that no definite programme has yet been drawn up by the National Book Trust.\* The Trust have tentatively drawn up only the main lines of activities. They proposed to approach some foreign foundations for supplying them with suitable press. The Trust is authorised to set up regional trusts, if necessary, to assist it. So far, however, no regional trust has been established.

95. *The Committee suggest that the Government should consider giving representation to the Members of Parliament on the National*

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\*Note:—Subsequently the Ministry has informed that the National Book Trust has now drawn up a programme.

*Book Trust so that the representatives of the people are in closer touch with the activities of the Trust. The Committee are of the opinion that the general question of the constitution of all such bodies as the Trusts, Boards, Councils, Governing Bodies etc. needs a careful review to ensure that the non-official elements including the representatives of the people get adequate representation on them-*

96. In this connection, *the Committee note with satisfaction that Government have also a scheme to assist in the setting up of a Children's Book Trust, specially for publishing books for children. Government have agreed upon a loan of Rs. 7 lakhs repayable in 10 equal instalments to be given to authorities for setting up the Children's Book Trust of which the first instalment of Rs. 4 lakhs has been paid in 1957-58. The Trust would not have any profit motive. One of the conditions of the loan is that the governing body will be constituted with the consent of the Minister. The Committee hope that there will be adequate co-ordination between the National Book Trust and the Children's Book Trust.*

### **B. Literature for neo-literates and children**

97. The Ministry of Education have several schemes for the encouragement of proper type of literature. These include prizes to the authors of the best books for neo-literates, prizes for books for children, publication of model popular books and organisation of workshops for giving orientation course to authors.

98. There is a Popular Literature Committee which advises the Ministry about prizes. The Committee has Education Secretary as its Chairman and a representative each of the Ministry of Community Development, Ministry of Information and Broadcasting and certain nominees, official and non-official, of social education bodies as members. The books submitted for prizes are reviewed by the reviewers and the synopses thereof circulated to the members of this Committee who thereupon form their opinion. *The Committee suggest that instead of leaving this work of review to reviewers, it should be undertaken by the Members of the Popular Literature Committee themselves. If for this purpose, the present composition of the Popular Literature Committee is not suitable, Government should consider having such members on this Committee as have ample time together with experience in social education.*

### **C. Library Development**

99. Unless libraries are well developed, no substantial progress in literary attainment can be expected from the common people. An Advisory Committee for libraries was appointed to advise the Government of India on matters pertaining to expansion of library services in the country but that Committee has not so far submitted its recommendations to the Government on a suitable library policy. Meanwhile the Ministry has taken a few steps to organise the libraries.

100. Under the Integrated Library Scheme, the Government of India helps the State Governments in setting up headquarter libraries within certain areas, preferably in the Development Blocks, for intensive educational development. So far such service has been started in twenty-four selected areas of different States. In this scheme, village libraries are assisted in their growth by the larger staff and larger number of books of the headquarter libraries. For this purpose the headquarter library maintains a mobile van. The headquarter libraries also organise exhibitions. *The Committee suggest that some assessment of the results of the scheme should be undertaken, to ascertain whether maximum use is being made of the facilities that are being offered.*

101. The Ministry also propose to start an Institute for training in Library Science. It is intended to impart training to Central, State and District libraries, offer special course in the field and also to conduct research in library problems in the country. The Institute would be run by the Delhi University. The Committee have else where recommended that as far as possible concentration of such offices in Delhi should be avoided. *The Committee would like in this case also that it should be examined whether the proposed Institute can be entrusted to some other University outside Delhi.*

#### D. Expansion of Social Education

102. Social education activities had so far been confined more or less to rural areas. Similarly, social education had so far catered to the needs of conventional societies. The Ministry of Education had, therefore, schemes to extend the social education activities to urban areas as well as the industrial workers.

103. Under the scheme for social education in urban areas, twenty Co-ordinating Councils are proposed to be set up by the State Governments directly or through the universities or municipal bodies concerned, one each in different cities of India to organise social education. The functions of the Councils would be to co-ordinate the activities of various institutions which are working in the field of education in the broadest sense of the term. It would also be their function to encourage and assist individuals in making their contribution to social education work. A provision of Rs. 2 lakhs has been made in the estimates for 1957-58 for the purpose.

104. The Committee observe that the Ministry of Education have not assessed the needs of adult education in urban areas although they had embarked upon an experimental scheme. *The Committee suggest that an assessment of the needs may be undertaken early and preferably entrusted to some voluntary bodies in the field so that a clear cut picture is available before the experiment could be extended to wider fields.*

105. In the scheme for industrial areas, it is proposed to set up one workers' institute to provide social education to workers as a pilot

project. No institute had however been set up. The Institute, when set up, will have an Advisory Body consisting mostly of non-official members with knowledge and experience of industrial labour with a representative of the Ministry of Education. The Advisory Body will advise the Director of the Institute in the matter of administration and guidance.

### E. National Fundamental Education Centre

106. The National Fundamental Education Centre has been established in Delhi in 1956 with the assistance of the UNESCO, to serve the dual purpose of meeting the shortage of trained social education organisers and conducting research on problems of social education. The functions of the Centre are as under:—

- (a) To train the key-personnel of social education, e.g., District Social Education Organisers, etc.
- (b) To carry out research and evaluation in the field of social education.
- (c) To conduct experiments in the production of better type of material and equipment for social education.
- (d) To act as clearing house of ideas and information pertaining to social education.

107. The Centre is a subordinate office of the Ministry of Education and Scientific Research. Its estimated expenditure for the current year is Rs. 2.5 lakhs. The Centre has the following staff at present: (i) Director (ii) Asstt. Director (iii) Field Supervisor (iv) Instructor in Home Science (v) Artist and (vi) Health Instructor, *The Committee see no reason why the Centre should function as a subordinate office of Ministry of Education. They recommend that the Centre should be managed by an autonomous or a semi-autonomous board to be constituted for the purpose.*

108. The Sub-Committee of the Estimates Committee which visited the Centre, found that it had not started its work in full. The difficulty was that full staff had not been posted. They also found that the powers of the Director were not properly defined which hindered the progress of work. *The Committee recommend that early steps may be taken to overcome these difficulties.* The Committee understand that the Centre, when in full swing, proposed to turn out 70 social education organisers each year. The Standing Committee on Social Education is required to advise the Centre.

109. *In the opinion of the Committee, for a Centre like this, it is desirable that, it is in rural surroundings. The Committee have, in an earlier report recommended that the National Institute of Basic Education should be located at place which is in a rural area. Since the Government propose to have a joint building for these two*

*bodies, the objective of having National Fundamental Centre in a rural area will also be achieved when their earlier recommendation is accepted.*

### F. Janata Colleges

110. The traditional scheme of education in the past did not provide institutions which could bring enlightenment to the masses in the rural areas who were in need of opportunity for self-improvement. For the great and developing plans that the country has undertaken, however, such training is essential so that local leaders can be built up to create enthusiasm among the people. To provide such a training is the object of Janata Colleges. These are usually residential colleges. There is bias on crafts and agriculture in the curriculum. The students receive stipends ranging from Rs. 30 to 45 per month.

111. The Committee understand that 21 Janata Colleges were started in the First Plan. In the Second Five Year Plan, five new Janata Colleges are going to be set up, one each in Punjab, Orissa, Manipur and two in Himachal Pradesh. Similarly existing Janata Colleges, one each in Bihar, former Saurashtra and Tripura are further to be developed. The total provision for this purpose during the Plan period is Rs. 16.89 lakhs.

112. The Sub-Committee of the Estimates Committee which visited the Janata College, Alipur, found that a very small percentage of students of the College were actually going back to their villages and taking up the work of social leadership for which they were supposed to be trained. The Vasishta Committee set up by the Delhi Administration which had gone into the working of Janata College, Alipur, had also received the impression that the Janata College was not fulfilling its purpose. *The Committee suggest that a small expert committee should be appointed to evaluate the working of the Janata Colleges. If this review indicates that these Janata Colleges are not fulfilling the purpose for which they were started, the scheme should not be expanded any further, but should be radically revised.*

### G. Co-ordination

113. Co-ordination is of supreme importance in the field of social education. More than one Ministry of the Government of India and an autonomous body like Central Social Welfare Board are entrusted with this work. Similarly, State Governments and voluntary institutions have their own social education programmes.

114. The Committee understand that from the year 1955-56, the Government of India have sponsored a scheme to appoint District Social Education Organisers in various States to supervise and co-ordinate social education work in districts. Under this scheme, the

Government of India shares 50 per cent. of the expenses incurred by the State Governments in appointing Social Education Organisers. The Ministry of Education have also appointed a co-ordinating committee consisting of representatives of the Ministries of Community Development and Education and the Central Social Welfare Board to co-ordinate work between these Central agencies. *The Committee, however, note that district social education organisers have been appointed only in a few States. The Committee hope that they will be appointed in other States also.*

115. The Ministry of Education in their hand-book on social education had reason to observe that "there is not only no real co-operation between the official and voluntary agencies but there is also an obvious lack of co-ordination among the various departments of Government". *The Committee, therefore, recommend that vigorous steps should be taken to see that there is no overlapping of activities between the Education Ministry, State Governments, Ministry of Community Development and the Central Social Welfare Board. From this point of view, the Committee would also like the Ministry of Education to consider whether it would be useful to appoint a representative of the State Government on the co-ordinating committee.* The Committee were given to understand that at present there were no representatives of the State Governments on the co-ordinating committee.

116. *The Committee understand that the Army has been doing a certain amount of work in the field of adult education. The methods followed there and the machinery they have created may possibly be useful for expansion of social education.*

#### H. Social Education Work by Voluntary Bodies

117. Social education is by nature such an activity that it can be more fittingly left to voluntary institutions. The Government may, in the initial stage, have to step in for pioneering work, conduct seminars and arrange conferences on an all India scale, but if the social education programme has to be carried out extensively, it is necessary that voluntary institutions are encouraged to take a more active part. It is significant to note here that in the State of Mysore, even the work of co-ordination of research etc., which normally would have been undertaken by the State Government is entrusted to a non-governmental body namely the State Adult Education Council.

118. The Ministry of Education have a scheme to assist voluntary institutions in the field of social education including those engaged in library development and production of literature. The following figures show the assistance given to voluntary organisation in this

field:—

Year	No. of organisations assisted	Gr. nts given.
		Rs.
1954-55	19	9,82,501
1955-56	35	18,57,132
1956-57	27	8,97,351

A provision of Rs. 7.2 lakhs has been made in the estimates for the year 1957-58.

119. *The Committee suggest that the Universities should be induced to do some intensive work in the field of social education. Social education is a subject where individuals or groups in every walk of life can do something. Even clubs in Government offices can help in promoting social education.*

#### I. Evaluation of Social Education Work

120. It is no doubt true that social education is a field where a lot of useful work can be done. It is, however, also true that this is a field where a lot of money can be easily spent without achieving useful results. *There is, therefore, a great need for the proper evaluation of the results achieved in this field.*

121. The Committee understand that voluntary bodies like the Indian Adult Education Association are already conducting an evaluation of social education in the Delhi State. The Programme Evaluation Organisation of the Planning Commission is also conducting evaluation of social education in the development blocks in the course of their general evaluation work. *But in the opinion of the Committee, it appears to be necessary that a comprehensive survey of the work done by different agencies in the field of social education is undertaken, preferably through some voluntary institutions. This evaluation should not be confined to adult literacy but should include the progress made in the direction of other activities mentioned earlier while defining social education. The feasibility of entrusting this work of evaluation to a team of the Committee on Plan Projects may be examined.*

## V. YOUTH WELFARE

122. Youth welfare has to be an essential part of any educational reconstruction programme. The Government of India have, since 1950, been paying special attention to the problem of youth welfare. Even before 1950, there were activities like the N.C.C. and the Bharat Scouts and Guides but they did not cover a large proportion of youth population. The youth welfare programme of the Government of India includes activities such as labour service scheme, youth leadership training camps, workshops and hobby centres around universities, youth tours and hikes, youth hostels, youth festivals, dramatic camps, youth counselling service, youth clubs and centres. A provision of Rs. 69.88 lakhs has been made in the Second Five Year Plan for this purpose. The programme is meant both for students as well as non-students.

### A. Inter-University Youth Festival

123. The largest single item of expenditure under the youth welfare activities of the Ministry of Education has been the inter-university youth festival. The Ministry of Education have been organising, since the year 1954, an Inter-University Youth Festival for the university students of the whole country. The following figures show the number of participants and expenditure incurred on the festival during the years 1954, 1955, 1956 and 1957:—

Year	No. of participants	Expenditure
		Rs.
1954	780	1.3 lakhs
1955	1172	2.32 „
1956	1141	2.54 „
1957	1600	2.98 „

124. *Now that the tradition of the festival has been well-established, the Committee suggest that the universities in turn or the Inter-University Board should take up the work of holding youth festivals. The Committee are not convinced of the argument that Delhi is the only suitable place for organising youth festivals. The Committee, on the other hand, feel that if the festival is held in different university towns in rotation, there would be greater participation of the student world.*

### B. Youth Hostels

125. To help students to undertake tours and hikes, the Government of India propose to set up a net work of youth hostels in the various part of the country in co-operation with the State Govern-



ments and Youth Hostels Association of India. The Committee were informed that the Youth Hostels Association of India has already set up nearly 100 youth hostels. The State Governments of West Bengal and Himachal Pradesh had also set up or were in the process of setting up, a few youth hostels. The Government of India, on their own, had also acquired a building at Dalhousie costing Rs. 20,000 to serve as a youth hostel.

126. The expenses since the idea took root are as below:—

Year	Expenditure incurred
	Rs.
1954-55	53,000
1955-56	13,000
1956-57	30,000

127. In this connection, *the Committee would like to suggest that instead of spending large sums of money for constructing new buildings, the Government should explore the possibility of utilising the old palaces in the former princely State and Government buildings in the ex-capitals of former Indian States.*

128. The Committee understand that the performance of the Youth Hostels Association of India has been satisfactory. *The Committee would, however, wish that since large sums were being given to the Youth Hostels Association of India, the Ministry of Education should consider appointing representatives of the Ministry of Education on the management of the Association. Similarly, the Committee would desire that the Ministry of Education should see that there is no overlapping of efforts in regard to the construction and acquiring of youth hostels with the Ministry of Transport, which in order to encourage tourism, was also thinking of promoting similar facilities in many places.*

### C. Youth Leadership Training Camps and Dramatic Camps

129. The Government of India, as part of youth welfare activities, organises from time to time, youth leadership training camps and dramatic camps. The programme in the camps includes lectures and discussions by experts on different subjects on youth welfare such as youth leadership, youth counselling and guidance, mental health and human relations, organisation of various co-curricular activities etc., group projects, hiking, excursions and other recreational activities. In the dramatic camps which last for about a month, various techniques of dramatics are taught with practical demonstrations in the production of plays.

130. *The Committee are of the opinion that this is an item of work which legitimately belongs to the universities themselves.* The Committee understand that although the Ministry is agreeable to meet expenses to the extent of 75 per cent, so far only one university

and one State Government have offered to organise such camps *The Committee suggest that the Ministry should endeavour to entrust this item of work to the universities instead of taking it upon itself.*

#### D. National Discipline Scheme

131. The Committee are glad to note that the National Discipline Scheme which, as an experiment, had been successful in displaced persons' schools in Delhi, Bombay, Punjab and West Bengal had been taken up by the Ministry of Education on the suggestion of the Planning Commission for extension to schools in selected areas in other States. A sum of Rs. 5 lakhs has been provided in the budget estimates for 1957-58 for the purpose.

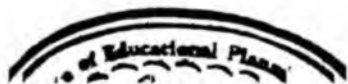
132. The National Discipline Scheme, apart from giving children training in simple physical education, endeavours to infuse in them ideals of citizenship, team spirit, self-reliance and self-confidence. The Committee were told that the question of persuading the State Governments to meet part of the costs of the scheme so that it can be implemented in larger proportion, has been taken up by the Advisory Board of National Discipline Scheme.

133. *The Committee feel that there are too many schemes in the field of discipline and building of character in the schools.* Besides the National Discipline Scheme which was proposed to be extended to larger number of schools, there were also the N.C.C. and the A.C.C. serving more or less the same objective. There is also the Bharat Scouts and Guides which costs the Ministry of Education some amount by way of grants. *The Committee recommend that the Government should examine the possibility of rationalising these schemes and integrating them administratively as far as possible.*

#### E. National Youth Centre

134. In order to have facilities for training in leadership and cultural activities and social work, the Ministry of Education, during the Second Five Year Plan proposed to set up a National Youth Welfare Centre in Delhi. The Committee were informed by the Government that this scheme was dropped as an economy measure for the time being. Delhi was chosen as a site because it was said that Delhi afforded various facilities such as contacts with youths from other lands and a good vantage ground for giving publicity to the ideals of youth centres.

135. *The Committee feel that when in other parts of the country the Government had not been able to provide even basic amenities to the students it may not be desirable at this stage to set up a National Youth Centre and spend a few lakhs of rupees on it.* Provision of Rs. 12.5 lakhs has been made for this purpose in the Plan. *The Committee would like the Ministry to examine whether it is possible to abandon the scheme and the amount thus saved utilized for the expansion of elementary education.*



## F. Non-student Clubs and Centres

136. The Government of India had a scheme of financial assistance to the State Governments for setting up non-student youth clubs and centres. Under this scheme the Government of India shares 50 per cent of the expenditure subject to a maximum of five thousand for each club. An amount of Rs. 50,000 had been earmarked in the Ministry of Education budget for the year 1957-58. *The Committee suggest that the utility of this scheme should be re-examined to see whether, in view of the present financial stringency, it cannot be kept in abeyance during the Second Plan.*

NEW DELHI;

March 21, 1958.

BALVANTRAY G. MEHTA,

*Chairman,*

*Estimates Committee.*

## APPENDIX I

(Vide PARA 49)

No. F. 19-3/53-D.3.

GOVERNMENT OF INDIA  
MINISTRY OF EDUCATION

*New Delhi-2*

### RESOLUTION

SUBJECT :-—*National Board for Audio-Visual Education.*

Whereas it is considered expedient to set up a body to advise Government on the development of audio-visual education in the country it is hereby resolved that a National Board for Audio-Visual Education shall be constituted.

2. *Functions* :—The functions of the Board shall be as follows :

- (i) to plan the policy for the development of audio-visual education on an all-India basis ;
- (ii) to examine the work done in this field by the Centre and State Governments and to promote further development ;
- (iii) to consider the production of audio-visual material ;
- (iv) to consider the promotion of facilities for the provision of such equipment and apparatus as is necessary for the use of audio-visual aids, at reasonable cost ;
- (v) to promote the training of teachers in the proper selection, production, appreciation and use of audio-visual aids ;
- (vi) to encourage film appreciation ;
- (vii) to consider the publication and dissemination of useful information regarding audio-visual education in the country ; and
- (viii) to undertake any other activity that may be necessary in order to further the objects of the Board.

3. *Members of the Board.*—The Board shall consist of the following members, namely :

- (i) Chairman ;
- (ii) Secretary ; and
- (iii) 21 members.

4. *Chairman*.—The Chairman shall be nominated by the Union Ministry of Education from amongst the officers of the Ministry (*ex-officio*).

5. *Secretary*.—The Secretary shall be the officer-in-charge of the Audio-Visual Aids wing in the Ministry (*ex-officio*).

6. *Other Members*.—The distribution of the other Members shall be as follows, namely :

- (i) One from the Central Advisory Board of Education ;
- (ii) One from the field of Secondary Education ;
- (iii) One from the Universities ;
- (iv) One from the Teachers' Training Institutions ;
- (v) One from the Directorate General of All India Radio ;
- (vi) One from the Films Division, Government of India.
- (vii) One each from the Ministries of Education, Health, Food and Agriculture, and Labour ;
- (viii) One from producers/importers of audio-visual aids, equipment, etc., and
- (ix) Two persons interested in and actually concerned with educational and cultural work.

7. *Tenure of Members*.—The members, other than *ex-officio*, shall be appointed for two years, with no restriction as to re-appointment.

8. *Nomination*.—All members shall be the nominees of the Minister for Education, Government of India.

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No. F. 19-3/54-D. 3

GOVERNMENT OF INDIA

MINISTRY OF EDUCATION

*New Delhi*

**RESOLUTION**

In partial modification of the Government of India Resolution No. F. 19-3/53-D. 3, dated 9-10-1958, published in the Gazette of India, dated 14-11-1954, (Part I Sec. I) it is hereby resolved that the National Board for Audio-visual Education shall henceforth have on it an additional member from the Ministry of Defence thereby raising the total membership, exclusive of the Chairman and the Secretary to 22 as against 21 before.

## APPENDIX II

(*Vide* PARA. 66)

No. F. 21-1/56, D. 3

GOVERNMENT OF INDIA

MINISTRY OF EDUCATION

*The 4th December, 1956.*

### RESOLUTION

SUBJECT : *Establishment of the Central Advisory Board of Physical Education and Recreation.*

With a view to developing and promoting Physical Education and Recreation and giving them a proper place in the educational structure, the Government had set up a Central Advisory Board of Physical Education and Recreation in 1950 but had held it in abeyance on account of financial stringencies. It was revived in 1952 and has been functioning since.

2. It is hereby resolved that the Central Advisory Board of Physical Education (to be referred to hereinafter as the Board) shall be reconstituted as follows :

- (i) Chairman to be appointed by the Government of India.
- (ii) Not more than four members to be nominated by the Government of India, one of them to serve as Secretary.
- (iii) Three Principals of Colleges of Physical Education recognised by Government, to hold office in rotation.
- (iv) One representative of the Inter-University Board.
- (v) One representative from an all India organisation working in the field of Physical Education and/or Recreation recognised by the Board for this purpose, to hold office in rotation.
- (vi) One representative of the All India Council of Sports.
- (vii) One woman specialist in Physical Education to be elected by the Board.
- (viii) Not more than two persons to be co-opted by the Board for such term as the Board may deem necessary.

3. The Chairman shall be appointed by the Central Government for a period of three years and shall be eligible for reappointment.

4. (a) All members elected by the Board or nominated by the Government of India shall hold office for a period of three years from the date of appointment or nomination and shall be eligible for

reappointment or renomination provided that a member or nominee appointed or nominated in his or her capacity as a member of a particular body or as the holder of a particular office shall automatically cease to hold office if he or she ceases to be a member of that body or the holder of that office as the case may be.

- (b) Any vacancy among the members other than *ex-officio* members of the Board shall be filled as soon as it is convenient, by the person or body who appointed or nominated the member whose place has become vacant. All vacancies shall be filled for the full term, as and when they arise.
- (c) Members holding office in rotation shall hold office for a period of three years, any casual vacancy being filled for the remainder of the term by the successor in office of the person ceasing to be a member.

#### 5. *Functions and Powers*

The Board shall have the following functions and powers, *viz.*

- (i) to advise the Government of India on all matters relating to Physical Education and Recreation, particularly on the question of improvement and co-ordination of standards of training in different institutions of Physical Education and Recreation and to make suggestions for achieving these objectives;
- (ii) to advise the Government of India on matters concerning financial and other assistance to be given to institutions and organisations of Physical Education and Recreation;
- (iii) to recommend to the Government of India publication of literature and pamphlets on Physical Education and Recreation;
- (iv) to act as a liaison between institutions and organisations of Physical Education and Recreation in the country and the Government;
- (v) to advise the institutions and organisations of Physical Education and Recreation and to act as a co-ordinating agency amongst them;
- (vi) to set up *ad hoc* committees as and when it deems necessary;
- (vii) to frame its own rules and regulations to regulate matters not covered by the resolution; and
- (viii) to do all such other acts and things, whether incidental to the powers aforesaid or not, as may be required in order to further its objects.

6. The headquarters of the Board shall be at New Delhi.

7. The Board shall ordinarily meet at least twice a year at a place or on a date fixed by itself at the previous meeting. A special meeting may be called at any other time by the chairman or the Board either on his or its own initiative, as the case may be or at the request of not less than one half of the members of the Board.

8. If the Chairman is unable to attend a meeting, the members shall elect from amongst themselves a Chairman who will preside over the meeting and exercise all the functions and powers of the Chairman.

### APPENDIX III

(Vide PARA 82)

No. F. 10-2 54 D-7

#### MINISTRY OF EDUCATION

#### RESOLUTION

SUBJECT: *Establishment of the All India Council of Sports.*

The Government of India have had under consideration for some time the need for an effective organisation for promoting a proper development of sports and games in the country. With this object in view, they convened a conference of Presidents of the national sports organisations on August, 14, 1954. The Government of India have since considered the recommendations of that conference and, in pursuance thereof, it is hereby resolved as follows :

1. An All India Council of Sports (here-in-after referred as the Council shall be established.

2. The headquarters of the Council shall be at New Delhi (but they may be shifted to another place with the consent of three fourth of the members of the Council)

3. The Council shall be a corporate body, shall have a perpetual seal and may sue and be sued in its corporate name.

4. The constitution of the Council shall be as follows :—

(i) President, to be nominated by the Government of India.

(ii) One representative each of the national sports organisations recognised by the Council.

Note:—The existing national sports organisations which are represented on the Indian Olympic Association shall be accepted forthwith as members of the Council subject to their constitution being approved by the Council.

(iii) One representative each of specialised sports organisations recognised by the Council.

Note:—The following specialised organisations shall be deemed to be recognised by the Council until the latter decides otherwise, namely: —

(a) Indian Railways Athletic Association.

(b) Inter-University Sports Board.

(c) Services Sports Control Board.



- (iv) One representative of the Indian Olympic Association.
- (v) One representative of the National Sports Club of India.
- (vi) Not more than 5 members nominated by the Government of India in their individual capacity.

5. The organisations named at items (ii) to (v) of clause 4 above will be represented by their presidents, provided that if any of them is unable to attend a particular meeting, he will be represented by a Vice-President nominated by him.

6. The Council shall elect from among its members a Vice-President.

7 (i) The President shall be nominated by the central Government for a period of three years and shall be eligible for re-appointment.

(ii) If the President is unable to attend any meeting the Vice-President shall preside at that meeting and shall exercise all the functions and powers of the President. In the absence of both the President and the Vice-President the Council shall elect from amongst themselves a Chairman who will preside over the meeting and exercise all the functions and powers of the President.

8. (i) Members, other than *ex-officio* members of the Council shall hold office for a period of three years from the date of appointment or nomination, as the case may be and will be eligible for renomination, provided that member appointed or nominated in his or her capacity as a member of a particular body or as the holder of a particular appointment shall automatically cease to hold office if he or she ceases to be a member of that body or the holder of that appointment as the case may be.

(ii) Any vacancy among the members, other than *ex-officio* members, of the Council shall be filled, as soon as it is convenient, by the person or body who appointed or nominated the member whose place has become vacant. All vacancies shall be filled for the full term as and when they arise.

9. The Council shall have the following functions and powers *viz*:—

- (i) To advise the national sports organisations and to act as the coordinating agency amongst them;
- (ii) To advise the Government of India in all matters concerning sports and games, including financial and other assistance to sports organisations ;
- (iii) To act as liaison between its constituent bodies and the Government,
- (iv) To maintain the funds and accounts of such of its constituent bodies as may agree to it;
- (v) To arrange for the audit of the accounts of the constituent bodies at their expense or approve their audited accounts as submitted;
- (vi) In furtherance of its objects and work, to purchase land, own property of all kinds, to maintain, mortgage or otherwise dispose of the same;
- (vii) To set up such *ad-hoc* committees as it might deem fit in connection with any of its activities.

- (viii) To frame its own rules and regulations to regulate matters not covered by this Resolution; and
- (ix) To do all such other acts and things whether incidental to the powers afore said or not, as may be required in order to further its objects.

10. (i) The Council shall constitute a Standing Committee consisting of not more than 7 members which shall be the principal executive body of the Council and shall have such functions and powers as may be assigned to it by the Council.

(ii) The President of the Council shall be the Chairman of the Standing Committee, provided that if he is unwilling or unable to act as such, the members of the Committee shall elect a Chairman from amongst themselves.

11. The Council shall ordinarily meet at least once every year at a place and on a date to be fixed by itself at the previous meeting. The first meeting of the Council shall, however, be convened by the Government of India at a place and on a date to be fixed by it. A special meeting of the Council may be called at any other time by the President of the Council either on his own initiative or at the request of not less than one third of the number of members of the Council

12. The Standing Committee shall meet as often as the Committee may decide provided that the Chairman of the Committee may call a special meeting at any time when he considers it necessary.

No. F. 10-2/54 D-7

MINISTRY OF EDUCATION

NOTIFICATION

**SUBJECT:** *Establishment of the All India Council of Sports*

Resolution No. F.10-2/54 D-7, dated the 22nd November, 1954, of the Government of India, Ministry of Education, published in Part I, Section I of the Gazette of India No. 48 dated the 27th November, 1954, is hereby amended as follows:—

For the Note appearing at the end of clause (ii) of paragraph 4 of the said Resolution.

*Substitute* the following:

*Note:* The following National Sports Organisations shall be, until the Council decides otherwise, deemed to be recognised by the Council subject to their Constitution being approved by the Council:—

1. Hockey Federation of India.
2. All India Lawn Tennis Association.
3. Basket Ball Federation of India.
4. All India Table Tennis Federation.
5. All India Women's Hockey Association.
6. Services Sports Control Board.
7. Volleyball Federation of India.
8. Kabaddi Federation of India.
9. Amateur Athletic Federation of India.
10. Swimming Federation of India.
11. National Cyclists' Federation of India.
12. Indian Amateur Boxing Federation.
13. Indian Railways Athletic Association.
14. Indian Olympic Association.
15. Indian Weight Lifting Federation.
16. Board of Control for Cricket in India.
17. National Rifle Association in India.
18. Gymnastic Federation of India.
19. Wrestling Federation of India.
20. All India Football Federation.
21. All India Badminton Association.
22. Inter-University Sports Board.
23. National Sports Club of India.

## APPENDIX IV

(Vide para 93)

No. F. 14-1/56-B-6

GOVERNMENT OF INDIA

MINISTRY OF EDUCATION & SCIENTIFIC RESEARCH

New Delhi, the 15th June, 1957.

SUBJECT: *National Book Trust*

The Government of India have decided to set up a National Book Trust in order to encourage the production of good literature and to make such books available at moderate prices to libraries, educational institutions and the public generally.

2. In furtherance of the above objects, the Trust shall publish more particularly;

- (a) the classical literature of India;
- (b) translation of famous books from foreign languages;
- (c) translation of standard books from one Indian language into another;
- (d) reproduction of Indian paintings, sculptures and other art treasures;
- (e) standard works of Indian authors;
- (f) standard books in the educational, scientific and other fields of knowledge;
- (g) works of living authors.

3. The Trust will publish books in Hindi and other languages recognised in the Constitution of India. It may also publish books in the foreign languages.

4. The Trust may assist the publication of approved books for Universities and learned societies and institutions.

5. The Publication Department of the Ministry of Information and Broadcasting shall be the principal publishers of the Trust.

6. The Trust shall be an autonomous body created by the Government and supported by funds placed at its disposal by the Government. It shall also be competent to receive donations and bequests for carrying out its purposes and promoting its aims and any income that may otherwise accrue to it in the course of its business.

7. The number of Trustees excluding the Chairman shall not exceed fifteen. The Sahitya Akadami and Ministry of Education and Scientific Research shall have two representatives each. There shall also be one representative each of the Ministry of Information and Broadcasting and the Ministry of Finance of the Government of India.

8. The Chairman as well as the other Trustees shall be appointed by the Government of India.

9. The tenure of each Trustee shall be six years, but he will be eligible for reappointment. In the case of the first Trustees, one-third shall retire at the expiration of two years and another third after four years. The number to be so retired shall be decided by lot.

10. Regional Trusts may be constituted on the same lines as the National Trust in order to assist the National Trust. The Regional Trusts will consist of not more than seven Trustees and will be financed mainly by the States or groups of States concerned. They will be eligible to receive donations, bequests, as well as financial and other assistance from the National Trust for special projects.

11. The National Trust shall receive and review reports from Regional Trusts about their programmes of publication and progress of work. A statement of their operations and financial position will also be forwarded to the National Trust at such intervals as may be prescribed therefor.

12. The National Trust shall be entitled to enter into operations, agreements with non-official or official agencies for the furtherance of all or any of its programmes.

13. The National Trust shall be entitled to take such other action as may be necessary for the furtherance of its objects and programmes.

14. This supersedes the Government Resolution Nos. 14-1/56-B-2, dated 23rd April, 1956, and 21st January, 1957.

## APPENDIX V

*Statement showing the summary of conclusions/recommendations*

S. No.	Reference to Para No.	Summary of conclusions/recommendations
I	2	3
1	4	The Committee feel that the statistics available of the number of handicapped persons in the country are not adequate. Unless accurate statistics are available, Government cannot plan the education of the handicapped.
2	6	The Committee regret that even a sample survey of the physically handicapped should have been taken up so late after Independence. Even more, the progress made so far in this work has been very unsatisfactory. The Committee are of the view that the survey work in Delhi and Kanpur should be finished early and thereafter it should be taken up in other major industrial towns, to begin with. The Committee are further of the view that the co-operation of the schools for the handicapped might be enlisted in this matter by asking every such institution to assess the incidence of handicapped persons in its area and forward the same to some central agency. This would very much hasten the progress of this work.
3	7	The Committee suggest that the Ministry of Education should examine the possibility of applying the tests developed in foreign countries with necessary modifications in India so as to determine the incidence of mentally handicapped.
4	8	The Ministry of Education should, in consultation with State Governments, devise some means whereby the exact number of institutions for the education of the handicapped can be known. Further, each institution getting grant-in-aid may be requested to give information about the institutions in its neighbouring area.

1	2	3
5	10	The Committee hope that the Government of India will accept the recommendation of the Selection Committee for Scholarships, <i>viz.</i> , that the resolution governing the scholarships should be so amended that the deaf apprentices already working in the industrial establishments also receive scholarships.
6	11	Scholarships for the handicapped should be specially publicized. The Government should also consider if scholarships can be instituted for ordinary schooling that is, junior high schools and higher secondary classes.
7	13	The Committee hope that the National Physical Laboratory would soon be able to produce a suitable prototype of hearing aid.
8	14	In addition to the experiments being carried out in the National Physical Laboratory, Government should also explore the possibility of manufacturing hearing aids through the private agencies. The Committee are sorry to note that the question had not been taken up by the Ministry of Education with the Ministry of Commerce and Industry so far.
9	15	The Committee appreciate the fact that the Forest Research Institute, Dehradun, has been able to produce a sample of braille paper. The question of manufacturing braille paper in the country should be taken up by the Ministry of Education with the Ministry of Commerce and Industry at an early date.
10	17	To meet the shortage of certain machines for the Central Braille Press, Dehradun, the possibility of obtaining them from any Colombo Plan country or through T. C. M. etc. may be explored. The feasibility of manufacturing these machines locally should also be constantly kept in view. The Committee also suggest that the feasibility of transferring the Braille Press and Workshop to the Ministry of Commerce and Industry so that they may be developed on modern lines, may be examined.
11	18	The Committee recommend that the workshop attached to the Central Braille Press, Dehradun, should be further developed so as to meet the

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entire requirements of braille appliances in this country. The Central Braille Press should also keep in close touch with the advances in techniques of braille printing in foreign countries so that the articles can be produced at cheaper cost.

- 12            21            The Committee consider that the Government should give greater attention to the training of teachers for the handicapped and to that end the Government should examine the possibility of reallocating funds from certain other items where the Committee have suggested savings.
- 13            22            The Committee would suggest that Government should examine the feasibility of opening more training Centres (conducting short term training courses) for the handicapped so as to provide one Centre in each zone.
- 14            23            The Committee suggest that the Government may consider the setting up of training schools for each language with Central assistance both for the deaf and otherwise handicapped. The Committee also recommend that every institution for the handicapped should be contacted and invited to send teachers for training and scholarships should be granted for the purpose.
- 15            26            The Committee were surprised to learn that in some States, the salary of teachers for the handicapped was even lower than that of the teachers for normal children while on the other hand, teaching of the handicapped is a more onerous task than the teaching of the normal children. The Committee, therefore, recommend that all the State Governments should be persuaded to accept the recommendations of the seminars held at Mussoorie and Dehradun and include them in their schemes of education in the Second Plan. The Committee would go even further and suggest that the Government of India should examine the feasibility of bearing the entire additional expenses on this account.
- 16            27            The Committee would suggest that the Government should ensure that suitable teacher pupil



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ratio is maintained in the schools for the handicapped.

- 17            31        The Committee are sorry to note that the training capacity of the Centre for the Adult Blind, Dehradun is not being fully utilised because of candidates leaving the Centre before completing their training course. The Committee suggest that the reasons for this unsatisfactory feature should be analysed in detail and remedial measures taken. It is curious that the capacity of the Centre should remain idle while scores of people remain on the waiting list. The Committee would even recommend that the feasibility of further increasing the capacity of the Centre should be examined so that the number of persons on the waiting list is substantially reduced.
- 18            32        The Committee suggest that each institution should be subsidised for deputing students for training in the technical training centre for the adult deaf.
- 19            33        The Committee are happy to find that the Government had provided facilities for vocational training of adult blind and deaf. In the third Plan, similar facilities may be provided for the orthopaedically handicapped.
- 20            34        The Government should allow the authorities of the Sheltered Workshop for adult blind, Dehradun to purchase yarn locally to some extent, if necessary.
- 21            35        The Government should ensure that vocational training that is at present being given to the handicapped persons is related to their employment prospects. As in the case of training of the blind, for the training of other categories of handicapped persons also, some experts may be invited for advice from abroad under any of the foreign assistance programmes.
- 22            38        The Committee suggest there should be one pilot employment office for the handicapped for each of the five zones viz. Northern, Southern, Eastern, Western and Central. They are also of the opinion that it would be advantageous if these offices are kept under the Ministry of

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Education which has specialised in dealing with the problems of the handicapped.

- 23            39            The Committee appreciate the proposal to set up pilot employment offices for the handicapped and hope that the same would be implemented without delay.
- 24            40            The Government should pay attention to the employment of all categories of handicapped persons instead of merely to the employment of the blind as hitherto.
- 25            41            The Government should encourage voluntary institutions in the field of education of the handicapped to take up this work more and more. The Committee endorse the suggestions made at the second meeting of the National Advisory Council for the Education of the Handicapped in this connection. The Committee also suggest that the scheme for assistance to the institutions for the education of the handicapped should be more publicized.
- 26            43            The National Council for the Education of the Handicapped should, in due course, be made an autonomous or semi-autonomous body with its own Secretariat and with powers to incur expenditure for the development of the education of the handicapped and other allied matters. The Council should also meet more frequently and regularly than hitherto. Its office-bearers should be recruited from distinguished social workers.
- 27            44            The Committee make the following further recommendations for the education of the handicapped:
- (a) There should be a journal on the model of one for secondary education or youth welfare for education of the handicapped. Alternatively, a section in one of the above two journals may be reserved for this purpose.
  - (b) There is need for the publication of a handbook which will give the workers and teachers in the field of education of the

handicapped a right orientation towards the problems in this field and guide them in their day-to-day work.

- (c) The Ministry of Education should, in consultation with the Ministry of Railways, explore the possibilities of giving concessions such as are given to blind persons, for travel by rail to other categories of handicapped persons.
- (d) Suggestions made at the seminars for the blind and deaf held at Mussoorie regarding health of handicapped children should be implemented.
- (e) The Ministry of Education should prepare model legislation for promotion of education of the handicapped and circulate the same to the State Governments for guidance.

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When the National Institute of Audio-visual Education is established, all administrative and executive functions like production of charts, posters and other non-projected visual aids, organisation of seminars and training courses, evaluation of films, film-strips and other audio-visual aids should be entrusted to that Institute and the Audio-visual Aids Section of the Ministry of Education left only with co-ordination and policy matters.

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It seems that most of the Boards set up by the Ministry function not by themselves but through the officials of the Ministry. The Committee feel that unless the National Board of Audio-visual Education meets more frequently the object for which it is established is likely to be defeated. In any case the Board should consider setting up a standing committee so that in the absence of a meeting of the Board, the standing committee might discharge some of the Board's functions.

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The Government should consider whether the proposed Audio-visual Education Institute can be located outside Delhi. The Committee also suggest that the Institute should not

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function as a subordinate office of the Ministry but should be managed by a suitably constituted Board.

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The States which have not set up audio-visual education boards should be persuaded to set up such boards.

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The States which have not set up film libraries should be persuaded to do so. Efforts should also be made to ensure that the stock of films is widely circulated. With the establishment of State film libraries, the Central Film Library should concentrate more on rare and special films. The roles of the two libraries should thus be clearly demarcated.

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The Committee suggest that more non-officials may be associated with the Preview Committee. In their future programme of acquisition of future films for the Central Film Library, the Ministry of Education should also acquire films on character building and on various aspects of Indian culture and also films on Indian History and Geography. They should also have films depicting various aspects of social life in the country laying stress on rules of good social conduct.

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Films should be sent out by the Central and State Film Libraries not only to educational institutions but also to recognised social and cultural bodies and community project centres. They should also be exhibited on railways and public platforms.

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The recommendations of the National Board for Audio-visual Education in their second meeting regarding release of other media of audio-visual education alongwith the release of films by Central Library should be implemented as early as possible.

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The Government should encourage universities and other voluntary bodies to take up research in audio-visual education. The possibility of instituting a diploma course on the subject in

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		the universities should be considered to stimulate interest in the subject.
37	62	Besides the Ordnance Factory, Dehra Dun, the possibility of manufacture of projectors in the private sector should also be explored. The Ministry of Education should draw up a list enumerating the requirements of various types of audio-visual aids during the next five or ten years and hold discussions with the Ministry of Commerce and Industry to decide how best these can be manufactured indigenously.
38	63	The Committee believe that with adequate guidance about specifications and contents of the films, private film producers may undertake the production of educational films. If necessary, a subsidy in the shape of purchase of a number of prints may be given to private producers. The production of films in future should be more in the regional languages.
39	67	The Committee hope that in future, the meetings of the Central Advisory Board of Physical Education and Recreation will be held more frequently.
40	68	As physical education and sports are very closely associated subjects, the Committee suggest that the feasibility of having only one body with wider functions might be examined by the Ministry. It is also essential that State Governments also set up similar State Advisory Boards.
41	71	As compared to the capital outlay of Laxmibai College of Physical Education, the number of students in that college at present is very low. It should be able to provide admissions to a much larger number of students. The College should also endeavour to attain its full intake as early as possible.
42	72	Adequate publicity was not given to admissions in the National College of Physical Education. In future, wide publicity should be given for the purpose.

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| 43 | 73 | Difficulties such as want of adequate powers to the Principal, Laxmibai College should be carefully reviewed and removed expeditiously.   |
| 44 | 76 | The Government should immediately undertake the survey of the demand for physical education teachers in the country in consultation with the State Governments so that the needs of physical education institutions are properly determined. The Government should also make proper efforts to see that certificates and diplomas issued by voluntary institutions are recognised by the State Governments after ensuring that the requisite standard is laid down for the issue of such certificates and diplomas. |
| 45 | 78 | As part of their programme for the encouragement of private physical education institutions <i>Vyayamshalas</i> with good reputation and long standing might be developed as model institutions in States and suitable financial assistance given to them for this purpose in consultation with the State Governments.  |
| 46 | 80 | The Committee recommend that the scheme formulated by the Sub-Committee of the National Board of Physical Education regarding physical efficiency tests may be given concrete shape as early as possible.   |
| 47 | 81 | The Committee recommend that physical education institutions of indigenous type should also be consulted in framing the syllabus for physical education. The Committee also feel that non-official organisations like the Indian Olympic Association could render valuable help in this work. The Committee also suggest that this work should be expedited.  |
| 48 | 84 | The Committee hope that the decision to bring the Rajkumari Coaching Scheme under the Ministry of Education will be implemented early and that, in future, care will be taken to see that such overlapping schemes of similar nature are not allowed to be sponsored by different Ministries.   |
| 49 | 85 | The States which have not set up Sports Councils should be persuaded to set up such Councils. It should also be impressed upon the All India  |
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Council of Sports as well as the State Sports Councils that they should keep the administrative cost on the running of these Councils as low as possible so that more funds are made available for field activities.

- 50            88        While framing the comprehensive syllabus for health education, the Expert Committee appointed by the Ministry of Health should first of all collect data from all the States, study their syllabi, consult the experts of the indigenous systems and then only frame a syllabus.
- 51            89        The Committee make the following further recommendations regarding certain other measures undertaken by the Ministry of Education to promote sports :—
- (a) The Committee agree with the view of the Standing Committee of the All India Council of Sports that inviting foreign teams from abroad and sending Indian teams out should, in the present situation, be discouraged and instead, more encouragement should be given to coaching schemes. They are further of the view that the Council, through State Sports Councils and its-affiliated bodies, should devise machinery to develop local talent so that it can be trained for the improvement of the standard of sports in the country.
  - (b) The Committee recommend that, save in exceptional cases, the recommendation of the All India Council of Sports or its Standing Committee should always be insisted upon while giving financial assistance to a team or individual.
  - (c) The Ministry of Education, through the All India Council of Sports, should prepare a phased programme and fix up a time limit by which the target of at least one stadia and sportsmen's guest house in each State is achieved. Similarly provision should be made for playing fields on a liberal scale.
  - (d) While appreciating the role played by the Ministry of Education in organising sports on inter-State or international level, the

Committee would also like that some efforts should be made to organise and promote sports at the district and taluk level.

(e) The Committee understand that no comprehensive survey of the existing facilities in coaching schemes has been undertaken so far by the Ministry of Education. The Committee hope that the *ad hoc* Committee of the Standing Committee of the All India Council of Sports appointed to reorientate coaching schemes would examine the future requirements and the nature thereof at an early date. The *ad hoc* Committee should also devise some machinery for the follow-up work of the coaching schemes.

(f) The Committee recommend that one of the functions of the All-India Council of Sports should be to follow up the careers of outstanding athletes and sportsmen and to assist them or otherwise make use of their services as coaches, managers, administrative officers etc. and generally to see that such persons who have made their own distinctive contribution to sports are not neglected and forgotten.

The Committee are also of the view that the All India Council of Sports might recommend to its affiliated sports organisations that on appropriate occasions, veteran athletes and sportsmen should be invited and duly honoured.

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The Government should consider giving representation to the members of Parliament on the National Book Trust. The Committee are of the opinion that the general question of the constitution of all such bodies as the Trusts, Boards, Councils, Governing Bodies etc. needs a careful review to ensure that the non-official elements including the representatives of the people get adequate representation on them.

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The Committee hope that there will be adequate co-ordination between the National Book Trust and the Children's Book Trust.

What is the position now?



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54	98	The members of the Popular Literature Committee should themselves review the books submitted for prizes instead of leaving it to reviewers. If for this purpose the present composition of the Popular Literature Committee is not suitable, the Government should consider having such members on this Committee as have ample time together with experience in social education.
55	100	The Committee suggest that some assessment of the results of the integrated library scheme should be undertaken to ascertain whether maximum use is being made of the facilities that are being offered.
56	101	The Government should examine the possibilities of entrusting the proposed Institute for training in library science to some university outside Delhi.
57	104	The Government should assess the needs of adult education in urban areas. This work may preferably be entrusted to some voluntary bodies.
58	107	The Committee see no reason why the National Fundamental Education Centre should function as a subordinate office of the Ministry of Education. They recommend that it should be managed by an autonomous or semi-autonomous Board to be constituted for the purpose.
59	108	Early steps should be taken to see that the difficulties in the full-fledged working of the National Fundamental Education Centre are removed.
60	109	The National Fundamental Education Centre like the National Institute of Basic Education should be located in a rural area.
61	112	The Committee suggest that a small expert Committee should be appointed to evaluate the working of the Janata Colleges. If this review indicates that these colleges are not fulfilling the purpose for which they were started, then the scheme should not be expanded any further but should be radically revised.

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62	114	The Committee hope that district social education organisers would be appointed in all the States.
63	115	The Committee recommend that vigorous steps should be taken to see that there is no overlapping of activities between the Education Ministry, the State Governments, the Ministry of Community Development and the Central Social Welfare Board in the field of social education. The Committee would like the Ministry of Education to consider whether it would be useful to appoint a representative of the State Governments on the Co-ordinating Committee.
64	116	The Committee feel that the methods followed and the machinery created by the Army in the field of adult education may be useful for expansion of social education.
65	119	The Committee suggest that the universities should be induced to do some intensive work in the field of social education. Social education is a subject where individuals or groups in every walk of life can do something. Even clubs in Government offices can help in promoting social education.
66	120	There is no greater need for the proper evaluation of results achieved than in the field of social education.
67	121	It appears to be necessary that a comprehensive survey of the work done by different agencies in the field of social education is undertaken preferably through some voluntary institutions. This evaluation should not be confined only to adult literacy but should include other activities which come under social education. The feasibility of entrusting this work of evaluation to a team of the Committee on Plan Projects may be examined.
68	124	Now that the traditions of the inter-university youth festival are well established, the work of organising youth festivals should be handed over either to universities in turn or to the inter-university Board. The Committee are not convinced of

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the argument that Delhi is the most suitable place for organising the inter-university youth festival. On the other hand, if the festival is held in different university towns in rotation, there would be greater participation of the student world.

- 69            127            The Committee would like to suggest that instead of spending large sums of money for constructing new buildings for youth hostels, the Government should explore the possibility of utilising the old palaces in the former princely States and Government buildings in the *ex*-capitals of former Indian States.
- 70            128            The Ministry of Education should consider appointing a representative of their own on the managing committee of the Youth Hostels Association of India. The Ministry of Education should also see that there is no overlapping of efforts in regard to construction and acquiring of youth hostels with the Ministry of Transport
- 71            130            The Committee suggest that the Ministry should endeavour to entrust the task of organising youth leadership training camps and dramatic camps to the universities instead of taking it upon itself.
- 72            133            The Committee feel that there are too many schemes in the field of discipline and building of character in the schools. The Committee recommend that Government should examine the possibility of rationalising these schemes and integrating them administratively as far as possible.
- 73            135            The Committee would like the Ministry to examine whether it is possible to abandon the scheme of establishing a National Youth Centre and the amount thus saved utilised for the expansion of elementary education.
- 74            136            The Committee suggest that the utility of the scheme of setting up non-student youth clubs and centres should be re-examined to see whether in view of the present financial stringency it cannot be kept in abeyance during 5th Plan.

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