

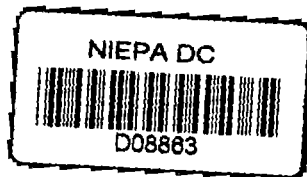
INDIA

CENTRAL ADVISORY BOARD OF EDUCATION

(1935—1960)

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MINISTRY OF EDUCATION
GOVERNMENT OF INDIA

1960

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FOREWORD

The Central Advisory Board of Education, the oldest and the most important advisory body of the Government of India in education, was established in 1935 and is now completing the first twenty-five years of its existence. This volume, which contains the proceedings of the twenty-seven meetings of the Board held during this period, is now being published on the occasion of its Silver Jubilee.

The idea that there should be a Central Advisory Board of Education was first put forward by the Calcutta University Commission (1917-19) which felt "that the Government of India can perform an invaluable function by defining the general aims of educational policy, by giving advice and assistance to local governments and to universities" and "by supplying organised information as to the development of educational ideas in the various provinces, and also elsewhere than in India". Almost simultaneously the Government of India Act, 1919, decided to make education mainly a provincial and a transferred subject and to limit the 'control' of the Central Government over it to the minimum. This fundamental decision changed the character of the Government of India from that of an executive to an advisory authority; and consequently, the Secretariat Procedure Committee set up to implement the Government of India Act, 1919, observed that, in future, the executive authority of the Government of India would be mainly exercised through moral persuasion and recommended that, "in place of giving executive orders, it should tend more and more to become a centre of the best information, research and advice". This recommendation made the adoption of the suggestion made earlier by the Calcutta University Commission all the more imperative and accordingly, a Central Advisory Board of Education was set up in 1921. It did a good deal of useful work but owing to a financial crisis calling for drastic retrenchments, it had to be abolished in 1923. For the next twelve years, there was no central body to advise the Government of India in educational matters. Soon however a feeling of regret at the discontinuance of the Central Advisory Board was felt and the matter was continuously discussed until the present Central Advisory Board of Education was constituted, thanks to the efforts of the late Sir Girja Shankar Bajpai in September, 1935. The first meeting of the reconstituted Board was held in New Delhi on the 19th and the 20th of December of the same year.

The practice adopted by the Board has been to hold one meeting every year, although the record of the last twenty-five years shows that there were no meetings in 1937 and 1939 and two meetings each in 1938, 1943 and 1950. The total number of meetings held is thus twenty-seven. For reasons of convenience, most of these meetings were held at New Delhi but at the invitations of some provincial or state governments, the Board also met at Simla (1940), Madras (1941 and 1950), Hyderabad (1942), Lucknow (1943), Dehra Dun (1943), Baroda (1944), Karachi (1945), Mysore (1946), Bombay (1947), Allahabad (1949), Cuttack (1950) and Trivandrum (1951). Of the existing states, it has not yet met in Assam, Bihar, Gujarat, Madhya Pradesh and Rajasthan.

These twenty-seven meetings of the Board have been presided over by ten very distinguished Chairmen, namely *Sir Girja Shankar Bajpai* (first, fifth and sixth meetings), *Kunwar Shri Jagdish Prasad* (second, third and fourth meetings), *Sir Maurice Gwyer* (seventh and ninth meetings), *Sir Jogender Singh* (eighth, tenth, and eleventh meetings), *Rt. Rev. G. D. Barne* (twelfth meeting), *Shri C. Rajagopalachariar* (thirteenth meeting), *Maulana Abul Kalam Azad* (fourteenth, fifteenth, sixteenth, seventeenth, nineteenth, twentieth, twenty-second, twenty-third and twenty-fifth meetings), *Shri B. G. Kher* (eighteenth meeting), *Shri N. K. Sidhanta* (twenty-first meeting), and *Dr. K. L. Shrimali* (twenty-fourth, twenty-sixth and twenty-seventh meetings).

The constitution of the Board has not undergone any radical changes during the last twenty-five years. In 1935, its functions were defined very broadly as follows :

- (a) to advise on any educational question which may be referred to it by the Government of India or by any local government ; and
- (b) to call for information and advice regarding educational developments of special interest or value to India ; to examine this information and to circulate it with its recommendations to the Government of India and to local governments.

It was then pointed out that this broad definition was deliberately adopted with a view to making the Board a live organism and endowing it both with incentive and opportunity for growth. No change in this definition of functions has, therefore, been even attempted. But the composition of the Board had to be modified from time to time; mainly because of constitutional changes or reorganisation of states and the original strength of twenty-four members has now been increased to forty-four. The character of the membership, however, has remained unchanged and throughout the last twenty-five years, the Board has included distinguished educationists from all parts of the country and the representatives of the Government of India, the state governments, the Legislature, and the universities.

The pre-eminence of the Central Advisory Board of Education in India becomes at once evident from its composition. Prior to 1947, the Member in charge of Education in the Executive Council of the Governor-General of India used to be its Chairman *ex-officio* and now the post is held by the Union Minister for Education. The Educational Adviser to the Government of India is also an *ex-officio* member of the Board. The State governments are represented generally by their Education Ministers and, in their absence, by the Directors of Education. The universities and the Parliament have also a fair representation and almost all the distinguished educationists of the country have been members of the Board at one time or another. For convenience of reference, the names of all the members of the Board during the last twenty-five years are given in Appendix I which will indicate how the best educational talent in the country has always found a representation on this Body. There is no other Advisory Board in the Ministry of Education which has such a distinguished composition and it lends a unique significance to its deliberations and recommendations.

A careful perusal of the proceedings of the Board will show that the Board's activities fall into three distinct periods each of which has some peculiar characteristics.

of its own. The first period extends from the establishment of the Board in 1935 to the adoption of the *Plan of Post-war Educational Development in India* at the Baroda meeting held in 1944. This may be described as a period of preliminary studies and planning. Even in the very first meeting, the attention of the Board was drawn to the increasing unemployment among the educated persons and the Board came to the conclusion that one of the important ways of combating this evil would be to reconstruct the educational system of the country. Accordingly, the Board took up this problem for investigation. A number of committees were appointed to examine the different sectors of education and to make their recommendation to the Board; and finally, in the light of all these recommendations, a comprehensive plan of educational development was prepared for the country as a whole. This Plan of Post-war Educational Development was the first document to be prepared with the object of visualising a national system of education for India. It lays down the targets to be reached at each stage of education, indicates the manner in which the different stages and fields of education are to be integrated with one another, estimates the cost of implementing its recommendations and suggests a tentative programme spread over 40 years for the realisation of its objectives. It was never claimed, even by the authors of the Plan itself, that it was perfect or free from all defects. But this great document has a historical significance of its own as the first attempt made in the country for devising a national system of education which would be comparable with that prevailing in the progressive countries of the West. The preparation of this document, therefore, is one of the most outstanding contributions which the Board has made to the solution of our educational problems and it may be said that the modern movement for educational planning in India began with the Sargent Plan of 1944.

The six years from 1945 to 1951 form the second period in the deliberations of the Board. The political background underwent a complete revolution in this period with the attainment of Independence, the integration of the princely states and the framing of the Constitution; and although the plans for educational reconstruction were broadly ready, no large-scale implementation was immediately possible in view of the tremendous problems created by political upheavals. Naturally, these changes and difficulties had their effect on the Board also. Hitherto, its jurisdiction had been limited to the so-called 'British India'. With the integration of the princely states, this artificial distinction disappeared and it began to deal with education in all parts of the country. Under the new Constitution, the defining of 'educational policies' became a partnership between the centre and the states and this increased the significance of the Board as the supreme organ in which the centre and the states collaborated for this purpose. But in view of the political and other difficulties, the deliberations of the Board during this period deal with the preparation of detailed plans or with preliminaries to implementation rather than with a drive for the expansion and improvement of education. The most important subject discussed in this period was the crucial problem of university education. A special session of the Board was convened in April 1950 to discuss the Report of the University Education Commission (1948-49) and it was on the recommendation of the Board that a University Grants Committee was first established. Another important subject discussed

by the Board was that of reducing the period of 40 years proposed by the Sargent Plan for the full implementation of its recommendations; a committee, presided over by the late Shri B. G. Kher, examined the financial requirement and recommended that an attempt should be made to implement the Plan in sixteen years. It was also at the suggestion of the Board that the All India Council for Technical Education was established and the recent development of technical education in the country is largely due to this happy beginning. Other important suggestions of the Board led to the creation of the Central Board of Hindi Terminology (which did extremely valuable work and is now converted into a Standing Commission on Scientific Terminology) and to the adoption of a uniform Braille for India. Among other things that the Board discussed and promoted, mention may also be made of the programme of basic and social education, promotion of inter-state understanding, popularisation of Gandhian literature, etc.

With 1951, the era of Planning began in India and as may be easily anticipated, the deliberations of the Board during the last ten years have centred round the innumerable problems that arise in the preparation and implementation of the central and state Plans of Education. To begin with, the Board has given useful advice on the preparation of educational plans in the centre and the states and also watched their progress from year to year. In addition, it has discussed the reconstruction of the major sectors of education in great detail. For instance, it has discussed the problem of the reconstruction of secondary education in accordance with the recommendations of the Mudaliar Commission. It appointed a special committee to look into important recommendations of the Commission and to indicate their order of priority. The report of this committee was the basis of two programmes implemented during the second Five-Year Plan, *viz.*, the conversion of selected secondary schools into multi-purpose schools and the replacement of the old secondary system by the new higher secondary system. The need to expand facilities for elementary education in accordance with the Constitutional directive also continued to engage the attention of the Board; and as one of the important measures to be adopted for this purpose, it endorsed the idea of nation-wide educational survey to determine, among other things, the exact extent of expansion of the educational facilities required at the elementary level. The survey has since been completed and a very useful report thereon has been published. The Board also discussed the problems of girls' education and the urgency to expand facilities for girls at all levels in the context of recommendations made by the National Committee on Women's Education. Several other intricate problems of education were also discussed by the Board during this period. Among these, mention may be made of the need to re-establish an all-India Educational Service, the causes and remedies of student unrest and discipline, the problem of providing moral and religious instruction in educational institutions, the need to restrict admissions to universities in the light of the need for qualitative improvement, and the problem of securing better teachers for education at all levels. In the present context of the Constitutional position and planning techniques adopted by the Government of India, education needs a common platform where the centre and the states can meet together

and take joint decisions of policy. It is precisely this platform at the highest level which the Central Advisory Board of Education has provided for the last ten years.

It has been a practice of the Ministry of Education to refer every important problem in education to the Board for its opinion and advice. Consequently, the recommendations of the Board cover *every* important problem in *every* sector of education. Moreover, the Addresses of the Chairmen give a review of the important educational developments during the preceding year and discuss the significant educational problems of the day in some detail. This Volume, therefore, can be a valuable guide to the understanding of the development of education in India during the last 25 years and will, it is hoped, prove a useful standard work of reference to the students of Indian Education.

PREM KIRPAL,
Educational Adviser to the Government of India.

NEW DELHI,
19th December, 1960.

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ESTABLISHMENT OF THE PRESENT CENTRAL ADVISORY BOARD OF EDUCATION (1935)

First Central Advisory Board of Education (1921-23)

THE Calcutta University Commission recommended "that the Government of India can perform an invaluable function by defining the general aims of educational policy, by giving advice and assistance to local governments and to universities, by acting as an impartial arbiter in cases of dispute, by protecting disregarded interests, by supplying organised information as to the development of educational ideas in the various provinces, and also elsewhere than in India, by helping to obtain the service of scholars from other countries, by coordinating the work of various universities, and by guarding against needless duplication and overlapping in the provision of the more costly forms of education.*"

These recommendations were accepted by the Government of India and it was, therefore, necessary to create some central organisation for purposes of coordinating the educational policies of the different provincial governments and for evolving a common national educational policy in the country. But a complicating factor was introduced by the Government of India Act, 1919, under which education became mostly a provincial and a transferred subject, and a question was raised whether such an organisation would be needed at the Government of India level in the new set-up. This matter was examined closely by the Government of India *Secretariat Procedure Committee* which observed that, in future, the executive authority of the Government of India would be mainly exercised through moral persuasion and said: "In place of giving executive orders, it will or should tend more and more to become a centre of the best information, research and advice." The Committee also felt that in the new set-up, the creation of a central organisation for the purpose was absolutely necessary, in fact even more necessary than in the past.

Accordingly the matter was taken up and it was decided to constitute a "Central Advisory Board of Education" (1920). Its constitution and functions were thus described in Government of India letter† No. 1060, dated August 21, 1920:—

"5. The Government of India desire that it should be clearly understood that this body will possess purely advisory functions. It will be open to the Governor-General, should he desire to make a visitation of any university with reference to which he is empowered by statute to make such visitation to utilize the proposed Board or certain members of the Board for purposes of inspection. But, apart from its use by the Governor-General for such statutory purposes, the Board will have no administrative functions. Nor will it in any sense interfere with the control of education which will be a provincial transferred subject. It is possible that the Government of India may entrust to it the conduct of certain examinations which they will control, but this question has not yet been decided.

6. Apart therefore from its position as an agency for the exercise by the Governor-General of his visitatorial powers mentioned above, the function of the Board will, as regards local governments be restricted to the giving of advice whenever they ask for advice and, as regards the

*Report, Chapter XXVIII, Para 27.

†Proceedings of the Department of Education, August, 1920, Nos. 15-16.

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Government of India to the assistance of the Department of Education in such educational questions as will still come within the purview of the Imperial Government and may be referred to the Board by the Member-in-Charge of Education. The precise duties, which it will be convenient to attach to it, will become clearer after it gets to work. But the following are suggested as among those it may naturally be expected to perform :—

- (i) The visitation of universities on behalf of the Governor-General as Visitor.
- (ii) The giving of advice regarding the equivalence of examination standards.
- (iii) The scrutiny of any points of university legislation which is either subject to Indian legislation or reserved, when the Government of India refer such points to it.
- (iv) The giving of advice regarding the management of Imperial institutions.
- (v) The production of occasional reports, monographs on special forms of education, etc.
- (vi) The conduct of educational surveys whenever required.
- (vii) The conduct of such examinations as may be entrusted to it.

For the due performance of most of these functions, it will be necessary to collect a body of authorities who are not merely experts in educational matters but will have knowledge of the conditions in different provinces and whose names will carry weight and influence. The intention of the Board, in fact, is to link the Department of Education more closely with the various official and non-official educational authorities and institutions throughout India.

7. The composition of the Board will be largely non-official. The following constitution has been decided upon :—

- (i) The Educational Commissioner with the Government of India as Chairman.
- (ii) An expert member from the United Kingdom (whenever required).
- (iii) Two Vice-Chancellors of universities in India, one of whom will be a whole-time officer.
- (iv) Two Principals of privately-managed colleges.
- (v) Four Directors of Public Instruction.
- (vi) Four non-officials who, though not immediately engaged in education, are interested in the subject.

With the exception of (i), who is appointed by the Governor-General in Council and will be the *ex-officio* Chairman of the Board, the appointment of the other members will be made by the Member-in-Charge of Education with the approval of the Governor-General. In addition to the above, departments dealing with technical education in any of its branches will be invited to send representatives to take part in the deliberations regarding any technical matter that may be included in the agenda of a meeting. It is clearly necessary that the Chairmanship of the Board should be held by a permanent official with the Government of India. The Educational Commissioner will also be able to conduct correspondence with members of the Board on questions which have been referred to the Board but cannot conveniently be postponed to the next meeting.

8. The tenure of office of the members of the Board will be, in the case of the two Vice-Chancellors, two years, and in that of nos. (iv), (v) and (vi) three years. But, in order that the whole Board may not change simultaneously, half the first members under each category (iii) to (vi) will retire after two years by ballot or some other arrangement.

9. Meetings of the Board will be held quarterly—the first being held in February next at Delhi—and agenda of each meeting, as approved by the Member-in-Charge of Education, will be circulated sufficiently in advance of the date thereof to enable members to come prepared with their opinions. It will be necessary and desirable to conduct some of the business of the Board by correspondence.”

The following is the list of the first members of the Central Advisory Board of Education :—

President

The Hon'ble Mr. J. A. Richey, C.I.E., Educational Commissioner with the Government of India.

Members

The Hon'ble Mr. Srinivasa Sastri, Madras, Member of the Council of State.
 Rev. E. M. Macphail, C.B.E., Christian College, Madras.
 W. B. Patwardhan, Esq., Principal, Fergusson College, Poona.
 The Hon'ble Sir Chimanlal Harilal Setalvad, Kt., Member, Executive Council, Bombay.
 J. G. Covertan, Esq., C.I.E., Director of Public Instruction, Bombay.
 The Hon'ble Sir Surendranath Banerjea, Minister, Bengal Government, Calcutta.
 P. J. Hartog, Esq., C.I.E., Vice-Chancellor, Dacca University, Dacca.*
 Dr. Zia-ud-Din Ahmad, C.I.E., Principal, M. A. O. College, Aligarh.
 C. F. de la Fosse, Esq., C.I.E., Director of Public Instruction, United Provinces, Allahabad.
 The Hon'ble Mian Fazl Hussain, M.A., Bar-at-Law, Minister, Punjab Government, Lahore.
 G. Anderson, Esq., C.I.E., Director of Public Instruction, Punjab, Lahore.
 A. I. Mayhew, Esq., C.I.E., Director of Public Instruction, Central Provinces, Nagpur.

The Board was in existence for two years during which it held seven meetings as shown below :—

February 1921	Delhi
June 1921	Simla
October 1921	Lucknow
January 1922	Delhi
May 1922	Simla
October 1922	Poona
February 1923	Lahore

The Indian Retrenchment Committee, 1922-23, recommended against the continuance of the Central Advisory Board of Education (which then consisted of the proverbially ominous thirteen members) on grounds of economy. It said :

"In view of the essential modification of the position of the Central Government *vis-a-vis* the Provinces under the Reforms Scheme in respect of education and medical administration, which are now transferred subjects over which the Government of India exercise a very limited control, we do not consider that there is any justification for the retention of the Educational Commissioner, the Bureau of Education, or the Central Board, costing about Rs. 1,00,000 or, indeed, for the continuance of the department as a separate entity."

Accordingly, the Board was abolished in 1923.

Revival of the Central Advisory Board of Education (1935)

It speaks well of the educational conscience of the country, however, that regrets over this unhappy decision began to be voiced very soon. As early as 1925, the question of the revival of the Board was discussed in the Government of India,** but no final decision appears to have been arrived at in the matter. These discussions, however, led to the first conference of educational administrators which was held in Delhi in January 1927. "The need of a central agency" was one of the subjects included in the agenda of the Conference of Ministers which was convened in Delhi in January 1928, but the matter was not taken up by the Conference for want of time.

The Hartog Committee, which reported in 1928, dealt with the role of the Government of India in education at some length, and very strongly recommended

*He represented two posts—that of a Vice-Chancellor as well as that of an expert from the United Kingdom.

**Education Proceedings, B, December, 1927, Nos. 210-238.

that the Central Advisory Board of Education should be revived as early as possible,^{***} and this view was also supported by the Indian Statutory Commission. The Government of India had, therefore, to take note of these proposals and consequently, the whole problem was examined in detail and it was decided that the Central Advisory Board of Education and the Central Bureau of Education should be revived as early as possible.

The financial implications of the proposal were then worked out and it was found that it would cost about Rs. 43,000 in the first year and Rs. 58,800 ultimately. It should not have been really difficult to find this small amount of money; but these were the days of the world financial depression and as the utmost economy was being practised by the Government of India, almost every proposal for additional expenditure was strongly resisted by the Finance Department. When this proposal was referred to it, therefore, the Finance Department opposed it on the ground that, "owing to the present financial stringency, it is unlikely that it will be possible to set up the proposed organization in the near future." The Department of Education, Health and Lands, however, was not prepared to take this refusal and the Member-in-Charge returned the case to the Finance Department with the observation: "We *must* proceed with the scheme. I wanted to set up the organization in November 1931. That would involve expenditure for 4 months only. If the Finance Department would rather, we did not do so in November 1931, we might put it off till 1st January 1932—thus needing funds for two months only. If the Finance Department insist upon shelving the scheme, I am afraid the case will have to be taken to His Excellency the Governor-General". The Finance Department, however, was still adamant and said: "The Finance Department is concerned with the practical question of the provision of funds to finance the scheme and it certainly cannot commit itself to the expenditure of money which it has not got and sees no prospect of getting. That means that, unless the entirely unexpected happens, there is no chance of financing this scheme for any part of 1931-32". The case was, therefore, taken up to His Excellency the Governor-General who approved the proposal of reviving the Central Advisory Board of Education and the Central Bureau of Education in principle and it was, therefore, decided to address the provincial governments for ascertaining their views on the problem and to discuss the matter again in the light of replies that might be received.

The following letter was then addressed to the provincial governments* :

I am directed to address the Government of Madras/etc., regarding the revival of the Central Advisory Board of Education and the Bureau of Education in India.

2. A bureau of education was established at the headquarters of the central government under the Educational Commissioner with the Government of India in 1915. Its duties were to collect and collate educational information in India and abroad; to arrange for the publication of occasional and annual reports and of a quinquennial review on the progress of education in India; to supervise the Imperial Secretariat Library, including its own library which consisted of educational books; and to arrange for the conduct of certain examinations. For the constitution of the

^{***}Report, pp. 276-279.

*Letter No. 48-Education, dated 8th January, 1931—*Proceedings of the Department of Education, Health and Lands*, January, 1931, Nos. 79-82.

Central Advisory Board of Education and the duties it was expected to perform I am to refer you to the Government of India, Department of Education's circular letter no. 1060, dated the 21st August 1920. The two institutions served a very useful purpose, but as a result of the recommendations of the Indian Retrenchment Committee, which was appointed by the Government of India in 1921, to make recommendations for effecting all possible reductions in the expenditure of the central government, they were abolished in the interests of economy.

3. In Chapter XV, Section I of their Report, the Auxiliary Committee appointed by the Indian Statutory Commission express their regret that these institutions which gave good promise of usefulness were sacrificed in pursuance of a policy of retrenchment. They state that in their opinion and in the opinion of a number of their witnesses, "the advice of a Central Bureau of Education on a subject in which fresh advances are being constantly made India cannot afford to remain behind other countries in educational progress. New and more efficient methods of teaching are constantly being introduced all over the world; there is an important literature of books and periodicals and official educational circulars, etc., which every province cannot be expected to provide, but to which the educational authorities of the provinces should have access. Moreover, it is essential that each province should be kept constantly in touch with the experiences and progress of other provinces." They hold that "the growth of education in India would be materially assisted if an efficient central organisation, which might be termed the Bureau of Education, were re-established with the Government of India, of which the functions would be to give information and advice to the provincial administrations and to keep them in close touch with each other", and "to maintain an educational library properly equipped with educational books and periodicals, Indian, English and foreign, and with official educational circulars of importance, of which a subject catalogue would be kept up-to-date, as was done formerly." As regards the Central Advisory Board of Education, they recommended that this should be reconstituted under the chairmanship of the Educational Commissioner with the Government of India and should meet not less than twice a year, and that the proceedings of the Board should be circulated to the provincial governments.

4. In paragraph 456 of their Report, Volume I, the Indian Statutory Commission have also expressed the opinion that "education suffered severely from the recommendations of the Inchcape Retrenchment Committee, as a result of which the Bureau of Education and the Central Advisory Board of Education were abolished and the administration of the subject placed under the Department of Education, Health and Lands." They have accordingly recommended the establishment of "an active Central Bureau of Education which would give information and advice to the provincial administrations and would help to make everywhere available the results of experiments and practice in educational method and organisation" (paragraph 186 of the Report, Volume II). It is obvious that it was the intention of the Statutory Commission that the Central Bureau, the establishment of which they recommended, should combine the functions of an advisory board as well as those of a bureau in the strict sense of that term.

5. The Government of India accept the views of the Statutory Commission and of its Auxiliary Committee in regard to the desirability of establishing a Central Advisory Board of Education and of attaching to it a Bureau of Education. They agree with the Statutory Commission that the main purpose of the Board should be to act as a clearing house for ideas and as a medium for the diffusion throughout India of new and fruitful methods. It is obviously desirable that the experience of each province should be available to other provinces for all provinces have problems of the same character, which are being attacked in different ways. The usual annual reports on education do not serve this end as they are neither sufficiently detailed nor sufficiently critical. It will be for the Educational Commissioner, working with a central organisation, to ascertain what developments in any province are worth critical examination for the benefit of other provinces. The full and precise duties which it will be convenient to attach to the proposed central organisation will become clearer after it gets to work. But if it is to fulfil the objects

CENTRAL ADVISORY BOARD OF EDUCATION

for which it would be established, the functions which it would be expected to perform may be described in general terms somewhat as follows :—

- (i) to advise on any educational question which may be referred to it by the Government of India or by a local government;
- (ii) to call for information regarding educational developments of special interest or value to India; and to examine this information and to circulate it with recommendations to local governments.

For the due performance of these functions, it will be necessary that the Board should consist not only of members who are experts in educational matters but also of members who have knowledge of the conditions in different provinces and whose names will carry weight and influence. The Government of India are, therefore, provisionally of opinion that the Board should be constituted as follows :—

- (a) The Educational Commissioner with the Government of India, as Chairman.
- (b) Ten representatives of provincial governments who ordinarily would be Directors of Public Instruction.
- (c) Nine non-official representatives of the local governments to be nominated by the government of India from a list of non-officials recommended by local governments, two names being submitted for consideration by each local government.
- (d) Three nominees of the Government of India.

The tenure of office of the non-official members of the Board would be three years. The official members of the Board would continue until they were replaced by others.

6. It will be seen that the total membership of the Board under these proposals amounts to 23 whereas the old Central Advisory Board consisted of fourteen members only. Even when constituted on this enlarged basis, the Board may not be in a position to deal adequately with all the problems which may be referred to it, for example, with such problems as the education of defectives, commercial education and some aspects of rural education. In any case, so large a body may find difficulties in working out detailed recommendations. It seems desirable, therefore, that the Board should be able to set up *ad hoc* committees to deal with special problems. It would also appear desirable that it should set up standing committees to deal with various branches of education. There might, for instance, be committees for primary education, for secondary education, for girls' education and technical and industrial education, respectively. But it would be for the Board itself to decide what standing and 'ad hoc' committees it should establish and it should also have the power of appointing to its committees persons who are not members of the Board but who possess special knowledge or experience of any problems which the committees will examine. It is thought that it would be convenient if the size of the committees were restricted to not more than five, of whom ordinarily at least one half would be members of the Board.

7. In view of the other heavy calls upon the time of the members of the Board, more especially on the Directors of Public Instruction, who will ordinarily be members of it, and of the expenditure involved in travelling allowance, it is considered that one meeting of the Board each year should suffice, but that committees might meet oftener. It would probably be convenient if the Board were to meet in Delhi during the cold weather, when the Legislative Assembly is not in session, the committees meeting at any centre convenient to the majority of their members.

8. In Chapter XV, Section I of their Report, the Auxiliary Committee of the Indian Statutory Commission have recommended that regular conferences of Educational Secretaries and Directors of Public Instruction should be summoned by the Government of India to discuss current matters of importance and also that special conferences on education should be convened as required. If an Advisory Board on the lines suggested above is established, there would seem no necessity for

such conferences. Current matters of importance would be discussed at the ordinary meetings of the Board, of which the Directors of Public Instruction would be members, and the necessity for special conferences would be obviated by the appointment of *ad hoc* committees of the Board.

9. The Bureau of Education would serve as the secretariat of the Board, its chief functions being :—

- (i) to maintain a reference library of educational books and periodicals;
- (ii) to supply information on educational subjects at the request of provincial educational officers or authorities;
- (iii) to issue from time to time educational monographs likely to be of interest and value to provincial Departments of Education ; and
- (iv) to issue an annual report on the progress of education in India and a quinquennial review of education in India.

The Auxiliary Committee of the Indian Statutory Commission have recommended that the Bureau should send educational experts abroad to investigate educational problems. The present study leave rules already provide sufficient facilities for such investigations. The Bureau could, however, stimulate work of this kind by suggesting to Ministers of Education problems which might profitably be investigated by officers on study leave. The results of their studies should be published and circulated by the Bureau.

10. The average annual cost of the Central Advisory Board and the Central Bureau of Education discharging the functions outlined above is estimated at the outset at Rs. 42,400. This does not include the travelling allowance of official members, other than the Educational Commissioner, which, in accordance with the usual procedure, would be borne by the local government appointing them. Until the financial relations between the central and provincial governments under the new constitution have been determined, this expenditure would be borne by Central revenues. Its subsequent allocation would depend upon the character of the financial relations which are established between the central and provincial governments but would, of course, be determined in consultation with local governments.

11. I am to request that the Government of India may be favoured, by the 1st April 1931, with the views of the Government of Madras/etc., on the matter together with any suggestions they may wish to offer.

This letter had a mixed reception. The Governments of the United Provinces and the Punjab strongly supported the scheme, and the Government of Bihar and Orissa approved the re-establishment of the Advisory Board but questioned the necessity for the Bureau. The Government of Burma and Assam were prepared to accept the scheme in principle but considered it inopportune on financial grounds. The three Presidency Governments were at first definitely opposed to the scheme, but Bombay and Bengal subsequently agreed to accept it in principle. The Government of Madras were the most categorical : "Apart from the fact that the deliberations of the Board in the past have been of little benefit to this Presidency, this Government consider that, in view of the financial stringency, the present is an inappropriate time for the consideration of the scheme."

On the basis of these replies received from local governments, however, the Education, Health and Lands Department again pressed for the acceptance of their scheme, and it was considered in Council in June 1933. The decision was that "establishment of Advisory Board would be sympathetically considered if the financial situa-

tion permits". Another reference was made to Council in January 1934, but it was then decided "that the proposals of the Hon'ble Education Member be not proceeded with on account of prevailing financial stringency."

The case might have still lingered on indefinitely had it not been for the strong advocacy and persuasiveness of Sir Girja Shankar Bajpai who was then Member-in-Charge of Education and who was very keenly interested in the revival of the Board. He now modified the original proposal by saying that the Central Advisory Board of Education only should be revived in the first instance and that the question of reviving the Central Bureau of Education may be deferred until the advice of the Board has been obtained as to the lines on which it should be formed and the exact functions which should be entrusted to it. This modification was obviously made with the object of reducing the additional expenditure involved in the proposal and to make it acceptable to the Finance Department. The total cost of the proposal was, thus reduced from about Rs. 43,000 to about Rs. 30,000 only and consequently, the Finance Department also accepted it in principle. Sir Girja Shankar Bajpai then circulated the following note to the Executive Council of the Governor-General :—

"The question of the revival of the Central Advisory Board and Bureau of Education in India, which were abolished in 1923 as a measure of retrenchment, has been under the consideration of the Government of India for some time. It has been considered by the Executive Council more than once during the last two years. In June 1933, Council decided that the question of "the establishment of an Advisory Board would be sympathetically considered if the financial situation permits." (File No. 86/32-E., Serial Nos. 1-17). The question was again brought before the Council in January 1934 but it was decided that the proposal could not be proceeded with on account of the prevailing financial stringency.

Both the Indian Statutory Commission and its Auxiliary Committee on the growth of education in India strongly recommended the desirability of establishing a Central Advisory Board of Education and of attaching to it a Bureau of Education. The Government of India accepted this view and formulated a scheme the details of which are given in paragraphs 5-10 of this Department circular letter to local governments, No. 48-Edn., dated the 8th January 1931 (Edn. A. January 1931, nos. 79-82). In their Report, the Joint Parliamentary Committee (paragraphs 223 and 227) also emphasise the need for a central organization to facilitate the collection of ideas and information and generally to help in coordinating the provincial activities in subjects such as education and have expressed the view that such organizations should be in existence, at least in skeleton form, when the new Constitution begins to function.

Non-official opinion, in the Indian Legislature as well as outside it, has also demanded the establishment of a Central Advisory Board. The All India Educational Conference held at Delhi in December last passed a resolution for the reconstitution of such a body. The proposal has, therefore, the strong backing of not only eminent and influential educationists in India but also of the general public at large. Many local governments are at present considering the possibility of reconstructing their educational system and the existence of an all-India organization such as the Central Advisory Board is much needed to help them in formulating their schemes of development and maturing their plans.

The International Committee on Intellectual Cooperation of the League of Nations has also been pressing the Government of India for the establishment of a National Committee on Intellectual Cooperation and the formation of a National Centre of Information for India and they have been informed that the Central Advisory Board when established will be in a position to undertake the functions of such organizations.

REVIVAL OF THE CENTRAL ADVISORY BOARD OF EDUCATION

The Finance Department have accepted in principle the necessity for the revival of the Central Advisory Board of Education (without the Bureau at present). This may be regarded as evidence of the fact that that Department does not consider postponement of the proposal by reason of financial stringency or the relative priority of other proposals to be any longer necessary. The proposal to revive the Central Advisory Board with effect from the next financial year is circulated to Honourable Members. If it is approved, the financial details of the scheme will be settled in consultation with the Finance Department. The approximate cost of instituting the Board will be about Rs. 32,000*."

The proposal was approved by all the Members of the Council and by His Excellency the Governor-General on 18th January 1935. It was then sent up to the Standing Finance Committee which also approved it on 1st February 1935 (by a majority vote). The Congress Party was, at that time, opposed to the proposed introduction of reforms under the Government of India Act, 1935, on political grounds. It was, therefore, natural that the three Congress members of the Standing Finance Committee (Pandit Govind Ballab Pant, Shri Srikrishna Sinha and Shri T. S. Avinashilingam Chettiar) "dissented on the ground that they were unable to accept a proposal which was based, to some extent, on a recommendation made in the report of the Joint Parliamentary Committee."

Some additional time was then taken up in fixing up the staff required for the Board and in making the necessary appointments. But all hurdles were at last overcome and on August 8, 1935, the revival of the Central Advisory Board of Education was notified by the Government of India and the following orders were issued :—

No. F. 122-3/35.—A Bureau of Education was established at the headquarters of the Central Government under the Educational Commissioner with the Government of India in 1915. Its main duties were to collect and collate educational information in India and abroad and to arrange for the publication of educational reports on different subjects, including an annual report and a quinquennial review on the progress of education in India. Subsequently, a Central Advisory Board of Education was created in 1920 under the chairmanship of the Educational Commissioner with the Government of India. The principal functions of the Board were to offer expert advice on all important educational matters that were referred to it and to conduct educational surveys, whenever required. It was felt that, with the devolution of responsibility for education to the provinces under the Government of India Act, 1919, such an organisation would serve to keep local governments in touch with one another. This expectation was fully realised and both the Bureau and the Central Advisory Board of Education served a very useful purpose. But, as a result of the recommendations of the Indian Retrenchment Committee, which was presided over by Lord Inchcape, they were abolished in 1923 in the interests of economy.

2. Even at the time, the Government of India had doubts as to the wisdom of this step. They took it under pressure of the need for economy that was then paramount. The passage of years has progressively emphasised the need for the revival of the Board. The systems of education in vogue in different parts of India have been subjected to stresses which have revealed the need for review and reform. In particular, the relation of the present systems of education to fitness for available opportunities of employment has assumed nation-wide importance. The demand for a comprehensive examination of educational problems with a view to the exploring of methods for solving them has become insistent. While the autonomy of the provinces in education is recognised and welcomed, it is argued with force that the Government of India cannot stand aloof but must play their part in the pressing task of educational reconstruction.

*Department of Education, Health and Lands, File No. 2-1/35-E.

3. The Government of India have given careful thought to these developments. They are of opinion that the most valuable contribution that they can make towards the right development of education in India is the provision of a clearing house of ideas and a reservoir of information. They have, therefore, decided to revive the Central Advisory Board of Education with the following functions and constitution :—

(1) *Functions :*

- (a) To advise on any educational question referred to it by the Government of India or by any local government;
- (b) to call for information and advice regarding educational developments of special interest or value to India; and to examine this information and circulate it with recommendations to the Government of India and to local governments.

It may be objected that the definition of functions is too broad. This is deliberate. The intention is that the Board should be a live organism, endowed both with incentive and opportunity for growth. This will not be possible if the scope of its activities is too closely circumscribed and its initiative crippled by over-definition. But, while recognising its title to such legitimate latitude, it is necessary to emphasise that its recommendations will be entirely advisory and will not be binding on provincial governments and authorities. To give them any other character would be incompatible with the constitutional position.

(2) *Constitution :*

- (a) The Honourable Member-in-Charge of the Department of Education, Health and Lands (Chairman). On occasions when he is unable to preside over a meeting of the Board, he will have the right to appoint a deputy who will ordinarily be the Educational Commissioner with the Government of India.
- (b) The Educational Commissioner with the Government of India.
- (c) Six nominees of the Government of India, of whom one at least shall be a woman.
- (d) One member elected by the Council of State.
- (e) Two members elected by the Legislative Assembly.
- (f) Three members nominated by the Inter-University Board, India.
- (g) A representative of each local government, who shall be either the Minister in charge of Education (or his deputy) or the Director of Public Instruction (or his Deputy).

The tenure of office of the non-official members of the Board will be three years. The official members of the Board will continue until they are replaced by others. The Secretary of the Board will be appointed by the Government of India.

4. It is essential to the effective working of the Board that its agenda should not be congested by excessive details and that its members should have ample opportunity of considering the broad outlines of the advice which will be tendered by them. It is, therefore, imperative that the groundwork of that advice should be carefully prepared. For this purpose, the Board will be at liberty to form standing and *ad hoc* committees, and will have power of appointing to those committees persons who are not members of the Board but who possess special knowledge and experience of the problems which the committees will examine. But in order to preserve an intimate connection between the Board and its committees, at least two members of the Board shall be members of each committee. Each committee shall ordinarily consist of not more than five members.

It will be the function of the Educational Commissioner with the Government of India, assisted by the Secretary of the Board, to prepare the agenda and the explanatory memoranda of the Board.

5. The names of persons appointed to be members of the Board under paragraph 3(2) above will be announced shortly. The Government of India have not yet fixed any date for the first meeting of the Board, but it is anticipated that it will be held at Delhi as soon as possible after the beginning of the cold weather. Steps have already been taken to draw up the agenda of the first meeting in consultation with local governments.

6. It will be observed that the Board of Education is to be revived without the Bureau. The Government of India think that, apart from financial considerations, the precise functions and establishment of the Bureau could best be defined after the opinion of the Board has been obtained in the matter.

7. The Government of India take this opportunity of expressing the deep and abiding interest which they feel in the progress of education. They are hopeful that, by having reconstituted the Central Advisory Board of Education, they will have done at least something towards assisting local governments in their difficult, but important, task of developing education in the best interests of India.

Thus did the present Central Advisory Board come into existence twenty-five years ago, due almost entirely to the efforts of the late Sir Girja Shankar Bajpai, who was keenly interested in education. In his inaugural address delivered at the first meeting of the Board, he described its revival as the 'proudest event' of his tenure of office as Member of the Executive Council of the Governor-General in charge of Education and this shows clearly the great significance that he attached to the Board and to its role in the development of education in India. The reader of this volume will find no reason to differ from him.

MEETINGS OF THE CENTRAL ADVISORY BOARD OF EDUCATION (1935-60)

DURING the first twenty-five years of its existence, the Central Advisory Board of Education has held 27 meetings in all. Ordinarily, the practice has been to hold one meeting every year. But there were no meetings in 1937 and 1939. On the other hand, there were two meetings each in 1938, 1943 and 1950.

The following table gives the relevant details about the 27 meetings held during this period :—

Meeting	Date	Place	Chairman	Official Designation
I	19th and 20th December, 1935.	New Delhi	Sir Girja Shankar Bajpai, K.B.E., C.I.E., I.C.S.	Member-in-Charge, Education.
II	14th December, 1936.	New Delhi	Kunwar Sir Jagdish Prasad, Kt., C.S.I., C.I.E., O.B.E.	Ditto.
III	28th January, 1938.	New Delhi	Ditto.	Ditto.
IV	3rd December, 1938.	New Delhi	Ditto.	Ditto.
V	6th and 7th May, 1940.	Simla	Sir Girja Shankar Bajpai, K.B.E., C.I.E., I.C.S.	Ditto.
VI	11th and 12th January, 1941.	Madras	Sir Girja Shankar Bajpai, K.B.E., C.I.E., I.C.S.	Ditto.
VII	14th and 15th January, 1942.	Hyderabad (Deccan.)	Sir Maurice Gwyer, K.C.B., K.C.S.I.	Chief Justice of India. (Nominated by Hon'ble Mr. Nalini-Ranjan Sarkar, Member-in-Charge, Education.)
VIII	14th and 15th January, 1943.	Lucknow	Sardar Sir Jogendra Singh.	Member-in-Charge, Education.
IX	13th, 14th and 15th October, 1943.	Dehra Dun	Sir Maurice Gwyer, K.C.B., K.C.S.I.	Ex-Chief Justice of India, Vice-Chancellor, Delhi University. (Nominated by the Hon'ble Sardar Sir Jogendra Singh.)
X	19th, 20th and 21st January, 1944.	Baroda	Sardar Sir Jogendra Singh.	Member-in-Charge, Education.
XI	16th, 17th and 18th January, 1945.	Karachi	Ditto.	Ditto.

MEETINGS OF THE CENTRAL ADVISORY BOARD OF EDUCATION

Meeting	Date	Place	Chairman	Official Designation
XII	24th, 25th and 26th January, 1946.	Mysore	Hon'ble Rt. Rev. G.D. Barne, C.I.E., D.D., V.D. (in the absence of Sardar Sir Jogendra Singh).	Bishop of Lahore.
XIII	9th, 10th and 11th January, 1947.	Bombay	Shri C. Rajagopalachari.	Education Member of the Executive Council of the Governor-General of India.
XIV	13th, 14th and 15th January, 1948.	New Delhi	Maulana Abul Kalam Azad.	Minister for Education.
XV	7th, 8th and 9th January, 1949.	Allahabad	Ditto.	Ditto.
XVI	8th and 9th January, 1950.	Cuttack	Ditto.	Ditto.
XVII	22nd and 23rd April, 1950.	New Delhi	Ditto.	Ditto.
XVIII	12th and 13th January, 1951.	Trivandrum	Shri B. G. Kher (in the absence of Maulana Abul Kalam Azad).	Chief Minister, Bombay.
XIX	15th and 16th March, 1952.	New Delhi	Maulana Abul Kalam Azad.	Minister for Education.
XX	9th and 10th Nov., 1953.	New Delhi	Ditto.	Ditto.
XXI	7th, 8th and 9th February, 1954.	New Delhi	Shri N. K. Sidhanta, M.A. (Cantab) (in the absence of Maulana Abul Kalam Azad.)	Professor, Lucknow University, Lucknow.
XXII	12th, 13th and 14th January, 1955.	New Delhi	Maulana Abul Kalam Azad.	Minister for Education.
XXIII	14th and 15th January, 1956.	New Delhi	Ditto.	Ditto.
XXIV	16th and 17th January, 1957.	New Delhi	Dr. K. L. Shrimali (in the absence of Maulana Abul Kalam Azad).	Deputy Minister for Education.
XXV	6th and 7th February, 1958.	New Delhi	Maulana Abul Kalam Azad.	Minister for Education.
XXVI	15th and 16th January, 1959.	Madras	Dr. K. L. Shrimali	Ditto.
XXVII	6th and 7th February, 1960.	New Delhi	Ditto.	Ditto.

PROCEEDINGS OF THE MEETINGS OF THE BOARD

(i) FIRST MEETING—DECEMBER, 1935

Chairman's Speech (Sir Girja Shankar Bajpai)

“IT is a great pleasure and privilege to me, Ladies and Gentlemen, to welcome you to Delhi this morning. Indeed, I do not use the language of exaggeration when I say that I regard the inauguration of your proceedings today as the proudest event of my tenure of my present office. This feeling is due to your eminence and representative character, and to the pre-eminence, amongst the national problems of the day, of the problem to the solution of which the Board is immediately called upon to set its hand. Your distinction, Ladies and Gentlemen, and claim to speak for the various interests that you represent, needs no testimony from me; it must be of nation-wide acceptance. Not only educational achievement but achievements of rare quality in every sphere of activity are represented by you. We have on the Board Hon'ble Ministers who, in their respective provinces, direct educational policy; ladies like Rajkumari Amrit Kaur and Lady Grigg, whose close touch with public activities relating to the women of India should enable them to give valuable advice about the educational needs of Indian womanhood; a great lawyer, Sir Tej Sapru, a great administrator, Sir Akbar Hydari, whose absence owing to indisposition we all deplore, a great humanist, B. Bhagwan Das, who have taken a life-long and fruitful interest in educational problems. I need not particularise further. To be associated with you all is therefore a matter of pride to one whose sole claim to be in your midst is good fortune. The vital importance to India of educational reconstruction, which is the subject that, in my opinion, demands your attention first, has roused such widespread interest, evoked such wealth of comment in recent years that no words of mine are needed to give it added significance or emphasis. Education goes to the very root of individual contentment and national prosperity; neglect it, and there will be neither national prosperity nor individual contentment. Indeed, their opposites will prevail.

“A very dear and distinguished friend, who will remain nameless, told me the other day that the Board had been criticised as the superfluous revival of the lifeless piece of machinery; a body without executive power, and, therefore, without utility. To the extent that this criticism alludes to the educational autonomy of the provinces and states it is true, but nothing new or disheartening. None of us would, even if we could, centralise educational initiative or control; one might as well attempt an educational Pan-Europa, and with equal prospects of success. Not only is centralisation politically unthinkable on the eve of Provincial Autonomy; the size and population of the various provinces make it administratively impracticable. But the charge of lifelessness could only have been made by people ignorant of the motive power of ideas. The main function of the Board is to test and sift and cohere the current educational thoughts of the day and to impart to what may result from such creative effort the lasting impulse of a progressive policy. It is because we aimed at ensuring the fruition of advice into action that we have invited Hon'ble Ministers in charge of Education in the provinces to sit on the Board. It is because we aimed at viewing



Sir Girja Shankar Bajpai

the whole field of education in one conspectus that apart from Hon'ble Ministers of Education and their Directors of Public Instruction, we have invited the Inter-University Board to send us three representatives. It is because we want our effort to be quickened and influenced by responsible political opinion that we have with us representatives of the Legislature. If we fail in making the Board useful, Ladies and Gentlemen, it will be either because the advice we give is unsound or the springs of action in the provinces fail to move. Either may happen, but it is a singularly barren form of pessimism to make that possibility the basis of a condemnation of the Board in advance. Destructive perfection is not difficult of attainment; constructive effort, however imperfect, is frequently of greater value. The alternative to the Board is uncoordinated activity, fitful effort, overlapping, error, avoidable waste. No patriotic Indian could desire this.

"The list of business that Sir George Anderson has circulated has been deliberately kept short. We were anxious to keep the agenda light, so that the Board could give full attention to the subjects that have been included. Outstanding among these is the relation of unemployment to education. We have, fortunately, amongst us here today persons who have made a special study of the problem. I refer, in particular, to Sir Tej Bahadur Sapru, whose readiness to serve on the Board, in spite of the many demands on his time, is only another manifestation of proved devotion to public service. With their help, gentlemen, it should be possible, at any rate, to make final diagnosis of the disease and to suggest the broad line or lines of treatment. I have no wish to limit the discussion in any way, but I would suggest that we do not spend much time in disputing whether the disease exists. The symptoms crowd in on any observer with poignant insistence. 'Educated' young men are unemployed; many of them show an invincible disinclination for any work other than the drudgeries of literacy, a pathetic incapacity for even moderate proficiency in that mechanical pursuit, a tragic lack of aptitude for anything else. No exceptional perspicacity is needed to discern that this evil must largely result from the system of education that produces them, and the sense of social values that tolerates the system. To change that false or mistaken sense of values is the task of the social reformer and the publicist, but the educationist must not be afraid to mend the system to the extent that he can. I suggest that we approach our task today in that spirit."

2. *Agenda*:—The Board was invited to consider the following agenda :—

1. Unemployment and Educational Reconstruction
2. Procedure
3. International Intellectual Cooperation :—
The formation of a National Committee on Intellectual Cooperation in India; and
4. Relations of the Central Advisory Board of Education with the Inter-University Board, India.

3. *Proceedings*:—The Board considered the above agenda and made the following recommendations :—

(ii) *Unemployment and Educational Reconstruction*

(1) While conscious of the great debt which is due to the education hitherto provided in India and of the part played by universities in promoting higher study

and research and in training men and women for the service of India, the Board is of opinion that the following considerations, among others, necessitate a new attitude towards educational problems :—

- (a) the increasing desire among educationists and others to bring about changes in the educational system in view of the altered conditions of life;
- (b) the growing volume of unemployment among the educated classes;
- (c) the emphasis laid on a purely literary form of instruction in schools;
- (d) the inadvisability of too frequent examinations;
- (e) the large number of 'over-age' pupils in the senior classes of high schools;
- (f) the increasing number of students in universities, who are unable to benefit by university instruction and, in consequence, the difficulty in making satisfactory provision for the better qualified students and for research;
- (g) the need of developing training of a more practical type than at present and of making provision for such training, especially for those with little or no literary bent, and of adjusting it to the scheme of general education; and
- (h) the advisability of developing a suitable scheme of rural education, by which boys and girls in rural areas shall be given such training as would develop in them a capacity and desire for the work of rural reconstruction.

(2) The Board is of opinion that a radical readjustment of the present system of education in schools should be made in such a way as not only to prepare pupils for professional and university courses, but also to enable them, at the completion of appropriate stages, to be diverted to occupations or to separate vocational institutions.

(3) These stages should be :—

- (a) *The primary stage*, which should aim at providing at least a minimum of general education and training and will ensure permanent literacy.
- (b) *The lower secondary stage*, which will provide a self-contained course of general education and will constitute a suitable foundation either for higher education or for specialised practical courses.

In rural areas, the courses at this stage should be attuned to rural requirements.

Some form of manual training at this stage should be provided, which would aim at the development of practical aptitudes and be made compulsory.

(c) *The higher secondary stage*, in which would be included institutions with varying length of courses—

- (i) preparing students for admission to universities in arts and science;
- (ii) for the training of teachers in rural areas;
- (iii) for agricultural training;
- (iv) for clerical training; and
- (v) for training in selected technical subjects which should be chosen in consultation with employers.

Where separate institutions are not possible for the diversified courses, some of them might be incorporated in a higher secondary course of enlarged scope which

would permit a choice of alternative groups of subjects and would end in leaving certificates.

(4) At the end of the lower secondary school course there should be the first public examination.

(5) Candidates desirous of joining the subordinate clerical services of government and of local bodies should pass such qualifying examinations as might be prescribed by proper authority and should not be more than 19 years of age at the date of their examination.

The certificates granted to pupils completing other specialised courses should receive government recognition.

(6) Expert advice would be of value in organising the scheme of reconstruction outlined above; and also for suggesting methods of training masters who would assist pupils and parents in the selection, by the pupils, of courses of study with due regard to their aptitudes.

(7) Each province should organise Employment Bureaux for the purpose of advising students and of eliciting support and guidance of employers interested in the problem.

(8) Every local government should actively explore the possibility of finding new avenues of employment and occupation.

(ii) *Procedure*

(9) The Board accepts the suggestions contained in the explanatory memorandum on "Procedure" with the following modification under item (ii) (e) on page 2 of that memorandum that "the proceedings of the discussions of the Board will not ordinarily be forwarded to the local governments unless the Board specifically desires otherwise in any particular case."

(iii) *Committees*

(10) The following members shall form the nucleus of the Standing Committees on the subjects noted against each group :—

1. Lady Grigg	}	Women's Education
2. Rajkumari Amrit Kaur		
3. Dr. A. H. Mackenzie		
4. Hon'ble Khan Bahadur M. Aziz-ul-Haque		
1. Hon'ble Mr. S. Abdul Aziz	}	Secondary Education
2. Mr. Shyamaprasad Mookerjee		
3. Mr. H. F. Saunders		
4. Mr. W. Grieve		
5. Hon'ble Mr. B. G. Kharparde		
1. Mr. J. E. Parkinson	}	Vernacular Education
2. Hon'ble Sir J. P. Srivastava		
3. Rajkumari Amrit Kaur		
4. Sir S. Radhakrishnan		
5. The Bishop of Lahore		

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| <ol style="list-style-type: none"> 1. Rt. Hon'ble Sir Tej Bahadur Sapru 2. Dr. Zia-ud-Din Ahmad 3. Hon'ble Sir J. P. Srivastava 4. Mr. Shyamaprasad Mookerjee 5. Sir K. Ramunni Menon | } | Vocational and Professional Education |
|--|---|---------------------------------------|

The Educational Commissioner with the Government of India shall be a member of all these committees.

The committees shall have power to co-opt members who would be likely to provide local experience and guidance.

(iv) *Revival of the Bureau of Education in India*

(11) The Bureau of Education should be revived under the control of the Educational Commissioner with the Government of India for dealing specifically with the collection and dissemination of literature relating to educational problems in the various provinces.

(v) *International Intellectual Cooperation*

(12) The two propositions—

- (i) whether the existing arrangement whereby the Educational Commissioner with the Government of India acts as Correspondent with the Secretariat of the International Committee of the League and with the Director of the International Institute of Intellectual Cooperation at Paris should continue, or whether any steps should be taken for the formation of a proper National Committee on Intellectual Cooperation in India; and
- (ii) whether the Inter-University Board, India, or the Central Advisory Board of Education should act as the National Centre of Educational Information for India;

should first be referred to the Inter-University Board, India.

(vi) *Relations of the Central Advisory Board of Education with the Inter-University Board, India*

(13) The Inter-University Board should function automatically and invariably as a consultative body for all purposes relating to university education. The Central Advisory Board of Education, however, will be free to express its independent opinion on any recommendation which the Inter-University Board may make on any question which may be referred to that body for opinion.

4. The proceedings ended with a vote of thanks to the Chairman and the Educational Commissioner with the Government of India. At the close of the meeting, the Chairman informed the members that, with their permission, a press communique would be issued embodying a brief substance of the proceedings of the Board and requested them to treat all the papers relating to the meeting, which had been circulated to them, as confidential.



(ii) SECOND MEETING—DECEMBER, 1936:

Chairman's Address (Sir Jagdish Prasad)

"I WOULD have considered myself fortunate indeed if during my tenure of my present office, I could have established a convention that my duty here would be to recount however inadequately your noteworthy attainments, for thereby I might have succeeded in diverting your attention from the somewhat glaring contrast between the signal mediocrity of your ex-officio Chairman and the rare distinction of the company which he is proud to welcome today. We have on this Board no less than three Members of the Privy Council—the Right Hon'ble Sir Tej Bahadur Sapru whom we are very glad to see here today, the parent of a famous report which has set us all athinking, the Right Hon'ble Sir Akbar Hydari, who, I am sorry to say, is unable to attend owing to illness and the Right Honourable Srinivasa Sastry who is away in Malaya on an important mission. There are others who have won renown in other walks of life. To this distinguished band, I should like to welcome one no less distinguished, Mr. Jayakar, scholar and man of affairs. I should also like to extend a friendly greeting to Mr. Clow who has devoted his great abilities to industrial problems and to bettering the conditions of Indian labour in factories. I am sure that his penetrating and cultured mind will be of great benefit to us in considering our problems especially in linking up the system of education to industrial needs. I am also glad to see and welcome a businessman of the ability and sagacity of Lala Shri Ram. I also would like to welcome Mr. Roberts of Bird & Co., who is not here today. I am glad that the Inter-University Board has selected as its representative the distinguished Vice-Chancellor of the Bombay University, Mr. N. V. Chandavarkar in place of Sir Radhakrishnan who has attained the unique distinction of being appointed a Professor at Oxford. I need not particularise further.

"Ladies and gentlemen, since we last met, we have suffered grievous loss by the death of Dr. Mackenzie, the Pro-Vice-Chancellor of Osmania University. I had the privilege of working for a number of years with Dr. Mackenzie in the United Provinces and it is a matter of the deepest regret to me that we shall no longer have the advantage of his advice and assistance. India owes a deep debt of gratitude to the late Dr. Mackenzie for his signal services to the advancement of education in many fields. I am sure that the Board would like to record by a formal resolution their deep sense of loss at the death of a distinguished colleague.

"A Board composed of so many distinguished men and women cannot but make a valuable contribution to one of the most vexed problems of the day, namely, educational reform. No subject lends itself to such divergent views, in none is there more scope for challenging the motives that underlie policy. While many may be prepared to agree to the necessity of reform, concrete proposals are the signal for suspicion, alarm and indignation. It is somewhat curious how slow-footed is educational reform in India. We have had numerous commissions and committees of great weight and authority. They have after an exhaustive survey of the whole field made their reports,

have laid their finger repeatedly on the weak spots in our system and have suggested remedies. But little heed seems to have been paid to their advice and we seem to have muddled along until we have reached the critical position in which we are today. I trust that the advice of this Board will be viewed with less suspicion, that it will be acted upon and that it will not be the starting point for another series of academic ponderings.

“One suspicion, I think I can dispell at once. It is not the object of this Board to place hindrances in the advance of education, nor do they cast a malignant eye on universities. Most of the Indians here are the products of Indian universities. We owe to them more than we can say. We have no desire to deny to others the opportunities which have made us what we are. We also recognise the great benefits that universities have conferred on India. They have been the channels for the flow of western ideas and western learning. They have exerted a profound influence on the political and social development of this country. But the rapid expansion of university education has brought to the fore many new problems. The Board knows fully that the first universities were established in the Presidency towns in 1857. The next university was established in 1882 in the Punjab and in my own province a university was established at Allahabad in 1887. From 1857 to 1887 there were only five universities of the affiliating type. This number continued till 1915. Between 1916 and 1929, that is in these 13 years, 13 more universities were added, some of these of course of a unitary and residential type; but the total number has now increased to eighteen. On an average these universities turn out about 12,000 graduates in Arts and Science. The wastage is enormous. Practically in all the examinations from Matriculation to the B.A. degree, nearly half the students fail to succeed. If then we sound a note of warning, if we wish to point the way to reform, it is because most of us are deeply impressed by the tragic spectacle of thousands of young men drifting aimlessly through life and we ask ourselves the question whether all this frustration of youthful hopes and ambitions and effort is inevitable. It is well known that when students enter a university, it is not merely for the purpose of acquiring knowledge or the formation of character, but in the hope that at the end of a successful career they will be able to earn a living. If, therefore, the universities turn out men in such numbers that they cannot find a livelihood afterwards, it is obvious that we are accumulating explosive material which may in the end blow up the foundations of stable society. It is obvious that a large number of unemployed young men cannot possibly have much affection or regard for an order of society in which they cannot fill up an honourable role. Few will deny that many crowd into our universities who are unsuited by their aptitudes to receive the education which a university should offer, and this pressure of numbers tends further to lower standards. We have therefore to ask ourselves the question whether, in a poor country like India, the universities should not confine themselves mainly to the aristocracy of intellect and give them the precedence and preference which nature seems to have designed for them? Or, are we to go on the theory that although all are not born intellectually equal, yet all must have the same opportunities of receiving university education on a somewhat uniform pattern? I should also like the Board to consider whether we are sure that India is making a contribution to the

advancement of human knowledge which may be considered worthy of her great intellectual past, the vastness of its population, the natural intelligence of her people and the traditional esteem in which learning is held in this country. And if it is not, may it not be that we are not concentrating on the best intellectual material available. Perhaps some enthusiasts may consider that these criticisms are in the nature of a sacrilege, that university education is in danger. I think, however, that the greater danger is that if early steps are not taken, the whole of the social structure may crash over our heads before we know where we are. Nor can the universities take up an attitude of complete academic detachment and cut themselves off from the subsequent fortunes of their students. In view of this serious situation the Board, in a spirit of realism, considered the problem of educational reconstruction and passed last year a series of most important and far-reaching resolutions suggesting a radical reform of the system of secondary education, so that apart from its providing instruction which would lead to universities and to professional colleges, there be stages from which students could branch off either to private occupations or to vocational schools. These resolutions were forwarded to local governments and the Government of India indicated that they would be prepared to assist in getting expert advice on these matters. Most of the local governments, I am glad to say, fell in with the proposal and we were able to get this year two experts to whom I extend a very warm welcome—Mr. Abbott, former Chief Inspector of Technical Schools, Board of Education and Mr. Wood, the Director of Intelligence, Board of Education and the Ministry of Health. Unfortunately, because of the shortness of time, we were not able to get other experts whom we thought it would be desirable to get in order to have a simultaneous survey of educational problems throughout India. I am afraid, within the time allotted, Mr. Wood and Mr. Abbott will probably only be able to make detailed recommendations in regard to the provinces of Delhi, the Punjab and United Provinces. They may, if they have time, be able to visit Bengal and Bombay. We await their report with the greatest possible interest.

“Another Resolution which the Board passed last year was in regard to the revival of the Bureau of Education. This will be done and the intention is that the Bureau will supply information and under its supervision, accounts of new experiments in educational practice will issue.

“Ladies and Gentlemen, the question of education has to be considered as a whole. We are therefore asking you this year to examine two vital problems: the problem of boys' primary education and the problem of primary education for girls. As regards boys' education, I do not propose to repeat here what I had to say during the course of the discussion in the Council of State. As regards girls' education, the report of the Committee has already been circulated and here I should like to take this opportunity of thanking the Chairman and Members of the Committee for their report and specially the lady members, Lady Grigg and Rajkumari Amrit Kaur. As regards girls' education, we all feel that unless we can educate our girls it is not possible to do very much to improve the conditions of life in our villages or to inculcate habits of thrift or to remove crippling social customs or to break down illiteracy and we

feel that this is an opportune moment for making a definite advance in girls' education because as all of us know there has been a great awakening of women during recent years. As regards primary education, apart from all other reasons which have been previously emphasised by commissions and committees, it is obvious that democratic institutions in which the bulk of the electorate is illiterate have a danger of their own. They provide a fertile field for the demagogue and they also widen the gulf between the classes and the masses in outlook and feeling. It is therefore important not only to train leaders, but also to remove the dead weight of illiteracy from the masses. I recognise the magnitude of the problem. We all know that one of the great difficulties in the advance of primary education is the question of funds and in the papers which have been circulated to you, you will see that over 8 million boys and over 13 million girls are still without instruction and that the recurring cost of bringing these under instruction will be over Rs. 19 crores a year. But finance is not the only problem. We all know the immense waste that takes place. From 1921, the total expenditure on education has increased by over 50 per cent. It is now Rs. 26½ crores. But if we look at the figures of literacy there has not been much improvement made during the last 30 years. More than 90 per cent of the people are still illiterate. That indicates the vast dimensions of the problem which we have to tackle. This Board was revived last year after a lapse of 12 years. It was originally started in 1921, but in 1923, due to financial stringency the Board's activities were suspended. Its composition and its representative character offers an opportunity for many-sided, but practical discussion of educational problems and I think we are all agreed that the need for periodic discussion will be more and not less when provincial autonomy is established because there is a great risk of provinces dealing with these questions from too narrow an angle. The Board began very auspiciously last year under the able guidance of Sir Girja Shankar Bajpai whom we are all glad to see here today. I trust that your labours for the advancement of education on right lines will be crowned with success in the coming years and that you will soon be regarded as the friend and guide of those who seek to bring a little sunshine into the lives of our people by the spread of knowledge suited to their needs and circumstances. We all realise the difficulty of the task, but it is well worth all the labour and energy and ability which we can put into it, because without a sound and far-flung system of education, India cannot hope to make much progress, nor can she take a place among the nations of the world which may be worthy of her people and worthy of her cultured past."

2. *Agenda*:—The Board was invited to consider the following Agenda :—

- (1) Confirmation of the proceedings of the first meeting of the Central Advisory Board of Education held on the 19th and 20th December, 1935.
- (2) Resolutions of the Inter-University Board passed at its meeting held in February, 1936, *viz.*—
 - (a) the Inter-University Board should continue to function as a National Committee on Intellectual Cooperation in India so far as questions of higher education are concerned, and
 - (b) the Inter-University Board welcome the idea of the Central Advisory Board of Education functioning as a National Centre of Educational Information.

- (3) University education—
 - (i) Report of the Unemployment Committee, United Provinces, 1935. Chapter XI, para 328 and Chapter XII, para 347 (3), (4), (6), (8) and (9).
 - (ii) Equivalence and standardisation of university degrees in India.
- (4) Primary education—
 - (i) Report of the Unemployment Committee, United Provinces, 1935. Chapter XII, para 332(2), (3) and (4).
 - (ii) Proceedings of the Council of State, dated the 16th March 1936, relating to the resolution regarding removal of mass illiteracy.
- (5) Report of the Women's Education Committee of the Central Advisory Board of Education on primary education of girls in India.
- (6) Collection of statistics of the educated unemployed in India.
- (7) Note on the reception of the scheme of educational reorganisation by the provinces and the visit of experts from England to advise in the matter.
- (8) Uniform classification of schools in India.
- (9) Education of defectives.
- (10) Filling up of vacancies on the standing committees appointed by the Board.
- (11) Fixation of the date and place for the third annual meeting of the Board.

3. *Proceedings* :—The Board then considered the agenda and adopted the following resolutions :—

- (1) The proceedings of the first meeting of the Board were confirmed.
- (2) The Board then considered item No. 2 which related to the question of—
 - (a) the formation of a National Committee on Intellectual Cooperation in India, and
 - (b) the Central Advisory Board of Education functioning as a National Centre of Educational Information for India.

At its first meeting the Board had decided to refer the following two propositions to the Inter-University Board for opinion :—

- (1) Whether existing arrangements whereby the Education Commissioner with the Government of India acts as Correspondent with the Secretariat of the International Committee of the League of Nations and with the Director of the International Institute of Intellectual Cooperation at Paris should continue, or whether any steps be taken for the formation of a National Committee on Intellectual Cooperation in India; and
- (2) Whether the Inter-University Board, India, or the Central Advisory Board of Education should act as the National Centre of Educational Information for India.

The Inter-University Board considered these two propositions at its meeting held in February 1936 and passed the following resolutions :—

- (1) The Inter-University Board should continue to function as a National Committee on Intellectual Cooperation in India so far as questions of higher education are concerned.
- (2) The Inter-University Board welcomes the idea of the Central Advisory Board of Education functioning as a National Centre of Educational Information in India.

These resolutions were now considered by the Central Advisory Board of Education. It was resolved that—

- “(a) the Board consider it desirable that at an early stage a National Committee on Intellectual Cooperation should be set up in India and that the Education Commissioner with the Government of India should at present continue to act as the Correspondent as he has been hitherto doing; and
- (b) the Board should act as a National Centre of Educational Information for India on the understanding that when supplying information the Education Commissioner should obtain any information that is necessary from the Secretary of the Inter-University Board or refer any important questions to that Board if the opinions of that Board have to be forwarded.”

(3) The Board next discussed item No. 3(i), *viz.*, university education. The various items were either recommendations or had been commented on by the Sapru Committee on Unemployment (1935) :

- (a) the raising of fees charged in universities;
- (b) the prescribing of limit to admissions of students to universities;
- (c) the content of education as given in the universities, *i.e.*, the need of greater stress on scientific and vocational education;
- (d) the system of co-ordination between different universities so as to secure uniformity of standards and prevent unhealthy competition;
- (e) the setting up of an Advisory Grants Committee to advise the Ministry of Education in regard to the grants which are made to the universities for research work; and
- (f) the sending of students overseas for further education.

It was explained that enquiries had been made from local governments. From the replies received it was clear that, for one reason or another, the proposal to raise fees was unpopular. After discussion the Board decided that—

“the question of university education should be referred to the Inter-University Board for opinion with a request that it should examine the question whether or not it was both desirable and possible to increase fees for legal and other professional studies.”

(4) It was pointed out that for various reasons commercial firms, both Indian and European, were reluctant to appoint graduates of commerce. One suggestion was that the Board should impress not only on government departments but also on European and Indian commercial communities the desirability of absorbing these qualified young men. On the other hand, it was pointed out that the education and training imparted in the colleges did not appear to fit the new graduates for commercial life as they were not always prepared either to accept the initial position offered or to welcome the hard work expected. No resolution was formulated.

(5) It was generally agreed that provinces were preparing more lawyers than could be absorbed in the profession, and that the standard of legal knowledge was not high. It was suggested that the course should be raised to three years (instead of two years). This step has already been taken recently by some universities but with

a consequent considerable fall in enrolment. Some members were of opinion that the extension of the course to three years was not necessarily a remedy. In view of the difference of the nature of legal work the possibility of devising a system by which there might be two classes of lawyers—one for the mofussil and one for presidency towns—was considered. It was agreed that this point should be examined by the Inter-University Board.

(6) As regards the question of the equivalence and standardisation of university degrees in India, the possibility of having external examiners was considered. The difficulties of creating and maintaining a uniform standard throughout India were appreciated. In the end it was resolved that—

“The views of the Inter-University Board should again be obtained before the matter is discussed further by the Central Advisory Board of Education.”

(7) Item No. 4 of the agenda, *viz.*, primary education, was then taken up. It was agreed that the problem of primary education was primarily one of finance, and that unless more money was available, little could be done. Again, laxity of administration had to be tightened in order fully to utilise the funds available. At this stage, Mr. Wood explained the functions of His Majesty's Inspectors of Schools and the relations between the Board of Education, England, and the local authorities. The nature of the inspectorate, the need of modifying district and municipal Acts in respect to the supervision of primary education and other suggestions to improve the administration, were discussed. It was decided that—

“the matter should be referred to the Vernacular Education Committee of the Board with definite suggestions, *viz.* :—

- (i) whether the provincial ministries of education have sufficient powers of control or not in regard to primary education or whether these powers should be strengthened in any direction;
- (ii) how the inspecting agency should be appointed and controlled;
- (iii) whether it is essential or desirable that compulsion should be introduced in order that provincial governments may be able to enforce efficiency through the grants; and
- (iv) whether primary education should be controlled by a central board of education in each province of which the minister should be in charge.”

The meeting then adjourned for lunch.

(8) When the Board reassembled after lunch, the Hon'ble Kunwar Sir Jagdish Prasad requested the Hon'ble Khan Bahadur M. Aziz-ul-Haque to explain to the Board the main proposals of the Women's Education Committee of the Board in regard to the primary education of girls in India. The Board agreed that there was not very much that it could add to the report of the Committee but emphasised the need of regarding the resolutions not as pious aspirations but as immediate goals. After a general discussion, it was decided that—

“a copy of the report of the Women's Education Committee of the Board should be forwarded to local governments for their comments, and that at the same

time a sub-committee should be appointed (with reference to resolution No. 13 of the Committee) to consider the curriculum of girls' primary schools in India."

(9) The next item on the agenda, *viz.*, 6, related to the collection of statistics of the educated unemployed in India. The difficulties which prevented the collection of reliable statistics of unemployment were emphasised. The creation by universities of employment bureaux to effect contact between graduates and employers might have some effect whilst another suggestion was that colleges should keep a record of the students who passed out each year. Certain members pointed out that this had been attempted in some provinces and had usually failed mainly for reasons connected with the students themselves. The general feeling was that—

"the colleges and universities should as far as possible keep in touch with their students after they leave the institutions."

(10) In connection with item No. 7 on the agenda, Mr. Abbott and Mr. Wood, after a general discussion, stated that no final solution could be expected after so short a period of investigation.

(11) As regards item No. 8, *viz.*, the uniform classification of schools in India, it was the general opinion that at present a uniform classification was not possible or even desirable as any reorganisation might involve fundamental changes.

(12) Item No. 9—the education of defectives. It was decided that—

"the education of these unfortunate children should not be neglected and local governments should be asked to report what the present position is in the provinces."

(13) Item No. 10 related to the filling up of certain vacancies on the standing committees of the Board. Mr. R. M. Statham, Director of Public Instruction, Madras, was appointed to the Women's Education Committee in place of the late Dr. A. H. Mackenzie and to the Vernacular Education Committee in place of Sir S. Radhakrishnan who had resigned his membership of the Board on account of his absence from India. Mr. M. R. Jayakar was appointed to the Secondary Education Committee in place of Mr. H. F. Saunders who had ceased to be a member of the Board and consequently of the Committee. Lady Grigg was added to the Secondary Education Committee. Mr. H. Dippie, Director of Public Instruction, Orissa, was appointed to the Vernacular Education Committee in place of Mr. J. E. Parkinson, who would now be an *ex-officio* member of this Committee in his capacity of Education Commissioner with the Government of India. Mr. V. N. Chandavarkar, Vice-Chancellor, Bombay University, was appointed to the Vocational and Professional Education Committee in place of Sir K. Ramunni Menon who had ceased to be a member of the Board and consequently of its committee on account of the dissolution of the Council of State by which body he had been elected on the Board.

The Standing Committees of the Board are now constituted as follows :—

(1) *Women's Education Committee*

1. Lady Grigg
2. Rajkumari Amrit Kaur

3. The Hon'ble Khan Bahadur M. Aziz-ul-Haque
4. Dr. Bhagwan Das
5. Mr. R. M. Statham
6. Educational Commissioner with the Government of India.

(2) *Secondary Education Committee*

1. The Hon'ble Mr. S. Abdul Aziz
2. Mr. Shyamaprasad Mookerjee
3. Mr. W. Grieve
4. The Hon'ble Mr. B. G. Khaparde
5. Mr. M. R. Jayakar
6. Lady Grigg
7. Educational Commissioner with the Government of India.

(3) *Vernacular Education Committee*

1. The Hon'ble Sir J. P. Srivastava
2. Rajkumari Amrit Kaur
3. The Right Rev. G. D. Barne
4. Mr. R. M. Statham
5. Mr. H. Dippie
6. Educational Commissioner with the Government of India.

(4) *Vocational and Professional Education Committee.*

1. The Right Hon'ble Sir Tej Bahadur Sapru
2. Dr. Zia-ud-Din Ahmad
3. The Hon'ble Sir J. P. Srivastava
4. Mr. Shyamaprasad Mookerjee
5. Mr. V. N. Chandavarkar
6. Educational Commissioner with the Government of India.

(14) The Hon'ble Khan Bahadur M. Aziz-ul-Haque invited the Board to hold its next annual meeting at Calcutta. The Hon'ble the Chairman explained that though the holding of the annual meeting of the Board at different centres in rotation might be held up as an ideal, much would depend on the circumstances at the time.

(15) All the items on the agenda having been disposed of, the Hon'ble the Chairman thanked the members of the Board for their cooperation and suggestions.

(iii) **THIRD MEETING—JANUARY, 1938**

THE Hon'ble Kunwar Sir Jagdish Prasad, Member-in-Charge of the Department of Education, Health and Land, presided over the meeting of the Board.

2. *Agenda* :—The Board was invited to consider the following items :—

- (1) Confirmation of the proceedings of the second annual meeting of the Central Advisory Board of Education held on the 14th December, 1936.
- (2) Report of the Vernacular Education Committee of the Central Advisory Board of Education appointed to consider certain questions connected with the Administration and Control of Primary Education in India, 1937.
- (3) Report of the Women's Education Committee of the Central Advisory Board of Education to consider the Curriculum of Girls' Primary Schools in India, 1937.
- (4) Wood-Abbott Report on Vocational Education in India, 1937.
- (5) Action taken by the provincial governments on the scheme of educational reconstruction as outlined by the Central Advisory Board of Education at its first meeting held in December, 1935.
- (6) Resolutions of the Inter-University Board passed at its meeting held in February, 1937, regarding certain recommendations of the Unemployment Committee, United Provinces, 1935, on university education.
- (7) Resolution of the Inter-University Board passed at its meeting held in February, 1937, regarding the formation of a National Committee on Intellectual Cooperation in India and the Central Advisory Board of Education functioning as a National Centre of Educational Information for India.
- (8) Action taken by the provincial governments to stop wastage in primary education.
- (9) Views of the provincial governments on the Report of the Women's Education Committee of the Central Advisory Board of Education on primary education of girls in India, 1936.
- (10) Education of defectives.
- (11) Filling of vacancies on the standing committees of the Board.
- (12) Fixation of the date and place for the fourth meeting of the Board.

3. *Proceedings* :—The Board adopted the following resolutions.

(1) *Item 1.*—The proceedings of the second annual meeting of the Board were confirmed.

(2) *The Board then considered item No. 2*—the report of its Vernacular Education Committee on the administration and control of primary education in India. At its second annual meeting held in December 1936, the Board had decided that this question of the administration of primary education should be referred to this Sub-Committee with the following suggestions :—

- (i) whether the provincial ministries of education had sufficient powers of control or not in regard to primary education or whether these powers should be strengthened in any direction;
- (ii) how the inspecting agency should be appointed and controlled;
- (iii) whether it was essential or desirable that compulsion should be introduced in order that the provincial governments might be able to enforce efficiency through the grants; and

(iv) whether primary education should be controlled by a central board of education in each province of which the Minister should be in charge.

This sub-committee presented their report which emphasised the need of more efficiency administration and control of primary education. The main recommendations were :—

- (a) A Board of Vernacular Education consisting of not more than seven members of whom at least one should be a woman, with the Minister of Education as Chairman, should be constituted in each province. The members of this Board should be appointed by the Ministry. The Board should have no statutory powers but should act in an advisory capacity. All problems concerning the expansion, control and administration of vernacular education and the financial aspect of these questions should come within the purview of this Board. (*Vide* Report, page 3.)
- (b) The Inspectorate should be appointed by government. District Inspectors should be members of the Provincial Service. Unless a special administrative officer is appointed, the Inspector should act as the administrative officer of the local body in all matters affecting vernacular education. All questions of transfer, appointment, dismissal and increments should be decided by him in consultation with the Divisional Inspector in the case of anglo-vernacular teachers. In all matters concerning women teachers the District Inspectress should have the same powers. (*Vide* Report, Page 3.)
- (c) The provincial governments should decide whether an administrative officer should be appointed to perform these duties or whether these should be left to the Inspector, if a provincial service officer. (*Vide* Report, page 3.)
- (d) The appointment at headquarters of a senior officer whose duties should be entirely connected with the administration of primary education. He should also act as Secretary of the proposed Board of Vernacular Education (*Vide* Report, page 3.)
- (e) Compulsory primary education should be regarded not merely as an ideal impossible of fulfilment except in the distant future but as a goal the attainment of which is urgent and immediate. (*Vide* Report, page 4.)

(3) Whilst the recommendation to constitute a Board of Vernacular Education received general approval, a difference of opinion in regard to its functions and constitution was expressed. Some members felt that the influence of such a board without statutory powers might not be sufficiently effective. On the other hand the influence of a Board consisting of representatives of a variety of interests and outlook might well strengthen the hands of the Minister.

The members of the Board agreed on the desirability of instituting a Board of Vernacular Education in each province, but preferred to leave the functions and the constitution to each individual province. Again there was not unanimity in regard to the removal of certain powers from the district board to the Inspector or to an administrative officer. The majority of the members were strongly in favour of removing such

executive matters as the appointment and transfer of teachers from the local body to the Inspector. A small minority, while admitting the laxity of local body administration, preferred not to hand over these powers but to attempt to improve the present system.

It was decided that—

“a copy of the Report of the Vernacular Education Committee, together with a summary of the discussion, should be forwarded to the provincial governments for consideration and such action as they might consider necessary.”

(4) The Board next discussed item No. 3, *viz.*, the Report of its Women's Education Committee on the curriculum of girls' primary schools in India. Important recommendations made in the report are :—

(1) The curriculum should be expressed in terms of activities.

(2) In the primary classes the general curriculum for boys and girls need not be different.

(3) Co-education up to the age of about 10 is not objectionable.

It was felt that no curriculum could be taught satisfactorily unless the teachers were efficient, inspection competent and handwork material abundant.

(5) In regard to these recommendations there was general agreement. The suggestion of one member that there should be separate schools for different religious communities received no support.

(6) The question of religious teaching was more contentious though there was general agreement that education without a religious background is sterile and incomplete. On account of the difficulties and differences of opinion, the Board preferred to make no specific recommendation on this matter and also on the recommendation in the report that a common language was desirable.

It was decided that—

“a copy of the Report of the Women's Education Committee on the curriculum of girls' primary schools in India, together with a summary of discussion, should also be forwarded to the provincial governments for consideration and such action as they might consider necessary.”

(7) Another subject of considerable importance that engaged the attention of the Board was the Report on Vocational Education in India by Mr. A. Abbott, C.B.E., formerly Chief Inspector of Technical Schools, Board of Education, England, with a section on General Education and Administration by Mr. S. H. Wood, M.C., Director of Intelligence, Board of Education, England (item 4 of the agenda). These two experts, who were invited from England to advise on certain problems of educational reorganisation and particularly on problems of vocational education, had limited their investigation mainly to the three provinces, *viz.*, the United Provinces, the Punjab and Delhi, as they considered that an intensive study of a limited area would be more profitable than a necessarily cursory survey of the greater part of British India. They had discussed, however, their problems with administrators, teachers and others concerned

with education from practically every province. Mr. Abbott, who was in India, attended the meeting of the Board to assist in the discussion on his Report. During the discussion, the Wardha educational scheme was referred to. The basic idea of this scheme is that education should be imparted through some craft or productive work, which should be the centre of all the other instruction provided in the school and by the sale of the produce make the school self-supporting.

(8) The discussion first centred round the Wardha Scheme, and opinions were expressed on a variety of points.

The meeting then adjourned for lunch.

(9) When the Board reassembled after lunch, Mr. A. G. Clow, C.I.E., I.C.S., Secretary to the Government of India, Labour Department, explained what the Government of India were doing in regard to an industrial survey, the need of which was emphasised in the Abbott report. He believed that the figures of the number in employment in different grades in various industries, particularly the power industries, would give the information required. Most provinces could supply these figures, but not the figures for craft industries. Mr. Abbott explained that his intention was defined more precisely in his summary of recommendations, *viz.*, that every province should make a survey of the educational needs of its industries and commerce. It was suggested that handicrafts should also be included in the industrial survey. It was generally felt, however, that it would be sufficient to advise provinces that the purpose of the industrial survey was to attempt to estimate the demand of educated labour of each industry or group of industries.

(10) The danger of creating unemployment of another kind by developing technical schools to such an extent that occupations could not absorb the products was pointed out, and for this reason the need of a survey was all the more urgent.

(11) During the discussion so many issues arose that a further examination was felt desirable. The Board therefore decided that:—

“a committee consisting of the following members, with powers to co-opt, should be appointed to examine the scheme of educational reconstruction incorporated in the Wardha Scheme in the light of the Wood-Abbott Report and other relevant documents, *i.e.*, the reports of committees appointed by certain provincial governments, and to make recommendations:—

1. The Hon'ble Mr. B. G. Kher, Premier and Education Minister, Bombay—
Chairman.
2. The Hon'ble Dr. Syed Mahmood, Minister for Education, Bihar.
3. The Hon'ble Pandit R. S. Shukla, Minister for Education, Central Provinces.
4. Lady Grigg.
5. Rajkumari Amrit Kaur.
6. Dr. Sir Zia-ud-Din Ahmad, M.L.A., Vice-Chancellor, Aligarh Muslim University.
7. Mr. J. E. Parkinson, Educational Commissioner with the Government of India.
8. Mr. R. M. Statham, C.I.E., Director of Public Instruction, Madras.

9. Mr. W. H. F. Armstrong, Director of Public Instruction, Punjab.
10. Mr. Shyamaprasad Mookerjee, Vice-Chancellor, Calcutta University.
11. Dr. Zakir Husain, Principal, Jamia Millia Islamia, Delhi.
12. Khan Fazl Mohammad Khan, Commissioner and Secretary to His Exalted Highness the Nizam's Government, Department of Technical and Vocational Education.

(12) The next item (No. 5) on the agenda dealt with the action taken by the provincial governments on the scheme of educational reconstruction as outlined by the Central Advisory Board of Education at its first meeting held in 1935. The memorandum circulated to the members explained what action the provincial governments had taken to review their system of education. The Board noted with satisfaction that practically every province was alive to the need of reconstruction and that several were considering the possibilities of doing this on lines approximating to those suggested by the Board.

(13) *Item No. 6.*—At its second meeting held in 1936, the Central Advisory Board of Education considered *inter alia*, the question of university education and made the following recommendations :—

“I. The items enumerated below, which are either recommendations or have been commented upon by the Unemployment Committee, United Provinces, 1935, should be referred to the Inter-University Board for opinion :—

- (a) the raising of fees charged in universities;
- (b) the prescribing of a limit to admission of students to universities;
- (c) the content of education as given in the universities, *i.e.*, the need of greater stress on scientific and vocational education;
- (d) the system of co-ordination between different universities so as to secure uniformity of standards and prevent unhealthy competition;
- (e) the setting up of an Advisory Grants Committee to advise the Ministry of Education in regard to the grants which are made to the universities for research work; and
- (f) the sending of students overseas for further education.

II. The opinion of the Inter-University Board should be invited whether or not it is desirable and possible :—

- (i) to increase fees for legal and other professional studies, and
- (ii) to devise a system by which there might be two classes of lawyers—one for the mofussil and one for presidency towns.

III. The views of the Inter-University Board should again be obtained on the question of the equivalence and standardisation of university degrees in India.”

(14) The Inter-University Board discussed some of these questions at its meeting held in 1937, and passed the following resolutions :—

- “(1) The Inter-University Board is emphatically of opinion that the raising of fees charged in universities affords no solution whatever of the unemployment problem.

- (2) A practical solution of the problem of unemployment can only be found in a radical readjustment of the present system of education in schools in such a way that a large number of pupils shall be diverted at the completion of their secondary education either to professions or to separate vocational institutions. This will enable the universities to improve their standards of admission. (This resolution was passed by the Indian Universities Conference of 1934 and now reaffirmed by the Inter-University Board.)
- (3) While the Board is not aware of any unhealthy competition among universities, it accepts the desirability of securing equalisation of standards, and with a view to achieve this end it recommends an extension of the system of appointing examiners from other universities.
- (4) In the opinion of the Inter-University Board, the universities should continue to conduct research in pure science and arts; and that research in technological, industrial and agricultural problems should be undertaken by universities, if additional funds are made available by government, and such funds may be allotted on the recommendation of an Advisory Grants Committee.
- (5) The universities be invited to furnish information relating to changes already effected or under contemplation with reference to the teaching of Law in the universities in the light of the recommendations made by the Sapru Committee report."

As the recommendations of the Sapru Committee had already been before the provincial governments who had considered or were considering them, it was felt that no further action by the Board was necessary.

(15) The Board then considered item No. 7 of the agenda which related to the question of :—

- (a) the formation of a National Committee on Intellectual Cooperation in India, and
- (b) the Central Advisory Board of Education functioning as a National Centre of Educational Information for India.

At its first meeting the Board had decided to refer the following two propositions to the Inter-University Board for opinion :—

- (1) whether the existing arrangement whereby the Educational Commissioner with the Government of India acts as Correspondent with the Secretariat of the International Committee of the League of Nations and with the Director of the International Institute of the Intellectual Cooperation at Paris should continue, or whether any steps be taken for the formation of a National Committee on Intellectual Cooperation in India; and
- (2) whether the Inter-University Board, India, or the Central Advisory Board of Education should act as the National Centre of Educational Information for India.

The Inter-University Board considered these two propositions at its meeting held in 1936 and passed the following resolutions :—

- (1) The Inter-University Board should continue to function as a National Committee on Intellectual Cooperation in India so far as questions of higher education are concerned.
- (2) The Inter-University Board welcomes the idea of the Central Advisory Board of Education functioning as a National Centre of Educational Information in India.

These resolutions were considered by the Central Advisory Board of Education at its second annual meeting and it was resolved that :—

- (a) the Board consider it desirable that at an early stage a National Committee on Intellectual Cooperation should be set up in India and that the Educational Commissioner with the Government of India should at present continue to act as the Correspondent as he has been hitherto doing; and
- (b) the Board should act as a National Centre of Educational Information for India on the understanding that when supplying information the Educational Commissioner should obtain any information that is necessary from the Secretary of the Inter-University Board or refer any important questions to that Board if the opinions of that Board have to be forwarded.

The Government of India considered it desirable to place these resolutions of the Central Advisory Board of Education before the Inter-University Board for opinion whether it still wished to act as a National Committee on Intellectual Cooperation in India so far as questions of higher education were concerned or whether it preferred the arrangements suggested in the resolutions of the Central Advisory Board. The Inter-University Board discussed the matter again at its meeting held in 1937 and reaffirmed the resolutions passed by it on the subject in 1936 and quoted above.

The Central Advisory Board again considered the question and decided that :—
“as the present arrangements have worked and are working satisfactorily, the Central Advisory Board of Education accept the resolutions of the Inter-University Board.”

(16) Item 8 of the agenda (Action taken by the provincial governments to stop wastage in primary education.)

The provincial governments reported the action which they had taken to stop wastage and various suggestions were made. As the problem was receiving widespread attention in the provinces, no further action by the Board was considered necessary at present.

(17) The next item (9) on the agenda related to the views of the provincial governments on the Report of the Women's Education Committee of the Board on primary education of girls in India. This report was first considered by the Board at its second annual meeting held in 1936 at which the Board had emphasised the need of regarding the resolutions not as pious aspirations but as immediate goals. As decided

by the Board, a copy of the report was forwarded to the provincial governments for their views on the recommendations made by the Committee and also the action which they proposed to take. From the replies received from them, it was evident that they were generally implementing the recommendations of the Committee. A summary of the replies was placed before the Board, and this was recorded for information.

(18) *Item No. 10.*—‘Education of Defectives’—The question of the education of defectives was first discussed by the Board in 1936 when it recommended that their education should not be neglected and suggested that the provincial governments should be asked to report what the present position was in the provinces. The views of the provincial governments, who were addressed in the matter, were now before the Board. The general attitude in the provinces seemed to be that whatever funds became available should be spent in extending education among normal children and that these should have the prior claim. It was decided that no further action was necessary in the matter at present.

(19) *Item No. 11* on the agenda related to the filling up of certain vacancies on the standing committees of the Board. The Hon’ble Qazi Ataullah Khan, Minister for Education, North-West Frontier Province, was appointed to the Women’s Education Committee in place of Khan Bahadur M. Azizul-Haque who had ceased to be a member of the Board and consequently of this Committee. The Hon’ble Dr. Syed Mahmood, Minister for Education, Bihar, the Hon’ble Pandit R. S. Shukla, Minister for Education, Central Provinces, and Mr. J. M. Bottomley, C.I.E., I.E.S., Director of Public Instruction, Bengal, were appointed to the Secondary Education Committee in places of Mr. S. Abdul Aziz and Mr. B. G. Khaparde who had also ceased to be members of the Board and consequently of this Committee and of the Hon’ble Mr. Justice M. R. Jayakar, who had resigned his membership of the Board. The Hon’ble the Minister for Education, United Provinces, was appointed to the Vernacular Education Committee and the Vocational and Professional Education Committee in place of Sir J. P. Srivastava who had ceased to be a member of the Board and consequently of these committees.

The Standing Committees of the Board are now constituted as follows :—

(1) *Women’s Education Committee*

1. Lady Grigg.
2. Rajkumari Amrit Kaur.
3. The Hon’ble Qazi Ataullah Khan.
4. Dr. Bhagavan Das.
5. Mr. R. M. Statham.
6. Educational Commissioner with the Government of India.

(2) *Secondary Education Committee*

1. The Hon’ble Dr. Syed Mahmood.
2. Mr. Shyamaprasad Mookerjee.
3. Mr. W. Grieve.
4. The Hon’ble Pandit R. S. Shukla.

5. Mr. J. M. Bottomley.
6. Lady Grigg.
7. Educational Commissioner with the Government of India.

(3) *Vernacular Education Committee*

1. The Hon'ble the Minister for Education, United Provinces.
2. Rajkumari Amrit Kaur.
3. The Right Rev. G. D. Barne.
4. Mr. R. M. Statham.
5. Mr. H. Dippie.
6. Educational Commissioner with the Government of India.

(4) *Vocational and Professional Education Committee*

1. The Right Hon'ble Sir Tej Bahadur Sapru.
2. Dr. Sir Zia-ud-Din Ahmad.
3. The Hon'ble the Minister for Education, United Provinces.
4. Mr. Shyamaprasad Mookerjee.
5. Mr. V. N. Chandavarkar.
6. Educational Commissioner with the Government of India.

(20) Item No. 12 on the agenda was the fixation of the date and place for the fourth meeting of the Board. The general feeling was that it was desirable for the Board to meet at different centres in different years. The date and place of the next meeting were left for the Chairman to decide.

(21) The Board decided to give publicity to the following reports of its Sub-Committees :—

- (1) Report of the Women's Education Committee on the primary education of girls in India, 1936.
- (2) Report of the Women's Education Committee to consider the curriculum of girls' primary schools in India, 1937.
- (3) Report of the Vernacular Education Committee appointed to consider certain questions connected with the administration and control of primary education in India, 1937.

(22) The Hon'ble Dr. Syed Mahmood suggested that the status, professional and social, of the teachers should be raised, and the Board should consider this question. The Hon'ble the Chairman stated that the Board would consider in due course in what way the status of teachers could be raised, having regard to the past traditions of India.

(23) The proceedings ended with a vote of thanks to the Hon'ble the Chairman,

(iv) **FOURTH MEETING—DECEMBER, 1938**

THE Hon'ble Kunwar Sir Jagdish Prasad, Member-in-Charge of the Department of Education, Health and Land, presided over the meeting of the Board.

2. *Agenda* :—The Board was invited to consider the following items :—

- (1) Confirmation of the proceedings of the third annual meeting of the Central Advisory Board of Education held on the 28th January 1938.
- (2) Views of the provincial governments on the recommendation of the Sapru Committee regarding the provision by intermediate colleges and universities of instruction in secretarial work and the institution of diplomas in that subject.
- (3) Views of the provincial governments on the Report of the Vernacular Education Committee of the Central Advisory Board of Education appointed to consider certain questions connected with the administration and control of primary education.
- (4) Views of the provincial governments on the Report of the Women's Education Committee of the Central Advisory Board of Education to consider the curriculum of Girls' Primary Schools in India, 1937.
- (5) Report of the Committee of the Central Advisory Board of Education appointed to consider the Wardha Education Scheme.
- (6) Removal of illiteracy, adult education and village libraries.
- (7) Educational Broadcasting in India.
- (8) Policy in regard to the award of the Central State Scholarship for study abroad.
- (9) Reconstitution of the standing committees of the Central Advisory Board of Education.
- (10) Fixation of the date and place for the fifth meeting of the Board.

3. *Proceedings* :—The Board adopted the following resolutions :—

(1) *Item 1.*—The proceedings of the third annual meeting of the Board were confirmed.

(2) The next item (2) on the agenda related to the recommendation of the Sapru Committee regarding the provision by intermediate colleges and universities of instruction in secretarial work and the institution of diplomas in that subject. It was explained that the recommendation, so far as it related to secondary education, could properly be examined in connection with the proposals for reconstructing the educational systems which had been put forward by the Central Advisory Board of Education. The provincial governments and local administrations had been requested to consider whether facilities for this kind of training could appropriately be provided at the university stage. From the replies received from them, it was evident that several provinces were in favour of this proposal. A summary of the replies was placed before the Board for information and was recorded.

(3) *Item 3 of the Agenda.*—At its second annual meeting held in 1936, the Board decided to refer the question of the nature of the administration and the control of primary education in India to its Vernacular Education Committee. This Committee met in 1937 and reported that there was need of more efficient administration and control of primary education in India and made several important recommendations with

a view to achieving this object. The Board considered this report at its meeting held in January 1938 and resolved that copies should be forwarded to the provincial governments for consideration and such action as they might consider necessary. The Government of India accordingly forwarded copies of the report to the provincial governments and the local administrations with the request that their views should be furnished on the recommendations made in the report and also on the action which they proposed to take. The memorandum circulated to the members explained what action the provincial governments and local administrations had taken or proposed to take in the matter. The Board noted with satisfaction that several provinces had taken action on the lines suggested in the report whilst others had appointed committees of their own to report on these questions. The Board felt that in view of the importance of this matter the Educational Commissioner with the Government of India might be asked to watch any further developments in the provinces and report again to the Board.

(4) *Item 4 of the Agenda.*—In accordance with the decision of the Board at its third annual meeting on the 28th January 1938, copies of the Report of its Women's Education Committee on the curriculum of girls' primary schools in India had been forwarded by the Government of India to the provincial governments and local administrations for consideration and such action as might be considered necessary. Important recommendations made in this report were that the curriculum should be expressed in terms of activity, that in the primary classes the general curriculum for boys and girls need not be different and that co-education upto the age of about 10 years was not objectionable. A summary of the views of the provincial governments and local administrations on this report was placed before the Board from which it was evident that they were generally implementing the recommendations made in the report. The Board noted it for information.

(5) The Board then considered item No. 5—the Report of its Sub-Committee on the Wardha Education Scheme. At its third annual meeting held in January 1938, the Board appointed a sub-committee under the Chairmanship of the Hon'ble Mr. B. G. Kher, Premier and Education Minister, Government of Bombay, to examine the scheme of educational reconstruction incorporated in the Wardha Scheme in the light of the Wood-Abbott Report on General and Vocational Education and other relevant documents and to make recommendations. The Sub-Committee presented its report to the Board on 3rd December, 1938.

(6) The Sub-Committee first dealt with the misunderstandings and misconceptions which had gathered round the Wardha Scheme and then considered its various aspects. In its opinion these misunderstandings had arisen either from a misconception of the fundamental ideas on which the scheme rested or from statements made by enthusiastic but misguided protagonists or from some of the phraseology of the Zakir Husain Report itself, which is the authoritative pronouncement on the Wardha Scheme. The Sub-Committee observed that the basic principle of the Wardha Scheme as presented in the Zakir Husain Report was one of education through activity

and not of production as is generally believed. The main recommendations of the Sub-Committee were—

- (1) The scheme of "basic" education should first be introduced in rural areas.
- (2) The age range for compulsion should be 6 to 14 years, but children can be admitted to the "basic" school at the age of 5.
- (3) Diversion of students from the "basic" school to other kinds of school should be allowed after the 5th class or about the age of 11 plus.
- (4) The medium of instruction should be the vernacular of the pupils.
- (5) A common language for India is desirable. This should be Hindustani with both the Urdu and Hindi scripts. Option should be given to children to choose the script and provision should be made for teaching them in that script. Every teacher should know both scripts, *viz.*, Urdu and Hindi. Some members of the Committee suggest that the adoption of Roman script might greatly minimise the work of both scholar and teacher.
- (6) The Wardha Scheme of "basic" education is in full agreement with the recommendations made in the Wood-Abbott Report so far as the principle of learning by doing is concerned. This activity should be of many kinds in the lower classes and later should lead to a basic craft the produce from which should be saleable and the proceeds applied to the upkeep of the school.
- (7) Certain elements of cultural subjects, which cannot be correlated with the basic craft, must be taught independently.
- (8) The training of teachers should be reorganised and their status raised.
- (9) No teacher should receive less than Rs. 20 per mensem.
- (10) Efforts should be made to recruit more women teachers and to persuade girls of good education to take up teaching.
- (11) "Basic" schools should be started only when suitable trained teachers are available.
- (12) The curriculum will need revision in the light of experience.
- (13) English should not be introduced as an optional subject in "basic" schools.
- (14) The State should provide facilities as at present for every community to give religious teaching, when so desired but not at the cost of the State.
- (15) No external examinations need be held. At the end of the "basic" school course a leaving certificate based on an internal examination should be given.
- (16) Pupils wishing to join other schools at the end of the 5th class (age 11+) should also be granted a leaving certificate.
- (17) Promotion from class to class will be determined by the school, though the results of the internal examinations should be subject to the supervisors' inspection.

(7) The Board considered these recommendations in detail. As regards the recommendation that the scheme of "basic" education should first be introduced in rural areas, it was pointed out by one member that it would be easier to control and

watch this experimental scheme in municipalities rather than in the countryside. But as the real basis of the scheme was to attack illiteracy which existed to a much greater extent in rural than in urban areas and as the proposed curriculum was designed mainly for rural schools, it was generally felt that the most suitable place for its introduction was the rural area, and the Board endorsed the recommendation of its Sub-Committee.

(8) The Board next considered the recommendation that the age range for compulsion should be 6 to 14 years though children could be admitted to the "basic" school at the age of 5. It was explained that on the question of the age of admission there was considerably diversity of opinion amongst the members of the Sub-Committee. The advocates of the Wardha Scheme wished for compulsion to range between the ages of 7 and 14 as they considered that better value from education could be obtained from an age range of 7 to 14 than from that of 6 to 11. On the other hand, several members of the Sub-Committee felt that 7 was too high an age for admission to the "basic" schools. Finally the compromise was reached that the age for compulsion should be 6, but if any child below 6 but above 5 wished to attend school, he should not be excluded.

While this recommendation was being considered by the Board the question was raised whether it was possible to keep children at school after they became really productive. It was pointed out that their retention at school after the age of 11 till 14 would impose a severe burden on those parents who belonged to the labouring classes and would expect their children to be earning at that age. It was suggested that in the present circumstances, compulsion should be started with the age limits of 6 to 11 in the first instance, the upper limit to be raised later to 12, 13 and 14. The general feeling was that however great the practical difficulties might be, the age range for compulsion from 6 to 14 years as recommended by the Sub-Committee should be regarded as the ultimate objective to be reached by stages.

(9) The Board then took up the recommendation of the Sub-Committee that transfer of pupils from the "basic" school to other kinds of school should be allowed after the 5th class or about the age of 11 plus. It was explained that the reason for this recommendation was that it was quite possible that certain children in these "basic" schools might wish to attend a different type of school, for instance a school in which English was taught, and in such cases it should be made possible for them to transfer when they reached the end of the primary stage *i.e.*, about the age of 11. After a general discussion, the Board felt that this recommendation from the educational point of view was sound.

(10) One member suggested that the mother tongue of the pupils, *i.e.*, the language which they normally spoke in their homes, should be the medium of instruction. It was felt however that such a course would lead to considerable practical difficulties on account of the presence of several dialects in the same area, and that if the mother tongue was used as the medium of instruction, a large number of textbooks

in various dialects would be necessary. Again, where one school might give instruction in one dialect and another in the same area in a different dialect, people would not be able to understand each other. It was explained that the term "vernacular" used in the recommendation of the Sub-Committee was meant to denote the literary language and not a patois. The Board did not favour the suggestion of making the local dialects of the pupils the media of instruction, and recommended that whatever the language used as the medium of instruction, it should be a literary language.

(11) The Board then considered the recommendation relating to a common language for India which should be Hindustani. It was pointed out that the introduction of Hindustani as a compulsory subject in the provinces where Hindi and Urdu were generally spoken might be possible but that its introduction in those provinces where it was neither spoken nor understood would be difficult. Another difficulty, which was urged, was that several provinces had already a number of different languages spoken within their jurisdiction, and the introduction of an alien language (Hindustani) as a compulsory subject in those provinces would further add to their language difficulties. It was also stated that it would be difficult to obtain a sufficient number of teachers who could effectively teach in a language which was foreign to that Hindi and Urdu were really two different forms of Hindustani and that attempts Hindustani, intercourse between the provinces would not be possible. One member expressed a doubt whether there was such a language as Hindustani. In his opinion, there was Hindi or Urdu both of which were literary languages. It was pointed out that Hindi and Urdu were really two different forms of Hindustani and that attempts were already being made in some provinces to bring them closer. Another suggestion was that there should be not only a common language for the whole of India but a common script also, *viz.*, Roman. The Board recognised the advantage of having a common language for the whole of India and the general feeling was that Hindustani should be this common language, and that in the provinces where it was not spoken, it should be introduced in schools as a second language. After a general discussion, the Board decided that when forwarding copies of the report to the provincial governments, these difficulties should be brought to their notice.

(12) It was also pointed out that primary teachers were at present receiving very low pay in various provinces. The Board felt that a pay of less than Rs. 20 was likely to affect the success of the Wardha Scheme and wished to emphasise that no trained teacher should receive less than Rs. 20 a month as recommended by the Sub-Committee. In order to induce more women to take up teaching, it was suggested that higher salaries should be offered to women than to men. The Board, however, felt that the recommendation of the Sub-Committee as it stood was sufficient.

(13) It was observed that the Sub-Committee had decided to rule out English as an optional subject even in the higher classes of the "basic" schools. A fear was expressed that if English was not taught in these "basic" schools, other schools might follow suit so that a child who wished to learn English would not be able to do so. It was explained that some members of the Sub-Committee also felt that a good

grounding in English was essential for higher studies and that the study of English must be started at an age earlier than 14. But the Sub-Committee considered that the demand for English would be met by the possibility of transfer after the 5th class or about the age of 11 plus to schools where English was taught. The Board agreed that this would meet the requirements.

(14) One member was strongly opposed to the recommendation of the Sub-Committee that no external examinations need be held and that at the end of the "basic" school course a leaving certificate based on an internal examination should be given. He considered that no system of internal examination would ever be satisfactory for the purpose of admission to other schools. It was pointed out that it was open to the authorities of other schools, to which the pupils of the "basic" schools might seek admission, to prescribe any form of test they considered suitable. While accepting this recommendation, the Board agreed to record the dissent of the member concerned.

The Board thus generally approved all the recommendations made in the Report of its Sub-Committee, and it was decided that:—

a copy of the Report, together with a summary of the discussion, should be forwarded to the provincial governments for consideration and such action as they might consider necessary.

(15) It was felt that certain points required further consideration in connection with the Wardha Scheme, *e.g.* :—

- (1) whether compulsion should be introduced from the age of 6 to 11 years in the first stage or from the age of 7 to 14 without any preliminary stage;
- (2) the question of the transfer of children from the "basic" school at the age of 11 plus to other schools;
- (3) the desirability of the division of the "basic" schools into primary and upper primary schools or stages and the examination of the curriculum in the light of this possible division;
- (4) the co-ordination of the Wardha Scheme with higher education;
- (5) the question of ways and means to finance the Wardha Scheme; and
- (6) the training of nursery school teachers and the recruitment of more women teachers generally.

The Board decided that—

a committee consisting of the following members, with powers to co-opt, should be appointed to examine these and any other matters arising out of the Wardha Scheme of Education :—

- (1) The Hon'ble Mr. B. G. Kher, Premier and Education Minister, Government of Bombay, Chairman.
- (2) The Hon'ble Qazi Ataullah Khan, Minister of Education, Government of the North-West Frontier Province.
- (3) Rajkumari Amrit Kaur.
- (4) Mrs. Hansa Mehta, Parliamentary Secretary for Education to the Hon'ble the Prime Minister, Bombay.

- (5) Dr. Zakir Husain, Principal, Jamia Millia Islamia, Delhi.
- (6) Pandit Amarnath Jha, Vice-Chancellor, Allahabad University.
- (7) Dr. W. A. Jenkins, Director of Public Instruction, Bengal.
- (8) Mr. W. H. F. Armstrong, Director of Public Instruction, Punjab.
- (9) The Educational Commissioner with the Government of India.

It was agreed that the Committee should, if possible, visit places where the Wardha Scheme was in operation.

(16) The Board next considered item No. 6 of the agenda which related to the removal of illiteracy, adult education and village libraries. It was explained that some provinces were now beginning to make serious attempts to remove adult illiteracy. The Board felt that this most important problem should be examined on an all-India basis. It accordingly decided that—

a committee consisting of the following members, with powers to co-opt, should be appointed to examine this problem and to report to the Board :—

- (1) The Hon'ble Dr. Syed Mahmood, Minister of Education, Government of Bihar, Chairman.
- (2) The Hon'ble Mr. Sampurnanand, Minister of Education, Government of United Provinces, or Mr. R. S. Wair, Director of Public Instruction, United Provinces.
- (3) Rajkumari Amrit Kaur.
- (4) Mr. W. H. F. Armstrong, Director of Public Instruction, Punjab.
- (5) The Educational Commissioner with the Government of India.

(17) *Item No. 7.—Educational Broadcasting in India*—Mr. A. S. Bokhari, Deputy Controller of Broadcasting in India, who was present by invitation, explained the position of educational broadcasting in India. He stated that at present four All India Radio stations, *viz.*, Delhi, Madras, Bombay and Calcutta, were regularly broadcasting educational programmes but that this was purely an experimental measure. It was felt that there should be closer cooperation between the radio authorities and the educational authorities about these programmes.

The Board suggested that—

a strong committee on which the educational authorities should be adequately represented should be appointed for the All India Radio Station, Delhi, which should be used as an experimental station for educational broadcasting and this committee should put forward any suggestions to the Broadcasting Department or to the Board for consideration.

(18) Item No. 8 of the agenda dealt with the policy in regard to the award of the Central State Scholarship for study abroad. It was explained that a State Scholarship varying in value from about £ 250 to £ 350 a year for study abroad was awarded every year by the Government of India in the Department of Education, Health and Lands to a student who was by birth or domicile a native of the territory, under the administrative control of the Government of India, or who, being the child or ward

of a servant of the Government of India, had been educated in such territory. The point for consideration before the Board was whether this scholarship should be confined to special work or be given for general education.

The Board suggested that—

it should in future be awarded for special purposes, *e.g.*, :—

- (i) training for particular posts such as those in special institutions like schools for defectives;
- (ii) preparation for some particular work, *e.g.*, inspection of girls' schools, examination of educational systems or types of training, etc., and
- (iii) study in any branch of knowledge for which suitable facilities do not exist in India.

In the course of discussion, a question arose as to whether the inhabitants of the tribal areas on the North-West Frontier were eligible for this scholarship. It was stated that this matter would be investigated.

(19) Item No. 9 of the agenda related to the reconstitution of the standing committees of the Board. It was decided that these committees should be reconstituted as follows : —

(1) *Women's Education Committee*

- (1) The Hon'ble Mr. B. G. Kher, Premier and Education Minister, Bombay.
- (2) Rajkumari Amrit Kaur.
- (3) The Hon'ble Qazi Ataullah Khan, Minister of Education, North-West Frontier Province.
- (4) Mr. R. M. Statham, C.I.E., I.E.S., Director of Public Instruction, Madras.
- (5) Educational Commissioner with the Government of India.

(2) *Secondary Education Committee*

- (1) The Hon'ble Dr. Syed Mahmood, Minister of Education, Bihar.
- (2) Pandit Amarnath Jha, Vice-Chancellor, Allahabad University.
- (3) Mr. W. Grieve, C.I.E., I.E.S., Director of Public Instruction, Bombay.
- (4) The Hon'ble Mr. Sampurnanand, Minister of Education, United Provinces.
- (5) Mr. J. M. Bottomley, C.I.E., I.E.S., Director of Public Instruction, Bengal.
- (6) Rajkumari Amrit Kaur.
- (7) Educational Commissioner with the Government of India.

(3) *Vernacular Education Committee*

- (1) The Hon'ble Mr. Sampurnanand, Minister of Education, United Provinces.
- (2) Rajkumari Amrit Kaur.
- (3) The Rt. Rev. G. D. Barne, C.I.E., O.B.E., V.D., Bishop of Lahore.

- (4) Mr. R. M. Statham, C.I.E., I.E.S., Director of Public Instruction, Madras.
- (5) Mr. W. H. F. Armstrong, I.E.S., Director of Public Instruction, Punjab.
- (6) Educational Commissioner with the Government of India.
- (4) *Vocational and Professional Education Committee*
 - (1) Mr. P. F. S. Warren of Messrs Jessop & Co., Calcutta.
 - (2) Dr. Sir Zia-ud-Din Ahmad, C.I.E., Ph.D., D.Sc., M.L.A.
 - (3) The Hon'ble Mr. Sampurnanand, Minister of Education, United Provinces.
 - (4) The Hon'ble Diwan Bahadur Sir K. Ramunni Menon.
 - (5) The Hon'ble Mr. S. V. Gokhale, Minister of Education, Central Provinces.
 - (6) Educational Commissioner with the Government of India.

These committees have powers to co-opt.

(20) Item No. 10 on the agenda was the fixation of the date and place for the fifth meeting of the Board. The general feeling was that it was desirable for the Board to meet at different centres in different years. The date and place of the next meeting were left for the Chairman to decide.

(21) The question of the discontinuance of the use of the word "vernacular" in official publications and correspondence was also considered as objection had been taken to its use. Some of the provincial governments had already decided to discontinue the use of the word "vernacular", while many of the Indian universities had adopted the term "modern Indian languages" in place of "vernaculars." The point for consideration before the Board was whether suitable substitutes for terms like "vernacular", "vernacular languages", "vernacular schools", "Anglo-vernacular schools", should be sought for adoption in educational terminology throughout the country. While realising the need of a change, the Board felt that it was difficult to find substitutes which would convey the same idea in an equally concise form.

(22) At its second annual meeting held in 1936, the Board had decided that with a view to ascertaining as accurately as possible the exact extent of unemployment among educated persons, the colleges and universities should endeavour to keep in touch with their students after they left. Most of the provincial governments issued instructions to this effect. It was explained to the Board that the matter was at present in an experimental stage and that after these records had been maintained for a few years, the Bureau of Education of the Government of India would be able to coordinate the results. It would then be considered whether any useful purpose was being served by these records.

(23) The Board recorded its appreciation of the very valuable services, which Mr. Parkinson, Educational Commissioner with the Government of India, who was to retire from service shortly, and Lady Grigg, who would be leaving India at the end of April next, had rendered on the Board. The proceedings then ended with a vote of thanks to the Hon'ble the Chairman.

(v) **FIFTH MEETING—MAY, 1940**

Chairman's Address (Sir Girja Shankar Bajpai)

“**A**S such of us as are likely to attend this meeting are already here, so we may begin our proceedings. As we are a Central Board and not a public meeting or Parliament, we might have the convenience of speaking from our seats without formal discourse on our legs.

“Permit me, first, to welcome all those of you who have come here, at much personal inconvenience, especially to attend these meetings, and in particular, to welcome to the Board our two new colleagues, Lady Glancy and Sir Maurice Gwyer. Lady Glancy's sympathetic, assiduous and successful social work, especially for the Women of India, is well known. I feel sure that with her experience of, and keen interest in, such activities, she will be able to make a valuable contribution to our efforts, especially in the domain of the education of women. And may I also take the opportunity, on your behalf, of congratulating her, and through her, her husband, Sir Bertrand Glancy, on his appointment as the Governor of the Punjab? I am sure the qualities of Lady Glancy which I have just mentioned will be of great value to that province. Sir Maurice, as you know, has an established and, if I may presume to say so, well-merited reputation as humanist, scholar and jurist. He has a distinguished record of practical contribution of historic importance to the post-war constitutional evolution of the British Commonwealth of Nations. Last year, he accepted the position of Vice-Chancellor of the University of Delhi. Even in this short period he has done much to vitalise an institution which, I regret to say, though conceived in splendour, has hitherto deserved more the compassion than the envy of its sister universities. Sir Maurice's broad sympathies and wide experience of affairs should also prove a real acquisition to us all.

“We are not, ladies and gentlemen, a political body but, considering our constitution, we cannot overlook the fact that in seven provinces, there are no Ministers who could today participate in our deliberations. This, I am sure, we all profoundly regret. This Board was established practically on the eve of provincial autonomy in the hope that its recommendations would form the basis of educational experiment and reform in the provinces. That hope is not likely to be realised if those who are responsible for educational policy cease, for long, to attend our meetings. If that should happen, there is a very real risk that we may become an educational prototype of the Assembly of the League of Nations. It must, therefore, be the earnest hope of all of us that Ministries may soon be re-formed where these have ceased to exist and that, in future, Ministers in those provinces where the Constitution has not been suspended will, even at some inconvenience to themselves, spare the time to attend our meetings. In their absence, we must look to the Directors of Public Instruction present today to make our labours fruitful. Lest what I have said regarding the absence of Ministers be misunderstood, let me hasten to make it clear that I consider the co-operation of the provincial heads of departments essential to the success of our work.

Indeed, for a session to be ideal, it is eminently desirable that both Ministers and their Directors of Public Instruction should attend.

“Ladies and Gentlemen, you may begin to get somewhat fireful at the hitherto undisclosed limbs of my discourse but let me assure you at once that I do not propose to inflict upon you a new educational policy. There are a number of them in the field already and I am modest enough to recognise my unfitness to add to the prevailing confusion by propounding a theory of my own. But I would, if I may, conclude with a personal note. Five years ago, it was my privilege to preside over the first meeting of this Board. The ready and friendly help that I received on that occasion from all the members has been one of the pleasantest recollections of my official career. May I now express the sincere hope that what was vouchsafed to me so generously in the past will not be withheld from me in the future? For my part, it will be my constant endeavour to deserve your confidence and cooperation.”

2. *Agenda.*—The Board was invited to consider the following agenda :—

- (1) Confirmation of the proceedings of the fourth meeting of the Central Advisory Board of Education held on the 3rd December 1938.
- (2) Reports from provincial governments showing further developments in regard to the administration and control of primary education.
- (3) A report showing the action taken by the Government of India on the suggestions made by the Central Advisory Board of Education at its fourth meeting regarding the award of the Central State Scholarship for study abroad.
- (4) Views of the provincial governments on the recommendations made by the Committee of the Central Advisory Board of Education appointed in 1938 to consider the Wardha Education Scheme.
- (5) Discontinuance of the use of the word ‘Vernacular’ in educational terminology.
- (6) Report of the Adult Education Committee of the Central Advisory Board of Education, 1939.
- (7) Report of the Wardha Education Committee of the Central Advisory Board of Education, 1939.
- (8) Establishment of a centre for the Study of Social Service and Public Administration in India.
- (9) Future development of technical education in India including the training of apprentices.
- (10) Prevention of exhibition to children of unsuitable cinema films.
- (11) Publication of a ‘Bibliography of the Doctorate Thesis’ written in India in Arts and Science.
- (12) Nomination of representatives of the Central Advisory Board of Education on the committee to be appointed by the Communications Department for educational broadcasting in connection with the All India Radio Station, Delhi.
- (13) Supply of copies of the proceedings of the meetings of the Central Advisory Board of Education to provincial governments and local administrations.
- (14) Adoption of a uniform scientific terminology for regional languages in India.
- (15) Withholding of the emoluments of scholarships from those students whose parents are able to provide education without financial assistance from public funds.
- (16) Reconstitution of the standing committees of the Central Advisory Board of Education.
- (17) Fixation of the date and place for the sixth meeting of the Central Advisory Board of Education.

3. *Proceedings* :—The Board adopted the following resolutions :—

(1) *Item 1.*—The proceedings of the fourth meeting of the Board were confirmed.

(2) *Item 2.*—At its second annual meeting held in 1936, the Board decided to refer the question of the administration and the control of primary education in India to its Vernacular Education Committee. This Committee met in 1937 and reported that there was need of more efficient administration and control of primary education in India and made several important recommendations with this object in view. The Board considered this report at its meeting held in January 1938 and resolved that copies should be forwarded to provincial governments for consideration and such action as they might consider necessary. The Government of India accordingly forwarded copies of the report to the provincial governments and local administrations with the request that their views should be furnished on the recommendations made in the report together with information as to the action which they proposed to take. A memorandum summarising the steps which the provincial governments and local administrations had taken or proposed to take in the matter was placed before the Board at its last meeting. The Board noted with satisfaction that several provinces had taken action on the lines suggested in the report whilst others had appointed committees to report on these questions. The Board felt, however, that in view of the importance of this matter the Educational Commissioner with the Government of India might be asked to watch any further developments in the provinces and report again to the Board. The provincial governments and local administrations were accordingly asked to furnish the Board with a short account of any such developments. The further reports received from them were placed before the Board for information and were recorded.

It was also decided that provincial governments should be asked to supply the Board for distribution among its members with copies of the reports of any committees appointed by them to deal with subjects in which the Board is interested.

(3) *Item 3.*—At its last meeting held in December, 1938, the Central Advisory Board of Education considered the question of future policy with regard to the award of the Central State Scholarship for study abroad. A State Scholarship varying in value from about £ 250 to £ 350 a year for study abroad is awarded every year by the Government of India in the Department of Education, Health and Lands to a student who was, by birth or domicile, a native of the territory under the administrative control of the Government of India or who, being the child or ward of a servant of the Government of India, had been educated in such territory. The point for consideration before the Board was whether this scholarship should be confined to special work or be given for general education. The Board suggested that it should in future be awarded for special purposes, *e.g.* :—

- (i) training for particular posts such as those in special institutions like schools for defectives;

- (ii) preparation for some particular work, e.g., inspection of girls' schools, examination of educational systems or types of training, etc.; and
- (iii) study in any branch of knowledge for which suitable facilities do not exist in India.

During the course of discussion, a question also arose as to whether the inhabitants of the tribal areas on the North-West Frontier were eligible for this scholarship. It was stated that this matter would be investigated.

The Government of India, who award the Central State Scholarship, reported that they had accepted all the suggestions of the Central Advisory Board of Education. They had also considered the question of the eligibility of students from tribal areas in India for this scholarship and decided to include all the tribal areas in India in the list of centrally administered areas to which the rules for the Central State Scholarship are applicable. They had also arranged for students in Coorg to be eligible to compete for this award and had amended the rules accordingly. The Board noted the action taken.

(4) *Item 4.*—At its third annual meeting held in January 1938, the Board appointed a sub-committee under the chairmanship of the Hon'ble Mr. B. G. Kher, Premier and Education Minister, Government of Bombay, to examine the scheme of educational reconstruction incorporated in the Wardha Scheme in the light of the Wood-Abbott Report on General and Vocational Education and other relevant documents and to make recommendations. The sub-committee presented its report to the Board on the 3rd December 1938.

The Board considered this report at its meeting held in December 1938, and generally approved all the recommendations made in it. They further decided that copies of the report, together with a summary of the discussion, should be forwarded to provincial governments for consideration and such action as they might consider necessary. The Government of India accordingly forwarded copies of the report and a summary of the discussion to the provincial governments and local administrations with the request that their views should be furnished on the recommendations made in the report and also on the action which they proposed to take. A summary of the views of the provincial governments and local administrations on the recommendations of this committee and the action which they proposed to take on them had been circulated to the members and the Board noted them for information.

(5) *Item 5.*—At its fourth meeting held in December 1938, the Central Advisory Board of Education discussed the question of the discontinuance of the use of the word 'vernacular' in official publications and correspondence. It was pointed out that some of the provincial governments had already decided to discontinue the use of the word 'vernacular' while many of the Indian universities had adopted the term 'modern Indian languages' in place of 'vernaculars'. The point for consideration before the Board was whether suitable substitutes for terms like 'vernaculars', 'vernacular languages', 'Middle Vernacular Schools', 'Anglo-Vernacular Schools', etc., could be found and adopted in educational terminology throughout the country. The Board felt that in

these particular cases it would be difficult to find substitutes which would convey the same idea in an equally concise form.

When forwarding to provincial governments the resolutions passed by the Board at its last meeting, the Government of India also took the opportunity of asking them to suggest suitable substitutes for the terms in question. A summary of the views of the provincial governments in the matter was circulated to the members of the Board. While certain alternatives had been suggested for the term 'vernacular' no common term had been suggested for composite terms like 'Middle Vernacular Schools', 'Anglo-Vernacular Schools', etc. As the word 'vernacular' and its composite terms are of frequent occurrence in provincial as well as central educational publications, it seemed desirable that in the interests of uniformity the existing nomenclature should be retained in the absence of concise and intelligible alternatives. The Board was in agreement with this view.

(6) *Item 6.*—At its annual meeting held in December 1938, the Central Advisory Board of Education considered the question of adult education both generally and with special reference to the removal of illiteracy and the provision of village libraries. The Board, while aware that active steps were being taken in some provinces to combat illiteracy, felt that this most important problem should be examined on an all-India basis. It accordingly appointed a committee under the chairmanship of Dr. Syed Mahmood, then Minister of Education Government of Bihar, to examine this problem and to report on it. The report of the committee was submitted for consideration by the Board.

The main conclusions and recommendations of the committee and the decisions of the Board with regard to them are set out below :—

- (1) To secure an early and effective solution of India's educational problems, the provision of facilities for adult education on the widest scale and the introduction of a free and compulsory system of primary education are of equal urgency and must be treated as complimentary to one another. (Adopted).
- (2) While the literacy campaign is only one aspect of the adult education movement, the prevalence of illiteracy in India at the present time makes it the aspect to which immediate attention must be devoted. (Adopted)
- (3) Literacy is a means to further education and must not be regarded as an end in itself. The primary aim of the campaign must be not merely to make adults literate but to keep them literate. To achieve this object the attack must be launched on the widest possible front with the help of every agency, human or material, which can in any way contribute to its success. Continuous and effective propaganda of all kinds is essential. (Adopted)
- (4) Efforts should be directed in the beginning to persuade illiterates voluntarily to undergo instruction. If a voluntary system fails to achieve its object, ways and means of bringing pressure to bear on illiterates should be explored. (Adopted)

- (5) In a movement of this character the utmost freedom must be allowed to experiment and regard must be had at all times to local conditions. No useful purpose would be served by attempting to prescribe methods or draw up a code applicable to India as a whole. Valuable assistance might, however, be afforded to provincial governments and other authorities responsible for adult education if a committee of experts were appointed to report on questions of teaching technique and survey the results of experiments.

(The Board was of opinion that it would be premature at this stage to appoint a committee as suggested. It is too early as yet to survey the progress of the movement as a whole or to assess the results of the experiments which are being carried out in many areas. The Educational Commissioner was asked to collect information from Provincial Education Authorities as and when available and to prepare a statement for the Board.)

- (6) Whatever subjects are introduced into the curriculum and whatever the teaching methods adopted, the form in which instruction is given must be intelligible and interesting to the student and the instruction itself should be closely related to his occupation, his personal interests and the social and economic conditions under which he lives. (Adopted)
- (7) It is unnecessary and inexpedient in view of the circumstances prevailing in India to draw any rigid distinction between adult education in the strict sense and technical, commercial or art instruction or to regard the latter as falling outside the sphere of the former. The easiest way of approach to many adult students may be through subjects of a vocational character. (Adopted)
- (8) With a view to defining what is meant by an adult it is recommended :—
- (a) that a boy under the age of 12 should not be admitted to an adult centre under any circumstances;
 - (b) that a boy, so long as he is attending a full time day school, should not be encouraged to attend evening classes as well; and
 - (c) that subject to (b) above and wherever the numbers justify it, separate classes should be organized for boys between 12 and 16.

It is unnecessary to fix any age limits in the case of girls who wish to join adult classes for women. (Adopted)

- (9) Every effort should be made to enlist the help of voluntary agencies. Classes run by reputable associations should receive every encouragement and bodies whose primary objects are not educational need not be excluded if adequate safeguards are provided against any risk of the movement being used for religious or political propaganda. (Adopted)
- (10) Universities should be urged to expand and popularize the work of their extra-mural departments and provide opportunities for adult students of exceptional ability to take a university course.

(With regard to this recommendation and recommendations Nos. 12 and 13 the Board decided without endorsing them to ask provincial governments to bring them to the notice of universities in their areas for such action as they might think fit.)

- (11) An extension in the number and scope of institutions providing technical, commercial and art instruction is urgently needed, and subjects of a cultural or recreational kind should be included in their curricula. (Adopted)
- (12) Adult education is a branch of social reconstruction. Social science in a practical form should be taught in all universities (*See note under No. 10*).
- (13) The possibility of making a period of social service obligatory on all students in universities and pupils in the upper forms of high schools should be carefully examined. Pending the setting up of a special committee for this purpose a strong appeal should be made to all educated persons, and in particular to government servants, to render voluntary service in connection with the literacy campaign (*See note under No. 10*).
- (14) Mechanical aids to learning such as the radio, the cinema, the gramophone and the magic lantern can be used with great effect in adult education. To enable them to be employed much more widely than at present steps should be taken to increase the supply and reduce the cost. Information on this and other points should be collected and distributed by the Bureau of the Central Advisory Board of Education. (Adopted)
- (15) An adequate supply of trained and competent teachers is the fundamental need in adult as in every other branch of education. Teachers in day schools may be expected to form the nucleus of this supply but in view of the fact that teaching methods which are successful with children are not always suitable for adults, they will require a special course of training. It is recommended that the course of training in the normal schools should include instruction in the technique of teaching adults. (Adopted)
- (16) It will be necessary to supplement the professional teachers by a large body of helpers drawn from other occupations. The training of these is an essential preliminary to their employment, particularly if they are to be in charge of classes. (Adopted)
- (17) Every province should appoint Inspectors and Organizers expert in and able to devote their whole time to adult education. The appointment by at least one province of a number of full-time teachers for adult work only is a commendable experiment. (Adopted)
- (18) The movement so far has depended very largely on unpaid service but it is reasonable to anticipate that it will soon require a very considerable proportion of paid workers, especially when the demand arises for instruction beyond the stage of mere literacy. The financial implications of this, including the rates of pay and conditions of service to be offered, are matters for local consideration. (Adopted)

- (19) A library is an essential adjunct to every adult education centre. Liberal grants should be given to increase the number and size of libraries, particularly in rural areas, and to assist the production of suitable literature. The central government should help in the distribution of books and other literature by granting special postal concessions. Provincial governments should take immediate steps to deal with the present unsatisfactory state of affairs so far as the supply of textbooks is concerned.

(While in full agreement as to the need for extending libraries and providing suitable literature the Board felt that no useful purpose would be served by asking the central government for special postal concessions as suggested by the committee.)

- (20) The importance of a wide expansion of facilities for adult education is even more important in the case of women than that of men. The methods of approach in the case of women must be at once more varied and less formal. A number of suggestions for furthering the movement among women will be found in Section IX of the Committee's report. (Adopted)

- (21) Illiteracy is not confined to the village: a large proportion of the workers in urban areas is also illiterate. In this connection it is essential to secure the cooperation of employers of labour and associations of workers. The question of levying a tax on those employers of labour who do not make adequate provision for the education of their employees is worthy of consideration.

(The Board felt that practical difficulties would arise with regard to the levying of a tax on those employers who do not make provision for the education of their employees.)

- (22) It should be obligatory on all government departments, central and local, to ensure that their staffs are literate.

(While agreeing as to the desirability of all government departments giving every encouragement to their staffs to become literate, the Board did not agree that this should be made obligatory under existing circumstances.)

- (23) The progress of the Adult Education Movement can only be ensured if its control in each province is vested in a single authority. That authority should be the Education Department. It should be the duty of the Education Department (a) to establish satisfactory contacts with other authorities in the province concerned with social reconstruction of which adult education is a part and (b) to delegate authority to such subordinate bodies and to appoint such officers as local circumstances may require for the effective organization and supervision of the movement. (Adopted)

- (24) The cost of the literacy campaign alone apart from other essential developments in adult education will impose a very severe strain on the resources of most provincial governments. In view of the extreme importance of bringing the campaign to a successful conclusion at the earliest possible date, the

central government should afford financial assistance to those provincial governments which are prepared to carry out approved schemes within the next five years.

(In view of the prior claims of primary education to any financial assistance which might be forthcoming from the central government towards educational development in the provinces, the Board was unable to accept the recommendation of the Committee that the central government should make a specific grant to provincial governments for carrying out approved schemes of adult education.)

- (25) In each province there should be established a bureau to collect and distribute information with regard to the adult education movement. There should also be a central bureau to collect, collate and publish at regular intervals information as to the progress of the movement in all parts of the country. The Bureau of the Central Advisory Board of Education should be equipped to undertake this latter function.

(The Board was in sympathy with the general policy outlined but thought it advisable to wait for action by provincial governments before expanding their own Bureau for this purpose.)

- (26) The returns as to literacy in the Census Report should be so amended as to make them more useful for educational purposes. (Adopted)

The Board also decided that—

- (a) a copy of the Report, together with the decisions of the Board in regard thereto, should be forwarded to the provincial governments for consideration and such action as they might consider necessary ; and
(b) their thanks be expressed to the Chairman and members of the Committee for the great amount of time and care which they had obviously devoted to the preparation of the report.

(7) *Item 7.*—The Central Advisory Board of Education at its meeting held in January 1938 appointed a committee under the chairmanship of Mr. B. G. Kher, then Premier and Education Minister, Government of Bombay, to examine the scheme of educational reconstruction incorporated in the Wardha Scheme in the light of the Wood-Abbott Report on General and Vocational Education and other relevant documents, and to make recommendations. This committee submitted its report to the Board on the 3rd December 1938. During the consideration of this report, which was generally adopted by the Board, certain issues emerged such as the co-ordination of the 'basic' system with higher education, the ways and means to finance it, etc., which in the opinion of the Board required further examination. The Board appointed another committee again under the chairmanship of Mr. Kher, to consider this and cognate matters. The report of the committee was submitted for the consideration of the Board.

The main recommendations of the Committee and the decisions of the Board with regard to them are as follows :—

- (1) That while the provision of 'pre-basic' education in Nursery and Infants schools and classes is highly desirable, it is not practicable at this stage, in view of the lack both of money and of trained women teachers, to advocate its introduction on a compulsory basis. Provincial governments should aim in the first place (a) at providing model Infants and Nursery Schools in suitable centres, (b) at increasing the supply of properly trained infants teachers, who should be women, (c) at encouraging the enrolment in 'basic' schools of children below the minimum age for compulsory attendance and (d) at stimulating the provision by voluntary agencies of efficient 'pre-basic' schools. (Adopted)
- (2) That 'basic' education should comprise a course of eight years from the age of 6 to 14 years and that this course while preserving its essential unity should consist of two stages—the first stage, the 'junior' stage, covering a period of 5 years and the second stage, the 'senior', 3 years. (Adopted)
- (3) That the transfer of children from the 'basic' schools to other forms of post-primary education should be allowed after the 5th grade, *i.e.*, at the conclusion of the 'junior basic' stage. (Adopted)
- (4) That the various types of post-primary school (other than the "senior basic" school) to which suitable children may be transferred at the end of the 'junior basic' stage should provide a variety of courses extending over a period of at least five years after the age of 11. These courses, while preserving an essentially cultural character, should be designed to prepare pupils for entry to industrial and commercial occupations as well as to universities. (Adopted)
- (5) That special arrangements should be made in these schools for assimilating pupils who decide to continue their education after completing the full course in the 'basic' school, *i.e.*, after reaching the 8th class. (Adopted)
- (6) That suitable courses should be framed for girls attending 'senior basic' schools, which should include such subjects as cookery, laundry work, needle work, homecrafts, the care of children, and first aid, the remainder of the instruction to be correlated with this course of domestic science in accordance with the general principles of the 'basic' education scheme. (Adopted)
- (7) That a standing committee of the Central Advisory Board of Education should be appointed to watch new educational experiments carried on in the provinces as well as the progress of educational developments generally, with special reference to 'basic' education, and to make recommendations to the Board for necessary action. There should be a representative of the Hindustani Talimi Sangh on this committee.

(The Board decided that to implement this recommendation it would be better to strengthen its existing Vernacular Education Committee than to set up a special committee.)

(The Vernacular Education Committee was reconstituted as set out in para 18 below: it has power to co-opt.)

- (8) That subject to such conditions as are set out in the report, the central government should contribute not less than half the amount of the approved net recurring expenditure on 'basic' education in each province, the balance to be found by the provincial government and the local bodies entrusted by it with the administration of compulsory education. For capital expenditure on buildings, equipment, etc., a loan system should be adopted.

(While the majority of the members of the Board accepted the view of the committee, the official members representing the Government of India expressed their inability to commit themselves in any way. The representative of the Legislative Assembly attending the meeting felt himself precluded under existing circumstances from supporting the committee's recommendation. One or two members, while in favour of the principle that the central government should make some contribution, found themselves unable to go as far as the committee desired.)

- (9) That a central agency should be established in each province for the disposal of marketable articles produced in schools. (Adopted)

The Board also decided that—

- (a) a copy of the Report, together with the decisions of the Board in regard thereto, should be forwarded to the provincial governments for consideration and such action as they might consider necessary; and
- (b) their thanks be expressed to the Chairman and members of the Committee for the great amount of time and care which they had obviously devoted to the preparation of the Report.

(8) *Item 8.*—In 1937, Sir Francis Younghusband, Chairman of the Indian Village Welfare Association, Westminster, forwarded, on behalf of his Association, a draft scheme for the establishment of a centre in India for study in social service and public administration and requested the Government of India :—

- (a) to place the scheme before the Central Advisory Board of Education in India; and
- (b) if the Board commends the scheme, to assist in carrying out the project.

The main proposals are :—

- (i) that a centre or centres should be established in India in which an impartial and thorough examination of the problem concerned with the social services could be carried out and by means of which courses of training could be arranged for those engaged, or about to be engaged, in this work in its many aspects ;

- (ii) that though the centres might be under the aegis of a university or universities, the actual organising agency should be representative of the government, of the university or universities concerned and of appropriate private associations ;
- (iii) that there should not be more than three social service centres and in the first instance attention should be concentrated on a single centre which might be established in Delhi; and
- (iv) that the Government of India and the provinces, which are likely to benefit, should bear, in due proportion, the cost of the scheme.

After careful consideration the Board decided that a committee consisting of the following members, with powers to co-opt, be appointed to examine the issues arising from the proposed scheme and report to the Board :—

- (1) The Hon'ble Sir Maurice Gwyer, K.C.B., K.C.S.I., Chief Justice of India—*Chairman*.
- (2) Sir V. T. Krishnamachari, C.I.E., Dewan of Baroda.
- (3) The Rt. Revd. G. D. Barne, C.I.E., O.B.E., V.D., Bishop of Lahore.
- (4) Rajkumari Amrit Kaur.
- (5) Dr. R. C. Mazumdar, Ph.D., Vice-Chancellor, Dacca University.
- (6) Dr. A. F. Rahman, LL.D., B.A. (Oxon.), Member, Federal Public Service Commission.
- (7) Lala Shri Ram.
- (8) The Educational Commissioner with the Government of India.

(9) *Item 9.*—The Board, after considering certain aspects of this question, decided that a memorandum should be prepared by the Educational Commissioner in consultation with the Department of Labour, and circulated to provincial governments and local administrations with the object of eliciting their views as to whether :—

- (a) it is desirable to investigate this subject, and
- (b) if so, the best procedure to be adopted for so doing.

The Board decided to consider the matter further at its next meeting in the light of the opinions expressed by provincial governments.

(10) *Item 10.*—The Government of Assam called attention to the fact that many cinematograph films now shown appear to be unsuitable for children, and suggested that the Central Advisory Board of Education should move the Government of India to take some line of action so that unsuitable cinema films might not be exhibited to children in India. The letter from the Government of Assam was placed before the Board for their consideration.

It was observed that the constitutional position had changed substantially under the Government of India Act 1935. Provincial governments now exercise full powers both in regard to the constitution of censorship boards as well as the sanctioning of films for exhibition, and it is within their competence to deal with all aspects of the

problem in its application to their respective provinces. The Board accordingly decided that this matter was one for provincial governments to deal with in such manner as they may think best.

(11) *Item 11.*—Sir Richard Gregory, Editor of "Nature", visited India in 1933 and suggested that a list of scientific theses, which are written for the various Indian university degrees, should be published, giving the subject of investigation, the name and degree of the author, the department in which work was done and a reference to the journal or other publication in which the thesis appeared or would appear. It was then considered that this sort of work could probably be done satisfactorily by the Inter-University Board. Before approaching that body the provincial governments were consulted in the matter. As no bibliography of the kind suggested by Sir Richard Gregory was published in India, they generally favoured the publication of such a bibliography. The Inter-University Board was accordingly asked whether it would be possible for it to undertake this work. That Board was also informed at the same time that it might be possible later on if and when the Bureau of Education of the Government of India was revived to relieve it of this work.

The Inter-University Board considered the question at its meeting held at Delhi in March 1934 and passed the following resolutions on the subject :—

- (i) The Board should undertake the preparation of a bibliography of the Doctorate theses in Science and Arts written in India from 1st January 1930, provided they have been accepted by recognised University bodies as fit for publication.
- (ii) In the opinion of the Board the publication of the theses approved for the D.Sc. and D.Litt. degrees should be a condition for the award of these degrees and further that it is desirable to publish the theses for the Ph.D degree which have been accepted as fit for publication.

Accordingly such a bibliography was published by the Inter-University Board in 1935 for the first time.

The Bureau of Education in India was revived in 1937. The question of taking over the work of publishing the bibliography in question from the Inter-University Board was considered, and in September 1938 that Board was informed that the Bureau of Education was prepared to relieve that Board of the Bibliography work. At the same time the Board was asked to state whether it would like to continue to do this work itself or whether it would wish the Bureau of Education to undertake it in future.

The Inter-University Board considered this question at its meeting held at Bombay in February 1939 and decided in favour of continuing to compile and publish the 'Bibliography of Doctorate Theses in Science and Arts' as a biennial publication.

The matter was placed before the Central Advisory Board of Education for consideration whether the decision of the Inter-University Board should be accepted

or whether the Bureau of Education should take over this work. The Board decided that the bibliography should continue to be published by the Inter-University Board at any rate until such time as the Bureau of Education was in a position to undertake this work.

(12) *Item 12.*—At its last meeting held in December, 1938, the Central Advisory Board of Education considered the question of educational broadcasting in India. The Board felt that there should be closer cooperation between the radio authorities and the educational authorities in connection with the educational programmes for broadcasting. It therefore suggested that “a strong committee on which the educational authorities should be adequately represented should be appointed for the All India Radio Station, Delhi, which should be used as an experimental station for educational broadcasting and this committee should put forward any suggestions to the Broadcasting Department or to the Board for consideration.”

The suggestion of the Board had been brought to the notice of the Government of India in the Department of Communications. They had accepted the Board's recommendation for the appointment of the proposed committee and also gave their consent to the use of the Delhi Station of the All India Radio as an experimental station for broadcasting educational programmes, under their guidance. They further decided to establish an Advisory Committee for this purpose with its headquarters at Delhi. The constitution of this Committee would be as follows:—

- (1) The Controller of Broadcasting (*President, ex-officio*).
- (2) The Station Director, All India Radio, Delhi (*Secretary, ex-officio*).
- (3) The Research Engineer, All India Radio.
- (4) The Educational Commissioner with the Government of India.

Three educationists to be nominated by the Central Advisory Board of Education in India, who will preferably be non-officials. One of these three members will be a woman.

This Committee will advise the Controller of Broadcasting on the educational programmes—school as well as adult—broadcast from the Delhi Station of All India Radio and put forward suggestions in this respect for the consideration of the Broadcasting Department.

Two of the members of the Committee nominated by the Central Advisory Board of Education will retire every two years to make room for two other persons. The decision as to who should retire will rest with the Board. A retiring member will be eligible for re-appointment for a further period of two years.

Meetings of the Committee will be convened by the Controller of Broadcasting at his discretion but not less than twice a year.

The Committee will be a purely advisory body and will not have any administrative functions.

Service on it will be entirely honorary. The non-official members of the Committee, nominated by the Central Advisory Board of Education who live outside

Delhi and come to that place to attend the meetings of the Committee, will be granted travelling allowance at the rate of $1\frac{1}{2}$ first class railway fares plus annas six for road mileage, provided they put in a claim for it. No daily allowance will be granted.

The Board selected the following members for nomination by them on this Committee :—

- (1) Dr. Sir Zia-ud-Din Ahmad.
- (2) Pt. Amarnath Jha, M.A.
- (3) Mrs. Hannah Sen, Principal, Lady Irwin College, New Delhi.

(13) *Item 13.*—According to the present Rules for the regulation of procedure and business of the Central Advisory Board of Education, a list of the resolutions passed by the Board, together with a summary of the views expressed thereon, is forwarded to provincial governments, local administrations and members of the Board, but detailed proceedings of the Board are not ordinarily forwarded to provincial governments and local administrations unless the Board specifically decides otherwise in any particular case.

Some of the provincial governments have occasionally asked for the supply of copies of the proceedings of the meetings of the Board. The Board felt that as their proceedings were mainly intended for the benefit of the provincial governments and local administrations it was desirable that they should be made available to the authorities in question with the exception of those proceedings which were regarded by them as strictly confidential. The Board therefore amended rule (ii) (e) of the Rules referred to above as shown below :—

- (ii) (e) “Subject to the orders of the Chairman, the Educational Commissioner shall forward to the Government of India, to provincial governments and to members of the Board a full report of the proceedings of the Board, except those matters which are regarded as strictly confidential, together with a list of the decisions arrived at by the Board.”

(14) *Item 14.*—The question of adopting a uniform scientific terminology for regional languages has been engaging the attention of the Government of Bombay for some time past. They accordingly asked Mr. B. N. Seal, I.E.S., their Deputy Director of Public Instruction, to prepare a note on the subject and forwarded a copy of it with a request that the question should be taken up by the Central Advisory Board of Education in order that a common scientific terminology acceptable to the whole of India might be evolved. The matter was placed before the Board for its consideration. The Note prepared by Mr. Seal had been previously circulated to its members.

The main features of the scheme contained therein are given below :—

- (i) that a common scientific terminology should be fixed for India as a whole;
- (ii) that the question of an all India scientific terminology should, in the first instance, be referred to an authoritative all India body;
- (iii) that the main and common part of the scientific terminologies to be devised for the principal Indian languages should be borrowed extensively from the English terminology;

- (iv) that every Indian language should have the following three main divisions in its scientific terminology, *viz.* :—
- (a) the main English terminology, which will practically be the common terminology for all India,
 - (b) the terminology peculiar to the Indian language—a very small section, and
 - (c) Sanskrit or Perso-Arabic terminology—comparatively small in number—adopted or coined, according as the language is Sanskritic or Dravidian or Urdu, Pushto or Sindhi;
- (v) that standard terminologies should be fixed for the various scientific and humanistic subjects such as Mathematics, Anatomy, Physiology, Economics, Scientific Philosophy, Modern Logic, etc.;
- (vi) that as soon as the tables of scientific terminology are settled, textbooks should be got written in the principal Indian languages for all grades of education and that all other terminology should be discouraged;
- (vii) that it should be commended to the provincial governments that they should set up small representative committees of experts in their areas to take up the work of fixing and standardising the terminology under IV (b) above; and
- (viii) that the Central Advisory Board of Education should set up permanent Board of Reference whose views must ultimately be accepted by all educational authorities and organisations.

While expressing itself in favour of uniformity in the matter of adopting scientific terminology for regional languages in India, the Board felt that the purpose in view could best be attained by following the English terminology. In order, however, that the question may be examined in detail the Board decided to appoint the committee of the following members, with power to co-opt :—

- (1) The Right Honourable Sir Akbar Hydari, LL.D., President of His Exalted Highness the Nizam's Executive Council, Hyderabad State (Deccan)—*Chairman.*
- (2) The Honourable Diwan Bahadur Sir K. Ramunni Menon.
- (3) Mr. S. C. Tripathi, I.E.S., Director of Public Instruction, Orissa.
- (4) Mr. W. H. F. Armstrong, I.E.S., Director of Public Instruction, Punjab.
- (5) Dr. Sir Zia-ud-Din Ahmad.
- (6) Pandit Amarnath Jha, Vice-Chancellor, Allahabad University.
- (7) Dr. U. M. Daudpota, M.A. Ph.D., Director of Public Instruction, Sind.
- (8) The Educational Commissioner with the Government of India.

The Committee's report when submitted will be examined by the Board.

(15) *Item 15.*—The question whether it is in the public interest to withhold the emoluments of scholarships and stipends granted out of government funds from

those candidates whose parents are able to provide education without the assistance of a scholarship has been raised by the Chief Commissioner, Baluchistan. As the underlying principle is one of general application the matter was brought before the Board for consideration.

The Board recognised that one of the objects of granting scholarships from public funds is to enable pupils of ability, whose parents are poor, to prosecute their studies further than they would be able to do if dependent on their own resources. As the funds available for education are by no means abundant, there is much force in the view that payment of scholarships should be withheld from children of well-to-do parents and the money thus released utilised for the award of scholarships to poorer students. At the same time, as scholarships confer upon the winners a distinction which may be valuable asset in their future careers, it would not be fair to deprive children of well-to-do parents of the opportunity of securing such distinction. This problem can be solved by arranging that winners of merit scholarships, whose parents are able to provide education without the financial help of a scholarship, should be treated as Honorary Scholars. In the event of the financial circumstances of an Honorary Scholar deteriorating sufficiently, he would become entitled to the emoluments of the scholarship. Before however, arriving at a final conclusion in the matter the Board asked the Educational Commissioner to prepare a memorandum on the subject after obtaining the views of provincial governments and universities and to place it before the Board at its next meeting.

(16) *Item 16* of the Agenda related to the reconstitution of the standing committees of the Board. It was decided that these committees should be reconstituted as follows :—

(1) *Women's Education Committee*

- (1) Rajkumari Amrit Kaur.
- (2) Mr. R. M. Statham, C.I.E., I.E.S., Director of Public Instruction, Madras.
- (3) Mr. S. N. Moos, I.E.S. Director of Public Instruction, Bombay.
- (4) Khan Sahib Khan Shah Alam Khan, Director of Public Instruction, North-West Frontier Province.
- (5) The Educational Commissioner with the Government of India.

(2) *Secondary Education Committee*

- (1) Pandit Amarnath Jha, Vice-Chancellor, Allahabad University.
- (2) Mr. J. M. Bottomley, C.I.E., I.E.S., Director of Public Instruction, Bengal.
- (3) Rajkumari Amrit Kaur.
- (4) Mr. G. A. Small, I.E.S., Director of Public Instruction, Assam.
- (5) Mr. J. C. Powell-Price, I.E.S., Director of Public Instruction, United Provinces.
- (6) Mr. J. S. Armour, I.E.S., Director of Public Instruction, Bihar.
- (7) The Educational Commissioner with the Government of India.

(3) *Vernacular Education Committee:*

- (1) Rajkumari Amrit Kaur.
- (2) The Rt. Rev. G. D. Barne, C.I.E., O.B.E., V.D., Bishop of Lahore.
- (3) Mr. R. M. Statham, C.I.E., I.E.S., Director of Public Instruction, Madras.
- (4) Mr. W. H. F. Armstrong, I.E.S., Director of Public Instruction, Punjab.
- (5) Dr. Sir Zia-ud-Din Ahmad.
- (6) Pt. Amarnath Jha, Vice-Chancellor, Allahabad University.
- (7) Mr. J. M. Bottomley, I.E.S., Director of Public Instruction, Bengal.
- (8) The Educational Commissioner with the Government of India.

(4) *Vocational and Professional Education Committee :*

- (1) Mr. P. F. S. Warren.
- (2) Dr. Sir Zia-ud-Din Ahmad, C.I.E., Ph. D., D.Sc., M.L.A.
- (3) The Honourable Diwan Bahadur Sir K. Ramunni Menon.
- (4) Lala Shri Ram.
- (5) The Honourable Sir Andrew Clow, C.S.I., C.I.E., I.C.S.
- (6) The Educational Commissioner with the Government of India.

(17) *Item 17* on the agenda was the fixation of the date and place for the sixth meeting of the Board. The Board decided that its next meeting should be held during next cold weather at a place and time to be determined by the Chairman.

(18) The Bishop of Lahore raised the question of the desirability or otherwise of excising undesirable passages from textbooks prescribed for university studies. The Board decided that this matter should be referred to the Inter-University Board, India, for an expression of opinion.

(19) The question of imparting instruction on the subject of 'Kindness to Animals' in the schools in India was raised by Lady Glancy. The Board decided to defer consideration of this matter until its next meeting.

(vi) SIXTH MEETING—JANUARY, 1941

THE proceedings were opened by the Chairman, the Hon'ble Sir Girja Shankar Bajpai. He said :

“I am sure all my colleagues will join me in thanking the Government of Madras not only on their and my behalf but also on behalf of the Government of India for extending to us a cordial hospitality and also for enabling us to meet in the city of Madras which is held to be not only historically important but also important from the point of view of having created one of the foremost universities in India which ought to be an inspiration for us. I should also like to remind Mr. Austin, the representative of the Government of Madras, who is now sitting here that we had not the privilege of Madras being represented in the meeting of the Board last year. I think we need not spend more time on preliminary observations, but proceed to the subjects on the Agenda.”

2. *Agenda*:—The Board was invited to consider the following agenda :—

- I. To confirm the proceedings of the fifth meeting of the Central Advisory Board of Education held in Simla on the 6th and 7th May 1940.
- II. To receive and consider the views of the provincial governments on the recommendations made by the Adult Education Committee of the Central Advisory Board of Education, 1939.
- III. To receive and consider the views of the provincial governments on the recommendations made by the second Basic Education Committee of the Central Advisory Board of Education, 1939.
- IV. To receive and consider reports from provincial governments on recent or prospective developments in primary and adult education.
- V. To receive and consider the views of provincial governments and universities in India on the question of withholding the emoluments of scholarships from the students whose parents are able to provide education without the assistance of a scholarship.
- VI. To receive and consider the report of the Committee of the Central Advisory Board of Education appointed at its meeting held in May 1940 to examine in detail the question of the adoption of a uniform scientific terminology for regional languages in India.
- VII. To receive and consider the report of the Committee of the Central Advisory Board of Education appointed at its meeting held in May 1940 to examine the question of the establishment of a centre or centres in India for the study of social service and its relation to public administration.
- VIII. To consider the desirability of having a separate School Leaving Certificate Examination in addition to the Matriculation Examination in the light of experience gained by the province in this respect.
- IX. To consider the facilities that are being offered in Indian universities to students of British universities who have returned to India on account of the war without finishing their courses.
- X. To consider whether it is possible to adopt a uniform system of nomenclature throughout India for the designation of teachers in colleges.

- XI. To consider the desirability of setting up an Expert Committee to examine what steps can be taken in the interest of economy and efficiency to improve the planning, construction and equipment of school buildings.
- XII. To consider what practical steps could be taken by Education Authorities in cooperation with Public Health Authorities to improve the physical condition of school children by—
 - (a) establishing an efficient system of school medical inspection and treatment ;
 - (b) calling the attention of teachers and parents to the importance of a proper diet and providing where necessary suitable meals at school in cases of under-nourishment; and
 - (c) increasing the facilities for and the time devoted to physical training on up-to-date lines.
- XIII. To receive and consider the views of the Inter-University Board on the question of the desirability or otherwise of excising undesirable passages from textbooks prescribed for university studies.
- XIV. To consider the question of imparting instruction on the subject of “kindness to animals” in schools in India.
- XV. To consider the question of the adoption of a uniform Braille Code in the schools for the blind throughout India.
- XVI. To fix the date and place of the seventh meeting of the Central Advisory Board of Education.
- XVII. To consider the question of appointing a permanent sub-committee of the Central Advisory Board of Education for “Examinations”.

3. *Proceedings*:—The Board adopted the following resolutions :—

Item I.—The Proceedings of the fifth meeting of the Board as circulated were confirmed, subject to the substitution of the words ‘both of great importance’ for the words ‘of equal urgency’ occurring in para. 8 (1).

It was decided that henceforward the proceedings of the Board when confirmed should be published and put on sale. The Chairman announced his intention of arranging a Press Conference at an early date with a view to securing as wide a publicity as possible for the Board’s proceedings.

Items II, III and IV.—It was resolved that (a) the information supplied by provincial governments be recorded and (b) the record be circulated for information and guidance to all provincial governments.

The Board decided that in future information should be collected not only from provincial governments but also from voluntary agencies with a recognised all-India status which might be in a position to supply useful data or advice in regard to specific points.

The Board felt that it would be materially assisted in discharging its function as a clearing house of information with regard to educational developments in the country as a whole if more detailed reports with regard to important matters like basic or adult education could be obtained from the responsible authorities and if these reports could be examined and, where necessary, commented upon by the appropriate standing committees of the Board before submission to the Board itself. To achieve this object it was agreed that in future arrangements should be made for the meetings of the Board to be preceded by meetings of the standing committees. It was

recognised that this might involve some changes in the personnel of these committees if, as is probable, it may be found convenient for them to meet concurrently.

Item V.—The Board considered the views of the provincial governments and universities in India on the question of withholding the emoluments of scholarships provided out of public funds from those students whose parents are financially capable of meeting the cost of their education. It was apparent from the replies received that there was a considerable divergence of opinion on this subject. In the opinion of the Board scholarships can be divided into two categories :—

- (a) prizes awarded in recognition of outstanding scholastic distinction; and
- (b) grants awarded to enable students of ability to continue their studies.

With regard to (a) the Board felt that these awards should be made entirely on merit and that the winners should be entitled to the emoluments irrespective of the financial circumstances of themselves or their parents.

With regard to (b) the Board were of opinion that here again merit should be the primary criterion, *i.e.*, no student should be eligible for any award unless he had reached the prescribed standard. Subject to this proviso those eligible candidates who cannot satisfy the responsible authorities that they are in need of financial assistance to continue their studies should be awarded Honorary Scholarships and the emoluments thereof transferred in order of merit to other eligible candidates, if any, who have established their need of assistance.

It was further agreed that the practical application of this principle would involve the framing of scales of income limits which would vary at different stages of education and would take account of financial liabilities *e.g.*, responsibility for the maintenance or education of other children devolving on the person concerned.

The holders of honorary scholarships would be entitled to claim the emoluments in the event of a change in their financial circumstances bringing them within the prescribed income limits.

Item VI.—The Rt. Honourable Sir Akbar Hydari presented the report of the Scientific Terminology Committee, of which he was the Chairman. The Board adopted the recommendations of the Committee subject to the following modifications :—

- (a) No. II (ii) in the Main Conclusions and Recommendations should be deleted. The great majority of the members present were of opinion that the adoption of this recommendation would introduce an unnecessary complication since the legitimate aspirations of modern Indian languages in this respect could be satisfied under (iii) which, as the Chairman pointed out, did not preclude the adoption of new words formed and evolved in accordance with the traditions and genius of a people as distinct from neologisms invented, as it were for their own sake. Rajkumari Amrit Kaur recorded her dissent from the decision of the Board.

- (b) The two main groups into which Indian languages may be divided should be Sanskritic and Perso-Arabic instead of Hindustani and Dravidian as suggested by the Committee.
- (c) The words 'Mathematical propositions and questions' occurring in recommendation No. V and in para. 12 (a) in the report to be changed to 'Mathematical processes and formulæ'.

Item VII.—The Honourable Sir Maurice Gwyer presented the report of the Social Service and Public Administration Committee, of which he was the Chairman. The report of the Committee will be found in Appendix III. A letter from the Director of the Sir Dorabji Tata Graduate School of Social Work was also before the Board. The need for an All India Council of Social Service with a central research institute was generally accepted. Discussion centred mainly on the question of the extent to which such a central institute should or could undertake the training of social workers. The general opinion was that since practically all the subjects covered by the term social service are included in the field of provincial administration, it would be impracticable for the training of workers to be carried out on an all India basis. This practical training would best be done at provincial centres. While, however, research should be the main function of the Central Institute, its students might be expected in the normal course to return to work in the provinces and during their time at the Central Institute they would also require facilities for 'field work'. It would not be possible to decide the precise structure of the central organisation recommended by the Committee without more detailed information as to what is being done in the field of social service by various agencies, official and voluntary, in various parts of the country.

The Board adopted the Committee's report generally, but decided that before implementing its recommendations provincial governments and voluntary agencies of all India character should be requested to furnish detailed information regarding (i) existing agencies engaged in social service in their areas (including universities), (ii) the scope of their activities, and (iii) their relation to one another and the means adopted to co-ordinate their activities. Suggestions should also be invited as to ways and means of consolidating and extending the work of social service generally and particularly among women.

The Chairman announced his intention, should the replies from the provincial governments justify it, of calling a conference of representatives of provincial governments and voluntary agencies.

With regard to the letter from the Director of the Sir Dorabji Tata Graduate School of Social Work, the Board considered that until the reports from the provinces had been received, it would not be feasible to consider the claims of any existing institution to be recognised as a central institute. It was, however, decided that in view of the very important work which the Tata Institute is doing in the field of social work it should be included among the agencies which it is proposed to consult in the matter.

Items VIII and X.—These two items were referred to a special committee consisting of Sir Maurice Gwyer (Chairman), the Educational Commissioner with the Government of India, Sir Zia-ud-Din Ahmad and the representatives of provincial governments and the Inter-University Board. This Committee met on the afternoon of January 11th and submitted its report to the Board at its meeting on January 12th. The following recommendations made by the Committee were adopted by the Board :—

Item VIII.—(a) It is desirable on educational grounds that there should be only one examination at the termination of the normal high school course, *i.e.*, there should not be separate Secondary School Leaving Certificate and Matriculation Examination.

(b) In order to meet the varied aptitudes of the pupils and the circumstances of the vocations and professions which they may be destined to enter, this examination should cover as wide a field as possible.

(c) The universities could and should find in such an enlarged examination the necessary qualifying test for admitting students to their courses of studies.

Item X.—(i) It is most desirable to adopt uniform designations for the teaching staff of universities and of the constituent or affiliated colleges of universities.

(ii) The indiscriminate use of the title 'Professor' by teachers of all grades in colleges and universities had well-nigh made the term devoid of its essential connotation.

(iii) The following designations are suggested :—

(a) For university teachers.—Professor, Reader, Lecturer, Demonstrator, and Tutor (the designation 'Tutor' is intended to include a teacher whose contact with students is not limited to the lecture-room, but extends to individual teaching and guidance given personally or in the company of not more than two or three students at the same time. It should be made clear that a Tutor need not necessarily be a separate grade of teacher ; *e.g.*, a Lecturer may be a Tutor also).

(b) For college teachers.—Lecturer, Demonstrator and Tutor with such variants or additions as senior or junior Tutor, senior or junior Lecturer.

(iv) While the above represents the objective which should be aimed at, it is probable that it can only be achieved progressively. The following additional recommendations are accordingly submitted :—

(a) That in the transitional period the designation 'Professor' should in no case be given to persons unless :—

(i) they occupy a University Chair ; or

(ii) (in the case of a college teacher) they are of outstanding merit and scholarship and are entrusted with the responsibility of organising and conducting teaching work in a subject to the standard of an Honours or Post-graduate degree (a Board jointly representing government and university could and should during the transitional period be empowered to decide who are entitled to the status of Professor as above defined).

(b) That universities should not henceforward recognise the title of Professor except in the case of persons above described but in the case of present incumbents this principle would have to be applied with a good deal of elasticity and its application should be left to the discretion of the university authorities themselves.

(v) There are certain institutions which have a quasi-university status, *e.g.*, the Indian Institute of Science, Bangalore. The principle above suggested ought to apply to them as though they were universities. If any dispute arises as to the status of any particular institution, it should be determined by the government concerned, whose decision should be final.

Item IX.—The Board had before them the summary of the information supplied by the universities in India as to the facilities offered by them to students of British universities who had returned to India on account of the war without finishing their studies. The Board noted with appreciation the prompt action taken by all the Indian universities in the interest of these students. It was decided that, (i) the concessions which the Indian universities had given to students of British universities who were compelled to return to India in 1940 on account of the uncertain European situation should be brought to the notice of the British universities, (ii) the High Commissioner for India should be warned that there would probably be a rush of Indian students to British universities soon after the war, and that Indian universities as well as Indian public opinion would expect British universities, in their turn, to make special arrangements to meet the needs of these students on lines similar to those followed by Indian universities in the case of students returning from England. It was decided to call the attention of the Inter-University Board to this aspect of the matter.

Item XI.—The Board agreed as to the importance of taking steps to ensure that school buildings should be designed in future with closer attention to modern scientific standards in regard to accommodation, lighting, sanitation and ventilation and with due regard to economy. The Board were aware that a certain amount of experimental work has already been done in this sphere in different parts of India but decided that in order to collate the results of these experiments and make them available for the authorities concerned as well as to consider problems which have not yet been tackled, it would be desirable to appoint a committee consisting of the provincial Directors of Public Instruction or their nominees, and representatives of some of the larger states in India, with the Educational Commissioner with the Government of India as its Chairman, to go into the question and to submit a report. This committee will have power to co-opt and/or consult such experts as they may think desirable.

Item XII.—The Board considered the memorandum submitted on behalf of the Central Advisory Board of Health as the outcome of the discussion at its third meeting held in Poona in July 1940. The Board noted with satisfaction that their Chairman, who is also Chairman of the Central Advisory Board of Health, proposed to appoint a Joint Committee to consider the steps which might be taken to improve the physical condition of school children. The Board decided to leave to the Chairman the selection of the educationists to serve on the proposed Joint Committee.

The Board felt that pending the report of the committee a considerable advance might be made if the courses for teachers in training colleges and schools were expanded to include training in practical hygiene.

Item XIII.—The Board noted that the Inter-University Board would consider the question of the excision of undesirable passages from textbooks prescribed for university studies at its meeting to be held at Trivandrum on the 15th and 16th January 1941. Consideration of this item was accordingly postponed until the next meeting.

Item XIV.—The Board agreed to commend to the attention of provincial governments the need for arranging specific instruction in schools on the subject of 'kindness to animals'.

Item XV.—The Board felt that the question of adopting a 'Uniform Braille Code' in the schools for the blind in India is a matter which calls for expert advice. It accordingly asked the Educational Commissioner with the Government of India to appoint a small committee of experts to go into the question and prepare a report for the Board at its next meeting.

Item XVI.—The Right Honourable Sir Akbar Hydari on behalf of H. E. H. the Nizam's Government invited the Board to hold its next meeting in Hyderabad-Deccan. The invitation was accepted with gratitude. The date of the meeting was left for the Chairman to decide.

Item XVII.—The Board asked Dr. Sir Zia-ud-Din Ahmad to submit a memorandum stating specifically the issues which in his opinion should be referred to the Committee he had in mind.



(vii) SEVENTH MEETING—JANUARY, 1942

AT the invitation of His Exalted Highness the Nizam's Government, the Central Advisory Board of Education held their seventh meeting at Hyderabad-Deccan on Wednesday and Thursday, January the 14th and 15th, 1942.

The Chairman of the Board, the Hon'ble Mr. Nalini Ranjan Sarkar, Member of the Viceroy's Executive Council in charge of the Department of Education, Health and Lands, who was unable to be present owing to ill-health, nominated the Hon'ble Sir Maurice Gwyer to preside in his stead.

2. At the opening session Nawab Sir Muhammad Ahmad Said Khan, K.C.S.I., K.C.I.E., M.B.E., President of H. E. H. the Nizam's Executive Council was present to welcome the members of the Board. He first of all delivered the following message from His Exalted Highness :—

“I welcome the session of the Central Advisory Board of Education to the Capital of my Dominions, and am gratified to learn that it has done work of singular utility in co-ordinating the educational policies and systems in the states and the provinces.

“About twenty-five years ago my Government took the momentous decision of adopting a language of India, the most widely spoken and understood in India, as the medium of instruction in my Dominions and the Osmania University, which has been founded on that principle, has since passed the experimental stage.

“Scarcity of scientific nomenclature in the Indian languages led my Government to establish a Translation Bureau, attached to the University, and I particularly welcome the fact that your Sub-Committee, which held its last sitting in Hyderabad, has framed rules for devising a system of nomenclature on a uniform basis so that they may be used by all the principal Indian languages. I consider that to be work of national importance.

“I wish all success to your deliberations, and trust, that they will bear early fruit.”
He then proceeded :—

“It gives me great pleasure and satisfaction to welcome a distinguished gathering like yours, of educationists and men concerned with the administration of education in different parts of India. The pleasure is, however, mixed with pain, particularly for those of us having connections with Hyderabad, at not seeing in our midst today Sir Akbar Hydari whose sad death we all mourn deeply. Sir Akbar was, as you are all perhaps aware, due to arrive here this week to join us, and we were all looking forward to welcoming him, but fate had it otherwise, and instead of greeting him we accompanied his remains this very week to their last resting place. Sir Akbar's services to the cause of education, both as an administrator and as an educationist, are such as to entitle him to the gratitude of his countrymen. Twenty-three years ago, Hyderabad substituted Urdu, one of the principal languages of India and its own State

language as the medium of instruction for English in higher education. Since then, the process of vernacularisation has progressed rapidly both here and in other parts of India, and the Osmania University itself has passed the experimental stage and is a settled and established system. The efforts hitherto made by its Translation Bureau proved most helpful to the work of the Sub-Committee of this Advisory Board in devising a uniform scientific terminology for India, and it was only last year that the Sub-Committee held a meeting here under the Chairmanship of Sir Akbar. The problem undertaken by it is naturally difficult, but it is expected from the strong and able personnel of the Sub-Committee that it will succeed ultimately not only in evolving a common scientific terminology for all India but also basing it on a certain system which may be capable of being adhered to as new terms find their way into the domain of language. The task is indeed a noble one ; in Europe and America, despite the existence of highly developed nationalities and national languages, such common terminology based largely on Greek and Latin, and in some cases even Semitic derivations, has tended to facilitate the mutual approach of scientific minds and widen the culture of science and learning on an international basis, with much corresponding advantage to the development of scientific and technical research. With the help of similar basic and derivative languages, like Sanskrit and Arabic, Persian and 'Bhasha', we can succeed—and the natural evolution of language may almost be said to have already succeeded—in purging the future scientific thought of India of the disadvantages of Babel.

As you are no doubt aware, we have only recently reorganised our educational system on entirely new lines. While its primary stage continues to be based entirely on the mother-tongue of the pupils according to the lingual divisions existing in the State, a new scheme of technical and vocational bias has been introduced from the post-primary stage upwards up to even the post-collegiate stage. In the process of adapting education to the direct needs of our people—a need which induced us first to introduce the language of the State as the medium of higher instruction—we have also, in view specially of, the problem of the educated unemployed and the necessity to improve our agricultural and industrial economy, introduced the above bias on the basis of detailed recommendations received from Mr. Abbott, formerly Chief Inspector of Technical Schools of His Majesty's Government, who was invited to assist us in the matter. Since then the more urgent requirements of war and of war industries have led us to give preference, wherever we can, even in the introduction of technical and vocational training, to such training as is required for war purposes and war industries, and while this does not in any way affect the programme of vocational education except to the extent of the preference thus given and will not in any case affect original instruction, the technical training envisaged will on the one hand, help Hyderabad in its war efforts and, on the other, be of enormous help in the development of industries in the State after the war. There is no reason why similar steps should not be taken in the rest of India and I have no doubt that the question is exercising your own minds in view both of the immediate needs of the situation and of the lesson that we have been taught by the exigencies of this war, of industrial and economic self-sufficiency.

"I regret that it has not been possible for the Hon'ble Sir Andrew Clow, the Hon'ble Mr. N. R. Sarkar and Sir V. T. Krishnamachari to be present at this meeting ; I was personally looking forward to meeting them again and welcoming them as our guests. In Sir Maurice Gwyer you have a person of such admittedly wide versatility and interest as to have made the combination possible of the Chief Justice of India with the Vice-Chancellor of the Delhi University. We have been accustomed to hear and read his speeches and to accept them not only as pieces of literature but also as expressions of profound thinking. Under his able chairmanship and with your own devotion to the cause of education, your deliberations are bound to be successful and we shall await with interest their results.

"I have now great pleasure in inaugurating the meeting of this Central Advisory Board and would now request Sir Maurice to take the chair."

On the motion of the Chairman the Board expressed their warm appreciation of His Exalted Highness's message. The Chairman also expressed the Board's pleasure at the presence of the President of the Council and of the Minister in charge of Education and Finance and their warm appreciation of the welcome which they had received from the President.

3. The Board passed the following resolution upon the death of Rt. Hon'ble Sir Akbar Hydari, P.C., LL.D. :—

"The Central Advisory Board of Education has learned with the sincerest regret of the death of the Right Hon'ble Sir Akbar Hydari. Sir Akbar was a member of the Board since its revival in 1935 and throughout this period took a great interest in, and made valuable contributions to, the work of the Board. This Board desires to express its sense of the great loss which India and especially Indian Education has suffered through the loss of Sir Akbar Hydari and wishes to place on record its appreciation of the services which he rendered to this Board during his membership and to convey the profound sympathy of all its members to the State of Hyderabad and to Sir Akbar's family."

4. The Chairman then welcomed the new Members of the Board, Srimati Renuka Ray, Khan Bahadur Mian M. Afzal Hussain and Dr. P. N. Banerjea and congratulated those members who had been recipients of Honours since the last meeting of the Board.

5. Before proceeding to the agenda, the Chairman read the following message from the Hon'ble Mr. Nalini Ranjan Sarkar :—

"Education being one of the very important subjects in my portfolio, I had eagerly looked forward to participating in the deliberations of this annual meeting of the Central Advisory Board of Education—the first since my assumption of office. For I believe that the Board is engaged in a work of vital significance to the development and well-being of the nation. And I consider that the Board is really destined to play an increasingly important part in stimulating educational progress and co-ordinating educational policy throughout India. Need I say how very disappointed I, therefore,

feel that considerations of health should have precluded me from having the pleasure of personally welcoming you all at this meeting today. I am, however, happy in the thought that you have a very eminent Chairman in the person of Sir Maurice Gwyer to preside over your meeting. His able guidance ensures the success of your deliberations. It is, therefore, only a personal disappointment that I cannot be present at your deliberations.

“Since its inception in 1921, the Central Advisory Board of Education has had a chequered career. It disappeared under the axe of the Indian Retrenchment Committee in 1923. But it was revived again in 1935, so urgent was the need felt for a Central Advisory institution in connection with educational problems. For, although education became a provincial transferred subject in 1921 various acute problems having a bearing on the whole of India had arisen since then and it was recognised that the Government of India was not without its responsibility in the matter specially in co-ordinating educational efforts and in suggesting ways for educational reconstruction. Further it seems to me obvious that the very fact that the provinces and the states of India are for all purposes autonomous, so far as control of education is concerned, only makes it all the more important that there should be some central body which may act both as a forum and as a clearing house for information of practical value.

“These are objectives which the Central Advisory Board of Education has before it, and which I am confident it is fulfilling with great credit. The Board has in recent years been responsible for reports on such fundamental issues as Basic Education, Adult Education, Education of Girls and Women, Social Service and a Uniform Scientific Terminology. The agenda for the present meeting also includes several items of immediate interest and of a really practical bearing. For instance, no one familiar with the buildings in which so many of our schools are at present housed will under-estimate the importance of trying to establish standards of accommodation which comply with minimum hygienic principles without being hopelessly beyond our means. An inquiry closely linked with this in practical value is that which has been conducted by the Committee set up by my predecessor to consider the steps to be taken to improve the physical well-being of school children. It is also pleasant to read from the report of the Braille Committee that, after several unsuccessful attempts, a real advance has at last been made towards the solution of a problem closely affecting the welfare of a most unfortunate section of the community. Technical education again, even if in many areas it falls outside the purview of Education Department, is a matter which in these days cannot be far from the minds of those who see in the development of India’s natural resources a highroad towards her future happiness and prosperity.

“I have every confidence that the valuable work which the Board is doing will have important practical results and that it will serve as a wise helpful guide to provincial and state authorities in building up a sound system of public instruction in the areas for which they are responsible. It is my earnest hope that it may be my good fortune, while I have the honour of being your Chairman, to do something more

to enlarge further the scope of the Board's activities. I look forward in particular to developing the Bureau of Education, which appears to me to be an essential adjunct to a body of this nature. No one will, I think, deny the urgent need for some organisation which will conduct and collate researches into educational problems peculiar to India and at the same time make available up-to-date information as to educational developments in other parts of the world. Unfortunately, the Bureau exists at present largely in name only, but I do hope that even in these hard times it will not be impossible to find the money which will be needed to make at least a start with the work I have in mind.

"May I conclude by expressing the hope that your meeting will be both interesting and useful? I have no doubt whatever that the well-known hospitality of Hyderabad will make your visit thoroughly enjoyable and I can only voice once more my regret at not being with you."

6. *Agenda.*—The agenda before the Board comprised the following items :—

- I. To report that the proceedings of the last meeting of the Central Advisory Board of Education held at Madras on the 11th and 12th January 1941, were confirmed after circulation to members and that copies were sent to provincial governments, local administrations, state governments and universities in India, and were put on sale.
- II. To receive and consider reports from provincial governments, etc., on developments in (a) primary, (b) 'basic' education and recommendations, if any, from the appropriate standing committees in connection therewith.
- III. To receive and consider reports from provincial governments, etc., on developments in adult education and recommendations, if any, from the appropriate standing committee in connection therewith.
- IV. To receive and consider the views of provincial governments, etc., with regard to the principles recommended by the Central Advisory Board of Education at their last meeting for determining the award of scholarships from public funds.
- V. To receive and consider the views of provincial governments, etc., with regard to the recommendations of the Scientific Terminology Committee of the Central Advisory Board of Education as adopted by the Board at their last meeting and to report any action taken by them or by responsible agencies in their areas in connection therewith.
- VI. To receive and consider the views of provincial governments, etc., with regard to the recommendations of the Social Service and Public Administration Committee of the Central Advisory Board of Education as adopted by the Board at their last meeting and certain further information on the subject supplied by them in respect of work undertaken by voluntary agencies of an all India character in their areas.
- VII. To receive and consider the views of provincial governments, etc., with regard to the recommendations made by the Central Advisory Board of Education at their last meeting on the question of separating the School Leaving Certificate Examination from the Matriculation Examination, and recommendations, if any, from the appropriate standing committee in connection therewith.
- VIII. To receive and consider the views of provincial governments, etc., with regard to the recommendations made by the Central Advisory Board of Education at their last meeting on the question of adopting a uniform system of nomenclature for the designation of teachers in universities and colleges.

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- IX. To receive and consider the views of provincial governments, etc., with regard to the recommendation made by the Central Advisory Board of Education at their last meeting that practical hygiene should be included in the courses for teachers in training colleges and training schools.
- X. To receive and consider the views of the Inter-University Board with regard to the question of excising undesirable passages from textbooks prescribed for university studies.
- XI. To receive and consider reports from provincial governments, etc., with regard to the action taken on the recommendation made by the Central Advisory Board of Education at their last meeting on the need for arranging specific instruction in schools on the subject of 'Kindness to Animals'.
- XII. To receive and consider the report of the Committee on School Buildings appointed by the Central Advisory Board of Education at their last meeting.
- XIII. To receive and consider the report of the Committee appointed in accordance with the decision of the Central Advisory Board of Education at their last meeting to examine the question of adopting a uniform Braille Code in the schools for the blind in India.
- XIV. To receive and consider the reports of the Committee appointed by the Chairman at the request of the Central Advisory Boards of Health and Education to consider the steps to be taken to improve the physical condition of school children.
- XV. To consider a memorandum on the subject of examinations by Dr. Sir Zia-ud-Din Ahmad.
- XVI. To consider the issues raised in a letter No. F. 7525/F., dated the 8th October, 1941, from the Government of Bombay, regarding the question of the introduction of Hindustani in primary and secondary schools and recommendations, if any, from the appropriate standing committees in connection therewith.
- XVII. To consider the issues arising out of the letter No. 2296-Edn., dated the 8th November, 1941, from the Government of Bengal, regarding the need for financial assistance from the central government for primary education schemes in Bengal and recommendations, if any, from the appropriate standing committees in connection therewith.
- XVIII. To consider a question raised by the Government of Assam with regard to the promotion of technical and industrial education in connection with university and collegiate education in India and recommendations, if any, from the appropriate standing committee in connection therewith.
- XIX. To consider a recommendation from the Advisory Committee for Educational Board casts.
- XX. To consider the desirability of appointing a special committee of the Central Advisory Board of Education to prepare a report on the question of the recruitment and training of teachers.
- XXI. To consider a recommendation from the Indian Public Schools Conference that scholarships tenable in their schools should be provided out of public funds to assist boys of outstanding ability who would not otherwise be in a position to seek admission thereto and recommendations, if any, from the appropriate standing committee in connection therewith.
- XXII. To consider a communication from the Youths' Welfare Association.
- XXIII. To consider the future functions and composition of the standing committees of the Central Advisory Board of Education and to fill vacancies where necessary.
- XXIV. To consider the issues raised in a letter No. 7437/F., dated the 13th December, 1941, from the Government of Bombay, regarding the experiment of 'basic' education in Bombay Province.

XXV. To consider the question of the recruitment of Education Officers.

XXVI. To fix the time and place of the eighth meeting of the Central Advisory Board of Education.

7. *Proceedings*.—The Board adopted the following resolutions :—

Item I.—It was reported that the proceedings of the last meeting of the Central Advisory Board of Education held at Madras on the 11th and 12th January 1941 were confirmed, after circulation to members and that copies were sent to provincial governments, local administrations, state governments and universities in India. They were also put on sale to the public. The information was recorded.

Item II.—(a) The Standing Committee had no comments to offer on the reports supplied by the provincial governments with regard to developments in primary education and the Board decided that the information should be recorded.

(b) (i) The Board endorsed the recommendations of the standing committee that information about experiments in 'basic' and other types of progressive education should be collected in future not only from provincial governments and states, but also from voluntary agencies with a recognised all India status.

(ii) In view of the fact that the Board had generally approved the recommendations of the two committees set up by them in January and December, 1938, to report upon this subject, the Board noted with regret that the Government of Orissa had not seen their way to continue the experiment with regard to 'basic' education after only a year's trial.

Item III.—The Board considered the report of the Standing Committee (Professional and Vocational Education Committee) on the information supplied by the provincial governments and other authorities about recent developments in adult education. The Board observed that while in certain areas expansion had been restricted owing to financial stringency, progress on the whole was being maintained. They realised, however, that so long as present conditions obtain, there is little prospect of adequate sums being available from public funds to enable the work to be developed on a comprehensive scale and they felt that this only increased the importance of making the utmost use of those voluntary agencies, and particularly universities, which are prepared to devote themselves to social service.

The Board, while not desiring to depart from the existing procedure by which communications in respect of matters relating to university education are made through the Inter-University Board, were of opinion that in future issues affecting university education should be referred to the individual universities as well as to the Inter-University Board and that both the Vice-Chancellors and the Registrars should be addressed when the matter is one of urgency.

Item IV.—The Board noted with satisfaction that the provincial governments, local administrations, state governments and universities in India, were generally in agreement with the principles recommended by the Board at their last meeting for determining the award of scholarships from public funds. It was, however, considered desirable to appoint a committee to explore the best methods of giving practical

effect to these principles and to make suggestions for the guidance of the authorities concerned. The following members were appointed to serve on this Committee :--

W. H. F. Armstrong, Esq., M.A., F.C.S., I.E.S., Director of Public Instruction, Punjab.

J. M. Bottomley, Esq., M.A., C.I.E., I.E.S., Director of Public Instruction, Bengal.

Dr. G. G. R. Hunter, M.A., D.Phil. (Oxon.), F.R.A.I., I.E.S., Director of Public Instruction, Central Provinces & Berar.

S. N. Moos, Esq., M.A., (Cantab.), I.E.S., Director of Public Instruction, Bombay.

J. C. Powell-Price, Esq., M.A., C.I.E., I.E.S., Director of Public Instruction, United Provinces.

John Sargent, Esq., M.A., C.I.E., Educational Commissioner with the Government of India.

R. M. Statham, Esq., M.A., C.I.E., I.E.S., Director of Public Instruction, Madras.

Item V.—The Board considered the views of provincial governments, local administrations, state governments and universities in India with regard to the recommendations of the Scientific Terminology Committee of the Central Advisory Board of Education as adopted at the last meeting of the Board and the action taken by them or by responsible agencies in their areas in connection therewith.

The Board expressed their satisfaction at the general agreement of the authorities consulted with the recommendations of the report, the only major point about which there was any substantial divergence of opinion being that of the main groups into which Indian languages should be divided. It was decided to appoint a Central Board of Reference as contemplated therein. This Reference Committee will have power to set up expert sub-committees as required and it is hoped that their guidance on general principles as well as their decisions on specific issues submitted to them will prove generally acceptable.

It was further agreed that all questions regarding the grouping of Indian languages according to their natural affinities and issues arising in connection with the adoption of scientific as well as technical terms should come within the purview of this Board of Reference. It was decided that the Reference Board should consist of a Chairman who should be a member of the Central Advisory Board, two scientists and two philologists.

Dr. Sir A. Fazlur Rahman, LL.D., B.A. (Oxon.), was appointed as Chairman and the following, subject to their consenting to serve, were appointed as members :—

Dr. Abdul Haq, B. Litt., Ph.D. (Oxon.), (formerly Head of the Deptt. of Arabic, Osmania University), Secretary, Anjumane-Taraqqi-e-Urdu, Delhi.

Dr. Sir S. S. Bhatnagar, O.B.E., D.Sc., F.Inst.P., F.I.C., Director of Scientific and Industrial Research.

Prof. Suniti Kumar Chatterjee, M.A., D.Litt., Head of the Department of Comparative Philology, Calcutta University.

Sir C. V. Raman, M.A., D.Sc., Ph.D., LL.D., F.R.S., N.L., Head of the Department of Physics, Indian Institute of Science, Bangalore.

Item VI.—The Board reviewed the reports of the provincial governments, local administrations, state governments and universities in India, with regard to the recommendations of the Social Service and Public Administration Committee of the Central Advisory Board of Education, as adopted by the Board at the last meeting, and the further information supplied in respect of the work undertaken by voluntary agencies of an all India character in their areas. While hoping that their recommendations would be implemented, wherever possible, even in the present circumstances, the Board recognised that it might not be feasible in the immediate future to set up the proposed Central Body to be called the All India Council of Social Service with an institute for research under its control. The Board suggested, however, that in each province and other large administrative areas, every effort should be made without delay to stimulate and co-ordinate the work of the various social service agencies, both voluntary and official, and to arrange for the training of social service workers of all grades. It was also decided that the Central Bureau should continue to collect from provincial governments and voluntary agencies of all India character detailed information regarding—

- (i) existing agencies for social service in their areas, including universities ;
- (ii) the scope of their activities; and
- (iii) their relation to one another and the means adopted to co-ordinate their work;

and to submit it to the annual meetings of the Board.

Item VII.—In connection with the report of their standing committee on the views of the provincial governments, local administrations, state governments and Universities in India, with regard to the recommendations made by the Central Advisory Board of Education at the last meeting on the question of the relation of the School Leaving Certificate Examination to the Matriculation Examination, the Board were informed that the Inter-University Board at their last meeting had appointed a committee to consider this subject. The Board felt it desirable also to appoint a committee and decided to suggest to the Inter-University Board that the two committees should collaborate.*

The Board also wished the Committee to bear in mind the desirability of raising progressively the standard required for entrance to universities particularly in connection with the three-year degree course which some universities have in contemplation.

The following were appointed as members of the Committee :—

W. H. F. Armstrong, Esq., M.A., F.C.S., I.E.S., Director of Public Instruction, Punjab.

* This suggestion has since been agreed to by the Inter-University Board and a joint meeting has been arranged in Delhi at the end of March.

- Dr. P. N. Banerjea, M.A., D.Sc. (Lond.), Barrister-at-Law, M.L.A.
J. M. Bottomley, Esq., M.A., C.I.E., I.E.S., Director of Public Instruction, Bengal.
The Hon'ble Sir Maurice Gwyer, K.C.B., K.C.S.I., Chief Justice of India.
Dr. G. G. R. Hunter, M.A., D.Phil., F.R.A.I., I.E.S., Director of Public Instruction, Central Provinces & Berar.
S. N. Moos, Esq., M.A. (Cantab.), I.E.S., Director of Public Instruction, Bombay.
J. C. Powell-Price, Esq., M.A., C.I.E., I.E.S., Director of Public Instruction, United Provinces.
Srimati Renuka Ray, B.Sc. (Econ.), Lond.
John Sargent, Esq., M.A., C.I.E., Educational Commissioner with the Government of India.
R. M. Statham, Esq., M.A., C.I.E., I.E.S., Director of Public Instruction, Madras.

Item VIII.—In view of the replies received from the authorities consulted the Board re-affirmed the recommendations made by them at the last meeting as to the adoption of a uniform system of nomenclature for the designation of teachers in universities and colleges, subject to the proviso that those relating to the transitional stage may be accepted as a permanent arrangement.

Item IX.—The views of the provincial governments, local administrations, state governments and universities in India with regard to the recommendation made by the Board at the last meeting that practical training in school hygiene should be given in training colleges and schools which were in all cases favourable, were recorded.

Item X.—The Board considered the resolution adopted by the Inter-University Board, India, with regard to the question of excising undesirable passages from textbooks prescribed for university studies and endorsed it subject to the deletion of the words "and erotic". The resolution as amended will now read—

"The Board strongly recommend that all obscene passages should be omitted from the textbooks prescribed for courses of study in all the subjects."

Item XI.—The reports from provincial governments, local administrations and state governments with regard to the action taken on the recommendations made by the Board at their last meeting on the need for arranging specific instruction in schools on the subject of 'Kindness to Animals' were recorded.

Item XII.—The Board considered the report of the School Buildings Committee appointed at their last meeting. The Board adopted the recommendations of the Committee and further decided that—

- (i) The Educational Commissioner should be authorised to reproduce in book form the material contained in the report together with such further information including illustrations, plans, costings, and estimates as he may consider necessary.

- (ii) The Educational Commissioner with the Government of India should be asked to prepare a detailed note on the question of financing substantial schemes of non-recurring educational expenditure out of loans, a general principle which has the Board's strong support.
- (iii) The Educational Commissioner should be authorised to appoint an expert committee to prescribe adequate standards for Indian schools in respect of lighting, heating and ventilation.

Item XIII.—The Board considered the report of the committee appointed by them to examine the question of adopting a Uniform Braille Code in the schools for the blind in India. The Board adopted the recommendations of the committee and in pursuance of recommendation No. V, appointed an expert committee with the following personnel :—

John Sargent, Esq., M.A., C.I.E., Educational Commissioner with the Government of India (*Chairman*).

Dr. Abdul Haq, B.Litt., Ph.D. (Oxon.), (formerly Head of the Department of Arabic, Osmania University), Secretary, All-India Anjuman-e-Taraqqi-e-Urdu, Delhi.

P. M. Advani, Esq., M.A., B.Sc., Principal, School for the Blind, Karachi.

K. D. Bhattacharjee, Esq., B.A., Principal, Lady Noyce School for the Deaf & Dumb, New Delhi.

Professor Suniti Kumar Chatterji, M.A., D.Litt., Head of the Department of Comparative Philology, Calcutta University.

Item XIV.—The Board had before them the report of the committee appointed by their late Chairman at the request of the Central Advisory Boards of Health and Education to consider the steps to be taken to improve the physical condition of school children. The Board approved the recommendations of the committee subject to the following modification in recommendation No. 55 :—

“The fees to be charged for tuition in secondary schools in urban areas should include a contribution towards the cost of medical inspection and treatment.”

and authorised Dr. Panna Lall, D.Litt., C.I.E., I.C.S., Adviser to H. E. the Governor of the United Provinces, and the Educational Commissioner with the Government of India to communicate their views to the Central Advisory Board of Health at the meeting at Calcutta on January 26th, 27th and 28th, 1942.*

Item XV.—The Board considered a resolution on subject of examinations submitted by Dr. Sir Zia-ud-Din Ahmad and Dr. P. N. Banerjea. The resolution proposed the setting up of a special committee to enquire and consider whether it is feasible and desirable—

- (a) to reduce the number of examinations held by different bodies ;
- (b) to make more subjects optional than they are at present ;

*The Central Advisory Board of Health agreed to the suggested modification.

- (c) to reduce the marks allotted to different subjects for the written ;
- (d) to make the questions more precise and definite ;
- (e) to make the system of marking scripts less mechanical ; and
- (f) to take such other steps as may be likely to make the examinations less burdensome to the students and more conducive to the development of their mental faculties.

This committee should be empowered to invite the opinions of the Governments in British India and the Indian states, as well as of the various bodies which hold examinations, *e.g.*, the universities, the Secondary Boards of Education and the Public Service Commissions, should have power to co-opt experts for particular purposes and should submit their report to the Advisory Board of Education on or before the 30th November, 1942, so that the Board may be able to take into consideration this matter at their meeting to be held early in 1943.

The Board, while fully in agreement as to the necessity for a comprehensive enquiry into this important subject, were of opinion that it would not be practicable to complete it in the time prescribed in the resolution and decided with the concurrence of the movers that the first step would be to appoint a small committee to define the precise scope of the enquiry to be undertaken. The following were appointed for this purpose :—

Dr. P. N. Banerjea, M.A., D.Sc., Barrister-at-Law, M.L.A.

The Hon'ble Sir Maurice Gwyer, K.C.B., K.C.S.I., Chief Justice of India.

Srimati Renuka Ray, B.Sc., (Econ.), Lond.

John Sargent, Esq., M.A., C.I.E., Educational Commissioner with the Government of India.

Dr. Sir Zia-ud-Din Ahmad, C.I.E., Ph.D., D.Sc., M.L.A., Vice-Chancellor, Aligarh Muslim University.

Item XVI.—The Board had before them the recommendation of the Standing Committee on the issues raised in a letter No. 7525/F., dated the 8th October 1941, from the Government of Bombay regarding the question of the introduction of Hindustani in primary and secondary schools. It was agreed that it was desirable to evolve a standard Hindustani, if possible, but at the same time it was pointed out that there is a form of Hindustani in common use over a large part of Northern India and that the Government of Bombay might find in this the solution of their difficulty.

The Board also gave directions that the Bureau of Education should collect such Hindustani literature as is now being used in primary and secondary schools in provinces other than Bombay and forward it to the Government of Bombay for their information and guidance.

Item XVII.—With regard to the issue raised in a letter No. 2296-Edn., dated the 8th November 1941, from the Government of Bengal regarding the need for financial assistance from the central government for primary education schemes in Bengal,

the Board felt that the Government of Bengal should address their communication to the Government of India, since the attitude of the Board in this connection has already been defined (*cf.*, Proceedings of the fifth meeting) and they have no executive powers.

Item XVIII.—The Board had under consideration the question raised by the Government of Assam with regard to the promotion of technical and industrial education in connection with the universities and colleges in India. While recognising the importance of the closest collaboration between the Department of Education and other departments of government concerned with industry and commerce as well as industrial and commercial interests the Board were strongly of opinion that if overlapping and waste are to be avoided, all types of technical education, using the word in its broadest sense, should in all provinces be under the direct control of the Department of Education. They based this opinion mainly on the ground that whatever other interests may be concerned both the primary objective and the technique required are essentially instructional. The Board regarded this matter as of particular importance in view of the industrial developments which may be anticipated after the war and of the contribution which technical institutions would be expected to make in this connection. Even in the case of war emergency measures like the Technical Training Scheme the Board would attach much importance to close consultation between the department immediately responsible for the scheme and the education authorities affected by it.

The Board also welcomed the recent formation of the Association of Principals of Technical Institutions, India, and expressed the hope that this body in cooperation with representatives of Industry and Commerce would not only indicate the lines which developments in technical education should follow but would also frame courses and syllabuses which might be generally adopted throughout the country.

The Board decided that the re-constituted Standing Committee should examine the issues raised by the Government of Assam in this connection and submit a report to the next meeting.

Item XIX.—The Board recommended that expenditure incurred by educational institutions in connection with the purchase of radio listening sets should be considered as approved expenditure by the educational authorities concerned.

Item XX.—The Board felt that since the success of any educational system must depend on the quality of the teachers, the question of the recruitment, training and conditions of service of teachers is a matter of fundamental importance, which calls for early investigation on an all-India basis. They decided to appoint the following as a special committee for this purpose :—

Khan Sahib Khan Shah Alam Khan, M.A., LL.B., Director of Public Instruction, N. W. F. Province.

Rajkumari Amrit Kaur.

Dr. G. G. R. Hunter, M.A., D.Phil. (Oxon.), F.R.A.I., I.E.S., Director of Public Instruction, Central Provinces & Berar.

A. S. Khan, Esq., M.Sc., I.E.S., Director of Public Instruction, Bihar.

S. N. Moos, Esq., M.A. (Cantab.), I.E.S., Director of Public Instruction, Bombay.

Diwan Bahadur Sir K. Ramunni Menon, M.A. (Cantab.), LL.D. (Hony.).

Srimati Renuka Ray, B.Sc. (Econ.), London.

John Sargent, Esq., M.A., C.I.E., Educational Commissioner with the Government of India.

R. M. Statham, Esq., M.A., C.I.E., I.E.S., Director of Public Instruction, Madras.

P. F. S. Warren, Esq., B.A. (Cantab.), A.M.I.C.E., M.I.E., (Ind.), Director, Messrs. Jessop & Co., Calcutta.

Item XXI.—With regard to the recommendation from the Indian Public Schools Conference that scholarships tenable at their schools should be provided out of public funds to assist boys of outstanding ability who would not otherwise be in a position to seek admission thereto, the Board decided that the Conference should be asked to formulate a detailed scheme for giving effect to the idea which they have in mind and to submit it to the next meeting. The Board further agreed to invite a representative of the Conference to attend the next meeting when the scheme was under consideration.

Item XXII.—The Board considered a communication from the Youths Welfare Association, Lahore, and authorised the Educational Commissioner with the Government of India to communicate in general terms the contents of the letter to the provincial governments.

Item XXIII.—In considering the future functions and composition of the standing committees, the Board reiterated their previous decision that in future arrangements should be made for the meetings of the Board to be preceded by the meetings of the standing committees. To make this decision as effective as possible, it was considered desirable that the terms of reference of the standing committees should cover between them the main branches of education activity which come within the purview of the Board. The Board agreed that there was an immediate need for four standing committees, though they saw no reason why this number should not be increased as circumstances may require. To enable future meetings to be held concurrently, it was thought that membership of the standing committees as far as possible should not overlap.

The following standing committees were set up :—

(A) Primary Education Committee.

(B) Secondary Education Committee.

(C) Further Education Committee.

(D) General Purposes Committee.

Committee (A) will deal with all matters affecting primary and pre-primary education, including 'basic' education. Committee (B) will deal with all matters affecting the middle and high school stages of education. Committee (C) will deal with matters affecting technical, commercial and art education and adult education

generally. Committee (D) will deal with matters not covered by the terms of reference of the other standing committees.

The Board were agreed that Committees (A) and (B) would need to cooperate in regard to many questions affecting the transitional stage between primary and secondary education, while cooperation would similarly be required between Committees (B) and (C) in matters like technical high schools, examinations, the award of scholarships, etc. The Board also decided that resolutions, etc., from the Inter-University Board, India, in respect of matters concerning university education should be considered in the first instance by the General Purposes Committee.

The Board further prescribed that the term of office of a member of standing committee should be three years, unless he or she ceased to be a member of the Board in the meantime.

The standing committees mentioned above were then constituted with the following membership :—

(A) *Primary Education Committee*

Khan Sahib Khan Shah Alam Khan, M.A., LL.B., Director of Public Instruction, N. W. F. Province.

Rajkumari Amrit Kaur.

W. H. F. Armstrong, Esq., M.A., F.C.S., I.E.S., Director of Public Instruction, Punjab.

A. S. Khan, Esq., M.Sc., I.E.S., Director of Public Instruction, Bihar.

S. N. Moos, Esq., M.A. (Cantab.), I.E.S., Director of Public Instruction, Bombay.

J. C. Powell-Price, Esq., M.A., C.I.E., I.E.S., Director of Public Instruction, United Provinces.

R. M. Statham, Esq., M.A., C.I.E., I.E.S., Director of Public Instruction, Madras.

S. C. Tripathi, Esq., M.A., I.E.S., Director of Public Instruction, Orissa.

(B) *Secondary Education Committee*

Khan Bahadur Mian M. Afzal Hussain, M.Sc., M.A. (Cantab.), I.A.S., Vice-Chancellor, University of the Punjab.

J. M. Bottomley, Esq., M.A., C.I.E., I.E.S., Director of Public Instruction, Bengal.

Shamsul-Ulema Dr. U. M. Daudpota, M.A., Ph.D., Director of Public Instruction, Sind.

Dr. Sir C. Ramalinga Reddy, M.A., (Cantab.), D.Litt., M.L.C., Vice-Chancellor, Andhra University.

Srimati Renuka Ray, B.Sc. (Econ.), London.

(C) *Further Education Committee*

Rajkumari Amrit Kaur.

Dr. P. N. Banerjea, M.A., D.Sc. (Lond.), Barrister-at-Law, M.L.A.

Dr. Sir A. Fazlur Rahman, LL.D., B.A. (Oxon.).

The Hon'ble Diwan Bahadur Sir K. Ramunni Menon, M.A. (Cantab.), LL.D. (Hony.).

Srimati Renuka Ray, B.Sc. (Econ.), Lond.

Sir Shri Ram.

P. F. S. Warren, Esq., B.A. (Cantab.), A.M.I.C.E., M.I.E. (Ind.), Director, Messrs. Jessop & Co., Calcutta.

(D) *General Purposes Committee*

The Rt. Rev. the Bishop of Lahore.

C. V. Chandrasekharan, Esq., M.A. (Oxon.), F.R.H.S., Pro-Vice-Chancellor, University of Travancore.

The Hon'ble Sir Maurice Gwyer, K.C.B., K.C.S.I., Chief Justice of India.

Dr. G. G. R. Hunter, M.A., D.Phil. (Oxon.), F.R.A.I., I.E.S., Director of Public Instruction, Central Provinces and Berar.

S. C. Roy, Esq., M.A. (Lond.), I.E.S., Director of Public Instruction, Assam.

Dr. Sir Zia-ud-Din Ahmad, Ph.D., D.Sc., C.I.E., M.L.A., Vice-Chancellor, Aligarh Muslim University.

The Chairman of the Board and the Education Commissioner with the Government of India will be *ex-officio* members of all standing committees.

Item XXIV.—In accordance with the request made by the Bombay Government in their letter No. 7437/F., dated the 13th December 1941, for advice with regard to the experiment in 'basic' education in their province, the Board agreed to appoint a committee consisting of the following members to examine the issues raised and to make any necessary suggestions to the Government of Bombay in regard to the future working of the experiment :—

A. S. Khan, Esq., M.Sc., I.E.S., Director of Public Instruction, Bihar.

J. C. Powell-Price, Esq., M.A., C.I.E., I.E.S., Director of Public Instruction, United Provinces.

Srimati Renuka Ray, B.Sc. (Econ.), Lond.

John Sargent, Esq., M.A., C.I.E., Educational Commissioner with the Government of India.

Dr. Zakir Husain, M.A., Ph.D., Principal, Jamia Millia Islamia, Delhi.

Item XXV.—The Board had under consideration a memorandum on the question of the recruitment of educational officers. The representatives of provincial governments present at the meeting were unanimous in expressing their concern at present

tendencies in this connection and their appreciation of the need for a comprehensive survey of the position at an early date. The Board decided to appoint the following committee to prepare a report :—

W. H. F. Armstrong, Esq., M.A., F.C.S., I.E.S., Director of Public Instruction, Punjab.

Dr. P. N. Banerjea, M.A., D.Sc., Barrister-at-Law., M.L.A.

The Rt. Rev. the Bishop of Lahore.

J. M. Bottomley, Esq., C.I.E., I.E.S., Director of Public Instruction, Bengal.

The Hon'ble Sir Maurice Gwyer, K.C.B., K.C.S.I., Chief Justice of India.

Dr. Panna Lall, D.Litt., C.I.E., I.C.S., Adviser to H. E. the Governor of the United Provinces.

John Sargent Esq., M.A., C.I.E., Educational Commissioner with the Government of India.

R. M. Statham, Esq., C.I.E., I.E.S., Director of Public Instruction, Madras.

Item XXVI.—Subject to the concurrence of the provincial government, the Board decided to hold their next meeting in Lucknow in January 1943.

In conclusion the Board expressed their warm appreciation of the generous hospitality extended to them by H. E. H. the Nizam and his Government, and especially to the President of the Council and to the Minister in Charge of Finance and Education.

(viii) EIGHTH MEETING—JANUARY, 1943

AT the opening of the session His Excellency Sir Maurice Hallet, G.C.I.E., K.C.S.I., I.C.S., Governor of the United Provinces, was present to welcome the members of the Board. His Excellency said :—

“This is the first time that Lucknow has had the privilege of being chosen as the venue of a meeting of the Central Advisory Board of Education, and I am very glad to be able to welcome such a distinguished gathering to this province. Lucknow is, or was, a centre of culture, and is the *de facto* capital of a province in which educational problems loom large. Here in Lucknow, apart from the University and other educational institutions, we have the Marris School of Music and a School of Arts, which make some contribution to the culture of the province and, I hope, of India. In these days of war we may not be able to do much to promote culture, in its widest sense, but we must not lose sight of its importance, merely because at present we have to devote attention to more utilitarian forms of education. Lucknow is thus a suitable centre for this session and we are all very glad to see you here, and we hope to secure particular advantage from your counsels. I am afraid that many of you have had long and uncomfortable journeys here. Travelling is not easy now-a-days, though the inconveniences which we have to undergo are very mild compared with the tribulations which so many others are suffering in other countries. I fear too that, Lucknow, being as crowded as most other big cities, some of you have failed to find entirely suitable accommodation. But I hope that in spite of these difficulties you will enjoy your stay here, and will return home with memories of a pleasant and fruitful visit.

“I need not review the past history of the Board of which you are all fully acquainted. Since its revival in 1935, its scope and significance has been enlarged, and it has consistently and worthily tried to perform its function of a clearing house of ideas and a reservoir of information. The proper sphere of a central body such as this, concerned with an aspect of administration which the Constitution has allotted entirely to the provinces, is not very easy to define. Provinces are jealous, and rightly so, of their autonomy and I, as long as I am Governor of an autonomous province, will always oppose any attempt to encroach upon that autonomy, even though I have not now got a ministry to help me in that task. But there is, I believe, a more valid reason for care in making that definition. Rationalization is the modern trend in industry, thought and social organization. But we must guard against a tendency towards over-simplification. While there are broad principles which should be generally applied, it is essential to recognize the great differences which exist between one country and another and, in India, between one province and another, differences which often necessitate a varied application of principle to the details of administration.

“Nevertheless, I believe that education in India does require a central body of experts, drawn from all provinces, capable of taking a wider view of educational



Sir Jogender Singh

problems and examining them with detachment and in the light of the most modern knowledge available. The Board's function may be summed up in the words—'to advise, to warn and to encourage'. Co-ordination is essential, and co-ordination can only be accomplished through the pooling of experience gained in different parts and in different conditions. Educational theory must be kept up-to-date, the educational system must be continuously adapted to rapidly changing conditions, in India and in the world; and this can only be achieved by pooling experience and ideas.

"Here in this Province we have, I believe, profited much from the advice received from your Board and from the reports of the various committees which you have established to study peculiar problems. The Education Department is in particular proud of the progress made in the establishment and extension of basic education and the province should feel grateful to the officers of the department for the enthusiasm and efficient manner in which, under the able leadership of Mr. Powell-Price, they have introduced this new system. We also owe much to the report made on the subject by a committee of your Board. This experiment has become the basis of our primary education system, and is an experiment no longer. We have no doubt that the new method in teaching has instilled new life and interest into our primary schools.

"I do not presume to give my views on the subjects which you will discuss. It would indeed be presumptuous of me to do so. But there are two subjects which, if you will permit me, I would like to mention before I end this inaugural speech. The first is post war reconstruction. There is much to be said for the view that we have a long way to go yet, that we have to spend much 'blood, toil, tears and sweat', before we can hope for final victory and that all our effort should be directed to securing that victory rather than that we should try to count chickens before they are hatched. But it is clear that men's minds are turning more and more to social conditions after the war; that men are realizing even more clearly the vast social and economic dislocation which the war has caused, and the necessity of planning if post-war conditions are to be an improvement on the world of 1939.

"Education must play a big part in that reconstruction. The building up of the educational system of a country on the right lines is not merely included in the term 'social reconstruction', but is a most fundamental part of the problem of social reconstruction. We must begin to search for a new and more satisfactory type of education to fit new social conditions. Much hard thinking is being done on the problems of reconstruction after the war in Britain and America. We must similarly study and reflect upon these problems in India and prepare our plans for the future. Reconstruction is a particularly difficult task in India because the claims of modern knowledge and the modern scientific outlook must be reconciled with attachment to old culture, old traditions, and the existence of an outlook on life which eagerly welcomes the new but does not wish to loosen its grip upon the old.

“The second matter which I would like to mention to you today is one also of great importance though in a somewhat different sphere, the matter of discipline in schools, colleges and universities. I refer to this problem mainly because of the part played by some students in the movement which the Congress party attempted to start in August last, a movement designed to interfere very seriously with the war effort of India and the administration of the country, partly by interference with, and acts of sabotage on important lines of communication ; partly by attacks on government buildings and the government staff in charge of them, post offices, police stations, tehsils and district offices. The situation appeared to me at one time so serious that there appeared to be no alternative but to close down one of the leading universities of this province and indeed of India. I was naturally reluctant to take any such drastic step, for that would have meant punishing the innocent with the guilty. I felt too that the prevention of students from taking part in these very subversive activities was the primary duty of the authorities in charge of this educational institution. I promised them my full support in any measures they took, I told them also that if for any reason they were unable to take the necessary action, I and my Government would without hesitation use our powers to prevent educational institutions becoming centres of subversive or rebellious activity. I am glad to say that in this policy I have received full cooperation from the authorities in charge of this institution and I take this opportunity of acknowledging publicly the full support which I have received from His Highness the Chancellor of the Benares Hindu University and the Vice-Chancellor. They have taken steps to set their own house in order and have been successful, at least up to the present. Similar action has been taken in other universities and colleges. But we must be certain that these pernicious activities in which students have participated in recent months do not recur. Apart from these very serious incidents there have been in recent years other incidents of perhaps comparatively minor importance in which students have endeavoured to assert their views and by means of that so-called non-violent weapon, *hartal* or *Satyagraha*, to coerce some responsible authority to agree to their views. We have heard of serious disputes about the hoisting of a flag on a school, college or university, disputes which appear to overlook the fact that there is no agreement as to what that flag should be. We have heard too of incidents in which the students of one school or college have interfered with other educational institutions and have tried to persuade or coerce the students by fair or foul means to participate in a *hartal* or other demonstration. When such incidents occur some blame must attach to the staff of these institutions who should have used their influence to deter the students under their charge from indulging in these activities and should, if their personal influence proved ineffective, have exercised more fully their powers of punishment. But that is only a minor point. The main point is that public opinion should condemn these activities by boys and girls strongly and effectively. What do I mean by public opinion ? It is, I admit, one of those vague terms which are too frequently used. But I mean that students in schools and colleges should realize that to indulge in demonstrations or *hartals*, in particular if they involve interference with other students, is not playing the

game, is not, to use an English expression, cricket. I mean also that the staff of any educational institution should do all they can to deter their pupils from these activities. I mean too that the parents of boys and girls in any educational institution, that the general public, and in particular the educated public in any town where there are schools and colleges, should show that they disapprove of these outbreaks of indiscipline. Unfortunately there is in this country one political party which has encouraged students to take part in these objectionable activities and to make use of slogans without considering what they mean ; and which has advocated the direct participation by students in political movements. Surely all interested in the education of the rising generation must condemn any such policy and I am sure all here today do so. I want to make my position clear. I do not want for a moment to suggest that problems, social, political and economic, should not be considered in our universities. I welcome such consideration in the calm atmosphere of the universities. Let the students and their tutors consider and study political problems, let them read the works of all political thinkers, from Plato and Aristotle to Karl Marx and H. G. Wells ; let them fit themselves by this study to give valuable opinion on the problem of post-war reconstruction. But do not let them be guided merely by slogans, merely by the cut and dried opinions of some political leaders, still less by the articles written at short notice by those unfortunate people, the editors and leader writers of our newspapers. Let them get down to facts, discuss them in their classes and in their debating societies and form their own opinions without accepting as gospel truth the opinions which others give. I regard it as desirable that the future of the world and the problems of post-war reconstruction should be decided by the rising generation, by the young men who have taken a part in this world war. We, older men, can guide them, we can give them the benefit of our experience but we must not dictate to them ; we must not ask them to carry out our ideas which may be out of date.

“Gentlemen, I apologize for spreading myself on this subject ; my remarks would, I admit, be more appropriately addressed to a gathering of students. They are inappropriate to a gathering of educational experts, but it is possible that with your aid, my suggestions, if you agree with them, may reach a wider audience and possibly my apology is unnecessary.

“We in the United Provinces have faithfully and gladly cooperated with your Board and will continue to do so. We are grateful to you for your advice and look to you for a lead and encouragement in the future. You have, I know, a heavy programme and a long agenda, and I do not propose therefore to take up more of your time. With all sincerity I wish your deliberations success, and I hope that you will enjoy your visit here as much as we enjoy your company among us”.

2. The Chairman of the Board, the Hon'ble Sir Jogendra Singh, said in reply :—

“Before I pass on, may I offer Your Excellency my warm thanks on behalf of the Central Advisory Board of Education and myself for your warm hospitality and your interest in our work? The representative nature of this gathering is evidence of

India's unity, and I trust that as this Board gathers its power of usefulness, the sense of unity will continue to grow from strength to strength. I wish also to offer a word of welcome to our new Members—Mr. Gaganvihari L. Mehta, Sir Mirza Mohammad Ismail and Sardar Bahadur Sardar Ujjal Singh, my congratulations to Sir Meverel Statham, Dr. Panna Lall and Mr. S. N. Moos for the honours that His Majesty the King Emperor has been pleased to bestow upon them. I am disappointed that Dr. Sir C. Ramalinga Reddy, Khan Bahadur Mian M. Afzal Husain, Sir Mirza Mohammad Ismail, Sir V. T. Krishnamachari, Sir Fazlur Rahman and Mr. P. F. S. Warren are unavoidably absent. I must say that we cannot afford to do without the advice and assistance of some of our noblest and wisest members.

“Last but not the least our Educational Adviser, Mr. John Sargent, and Sir Maurice Gwyer who take keen interest in our educational activities, have been kept away by illness ; these inspiring personalities would have greatly helped in the work on which this Board is engaged.

“I consider it a privilege to be a member of the Central Advisory Board of Education to welcome you here today. I could not miss the opportunity of meeting you who are handling the destinies of future generations. I have come to learn and to help in my small way the good and great cause of which you are the custodians.

“I may begin by confessing that my experience of educational administration generally is limited, and that I have absolutely no experience of universities and their administration. My education began and ended at my father's farms and fields, riding, hawking and hunting—a pursuit which I gave up nearly 40 years ago after reading Edwin Arnold's ‘Light of Asia’.

“I have been, however, watching the trend of our educational system and its effect on the minds of men, both in the villages and in the towns. It is difficult to speak for the whole of India. I am only acquainted with the United Provinces and Oudh, where I spent my early years and the Punjab, my native land, which called me back nearly 32 years ago and never allowed me to return to this garden of India which was the love of my youth.

“Fifty years ago, in Oudh, village people were not literate but they were nonetheless educated in the true sense of the word. They were educated in the art of living. They were God-fearing and law-abiding and could meet the worst calamities with unparalleled fortitude. They could always recite some sweet saying of Tulsi Das and find consolation in his wise words. The relations between all classes were happy and harmonious. In towns, western education, purely for professional use, was making its way but without intruding on established orthodoxies.

“In the Punjab, there was a spirit of restlessness abroad; the martial races refused to take to education and considered it below their dignity to become scribes. The upper classes in the Punjab and Oudh lived on the glories of the past. They waxed proud when followers spoke of the deeds of their forefathers, deeds that were

written on mouldering parchment. They lived in the past, ignored the present and made no effort to equip themselves to perform their proper function to lead as captains of true culture, agriculture and industry. In Oudh, they were regaled by story tellers on the wonderful tales of Amir Hamza stories which now fill many volumes of 'Talism Hush Rabe' and 'Bostan Khial'.

"In his inimitable novels, Ratan Nath Sirshar painted a picture how children of good families were infected with the microbe of effeminacy and became victims of the caprices of their mothers and their maid-servants. It is as true today as it was yesterday, that mother is the true nurse and father the true teacher. It is they who can transmute the spirit of self-domination and self-love which are the main springs of the wickedness of mankind into selfless service.

"In India those who wielded the sword and consequently inherited power rarely followed the path of learning, glorying in individual heroism. The intellectual classes stood apart and cultivated a philosophic conception of personal emancipation wrapped in vaporous clouds of sentiment, an apotheosis of social despair. They sought the comfort and glow of easy warmth in abstract speculations without any ardent feeling for the welfare of their fellowmen oblivious of the duties of an active and arduous citizenship.

"Times have changed and the upper classes have taken to education. They may recover the lost ground if they can resist the lure of the material side of modernism and invigorate their ranks by absorbing men of light and leading just as the English aristocracy renews itself from year to year.

"In this Board, representatives of provinces and states have come together to bring their difficulties to the focal point, to pool their knowledge and to seek common solutions. It is for them to indicate how to prepare seedbeds of wise educational activities giving new hopes to each fresh generation.

"I need hardly say that if India is to grow from strength to strength, her love must find a place in the heart of youth and with it must grow a spirit of tolerance combined with a sense of proportion. A vineyard does not yield its fruit unless we nurse it in all its stages. Our Indian vineyard too will come to a bearing if we bend our energies to removing the weeds of weakness and to strengthening the plant of unity. This is only attainable if our educational system is animated with an all-India policy, with a clear and well-defined objective to awaken in the heart of youth a surge of humanity, an urge of service, the value of discipline and above all steadfast devotion to duty.

"We have in this Board under the fostering care of Mr. Sargent a nucleus of immense possibilities of development. As the fruit of its labours we may some day have a small Federal Educational Service, working for the unity of educational policy, serving as a reservoir for the provinces to draw upon. We may create cultural centres in salubrious climate of the hills where our research workers could meet during

vacations and refresh their knowledge by direct communion with each other. We may yet see a real attempt to bring into effective operation the system of basic education to which the Board has devoted so much of its attention. We may find ways to guide students who on their Matriculation wish to qualify for various professions and others who would proceed to universities. We may endeavour to change the present system, which makes exercise of memory and science of words its objective, by an attempt to awaken the power of observation thrilling with life the teaching of facts and opening the path of discovery under the flashing sunbeams of knowledge of all ages.

"I found it inscribed on the outer cover of Rousseau's Emile :

Thou that teachest another

Teachest thou not thyself ?

"We may frame a wise scheme for the training of teachers. In any case they who devote themselves to this high calling deserve special consideration. They must be freed from ordinary anxieties and be given security of tenure and guaranteed adequate means of livelihood. They deserve a high place as the makers of new India.

"The much criticised educational system has broadened the vision, shattered the shell of superstition and kindled the spark of social conscience. It has produced patriots, scientists, politicians and statesmen, men who are as ready to assert as they are to efface themselves, men who have a passion for justice and sorrow over wrong doings.

"On the physical plane it has worked a wonderful transformation. The contrast between the dreary darkness of the old towns and the new, the old homes and the modern, show what India will become when the bland complacency of the few makes way for leaders of all communities endowed with fervour and elevation to render mutual service, who by united action realise political sovereignty with no other object but to increase human happiness.

"The day is not distant when each community will enter into a covenant of political brotherhood, as an indivisible part of a polity whose bounds are not set down by classes and communities, and of a State whose ordinances make no distinction between man and man.

"I pray that you may tend the sacred fire and carry its white light to every home, unclouded by parochial prisms, to kindle the spirit of life and hope into the bright flame of moral enthusiasm, eager for the realisation of all that is good and virtuous, dispelling all darkening shadows which divide brother from brother."

3. *Agenda* :—The agenda before the Board was as follows :—

- I. To report that the proceedings of the last meeting of the Central Advisory Board of Education held at Hyderabad (Deccan) on the 14th and 15th of January 1942 were confirmed by circulation to members. Owing to the paper shortage, the printing of the proceedings was seriously delayed.
- II. To report that owing to the present shortage of paper, it has been necessary to postpone the publication of a book on School Buildings, which the Board at their last meeting authorised the Educational Commissioner to prepare on the basis of the material

- contained in the School Buildings Committee's Report together with certain further information, e.g., illustrations, plans, costings and estimates, etc.
- III. To report the observations of the members of the Reference Board on Scientific Terminology in regard to the issues raised in the Scientific Terminology Committee's Report on the subject of the grouping of Indian languages.
 - IV. To report the progress made by the Expert Committee appointed by the Board at their last meeting to work out a Uniform Braille Code.
 - V. To report that the contents of the letter from the Youths' Welfare Association have been conveyed to the provincial governments who have been asked to report the action proposed to be taken by them.
 - VI. To report that the Committee appointed by the Board to advise the Government of Bombay with regard to the experiment in basic education in their province visited Bombay in November 1942 and that their report has been submitted to the Bombay Government.
 - VII. To receive and consider reports from provincial governments, etc., on developments in (a) primary and (b) 'basic' education, and recommendations, if any, from the appropriate Standing Committee in connection therewith.
 - VIII. To receive and consider reports from provincial governments, etc., on developments in adult education, and recommendations, if any, from the appropriate Standing Committee in connection therewith.
 - IX. To receive and consider reports from provincial governments, etc., with regard to Social Service, and recommendations, if any, from the appropriate Standing Committee in connection therewith.
 - X. To receive and consider the report of the Scholarships Committee of the Central Advisory Board of Education.
 - XI. To receive and consider the report of the Joint Committee of the Central Advisory Board of Education and the Inter-University Board, India, appointed to investigate the question of the relation of the School Leaving Certificate Examination to the Matriculation Examination.
 - XII. To receive and consider the report of the Examinations Committee of the Central Advisory Board of Education.
 - XIII. To receive and consider the report of the Committee of the Central Advisory Board of Education appointed to consider the question of the recruitment, training and conditions of service of teachers.
 - XIV. To receive and consider the report of the Committee of the Central Advisory Board of Education appointed to consider the question of the recruitment of Education Officers.
 - XV. To consider the question of the promotion of technical and industrial education in connection with university and collegiate education in India, and recommendations, if any, from the appropriate Standing Committee in connection therewith.
 - XVI. To consider the question of encouraging extra-curricular activities through educational institutions on lines of the Recreation Club Scheme, and recommendations, if any, from the appropriate Standing Committee in connection therewith.
 - XVII. To consider the question of the maintenance of discipline in schools and colleges and the participation of students in politics, and recommendations, if any, from the appropriate Standing Committee in connection therewith.
 - XVIII. To consider whether it is desirable to introduce English in Classes V and VI of lower middle schools, and recommendations, if any, from the appropriate Standing Committee in connection therewith.

- XIX. To consider the question of the assumption of control of primary education by the State, and recommendations, if any, from the appropriate Standing Committee in connection therewith.
- XX. To consider the question of providing special schools for mentally and physically deficient children and the question of government assuming responsibility for them, and recommendations, if any, from the appropriate Standing Committee in connection therewith.
- XXI. To consider the following proposition, and recommendations, if any, from the appropriate Standing Committee in connection therewith :
 "That Sociology should be included in the degree courses of the universities and at least one university in every province should start a Department of Sociology with facilities for social work".
- XXII. To consider the following propositions, and recommendations, if any, from the appropriate Standing Committee in connection therewith :
 (a) "That the various universities—all the universities in one province being treated as a unit—be asked to submit schemes for producing textbooks in the various subjects of their curriculum up to the intermediate stage in the provincial language or languages. The scheme should give details about the proposed committees for producing such texts as well as the financial aspect".
 (b) "That similar steps as contemplated in (a) above be taken to produce popular and authoritative books in the provincial languages for the use of the general reader".
- XXIII. To receive and consider a scheme from the Indian Public Schools Conference regarding the award of scholarships out of public funds to students of outstanding ability tenable at their schools, and recommendations, if any, from the appropriate Standing Committee in connection therewith.
- XXIV. To consider the question of the introduction of philosophical subjects into the syllabuses of competitive examinations, and recommendations, if any, from the appropriate Standing Committee in connection therewith.
- XXV. To consider what educational considerations should influence the fixing of school hours and holidays, and recommendations, if any, from the appropriate Standing Committee in connection therewith.
- XXVI. To consider the question of the welfare of Indian students who proceed abroad and particularly to United Kingdom, and recommendations, if any, from the appropriate Standing Committee in connection therewith.
- XXVII. To consider a proposition from the Controller of Broadcasting regarding constitution of the Advisory Committees for Educational Broadcasts.
- XXVIII. To receive provisional lists showing agencies of an all-India character, (a) interested in education generally and (b) concerned primarily with social service.
- XXIX. To receive a letter No. SG/MT, dated the 6th July 1942 from the Secretary-General National Institute for the Blind, London.
- XXX. To fill one vacancy in the Primary Education Committee and two vacancies in the Further Education Committee of the Board arising out of Rajkumari Amrit Kaur and Sir Shri Ram ceasing to be members of the Board.
- XXXI. To fix the time and place of the next meeting of the Central Advisory Board of Education.

4. *Proceedings* :—The Board then considered the agenda and adopted the following resolutions.

Item I.—It was reported that the proceedings of the last meeting of the Central Advisory Board of Education in India held at Hyderabad (Deccan) on the 14th and 15th January 1942 were confirmed after circulation to members and that copies were sent to provincial governments, local administrations, state governments and universities in India. Owing to the paper shortage the printing of the proceedings was seriously delayed and only a limited number of copies were printed. The information was recorded.

Item II.—It was reported that owing to the shortage of paper it has been necessary to postpone the publication of a book on School Buildings, which the Board at their last meeting authorised the Educational Adviser to prepare on the basis of the material contained in the School Buildings Committee Report, together with certain further information, e.g., illustrations, plans, costings, estimates etc. The information was recorded.

Item III.—The Board also recorded the observations of the members of the Reference Board on Scientific Terminology in regard to the issues raised in the Scientific Terminology Committee's report on the subject of the grouping of the Indian languages. It was suggested that 'Panjabi' should be included either in the Hindi or in Urdu group and not in both. The Board expressed the hope that it would be possible for the Reference Board to go on with their work on the lines indicated in the report of the Scientific Terminology Committee as adopted by the Board at their meeting at Hyderabad in 1942.

Item IV.—The Board gave their careful consideration to the Uniform Braille Code prepared by the Expert Committee appointed at their last meeting and expressed their genuine appreciation of the work done by the Committee. They thought the issue of utmost importance to the country and recommended that the report of the Expert Committee be circulated to the provincial governments, local administrations and states concerned for their opinion in the first instance. The Board also directed that the draft code be forwarded to the National Institute for the Blind in Great Britain for their opinion. It was not considered necessary to refer the proposed code to the members of the Uniform Braille Code Committee constituted in 1941.

Item V.—It was reported that the contents of the letter from the Youth Welfare Association have been conveyed to the provincial governments who have been asked to report the action proposed to be taken by them. The information was recorded.

Item VI.—It was reported that the Committee appointed by the Board to advise the Government of Bombay with regard to the experiment in 'basic' education in the province visited Bombay in November 1942 and that their report has been submitted to the Bombay Government. The Board recorded the information and also expressed the hope that the report would be available to their members.

Item VII.—The Board decided to record the reports supplied by the provincial governments with regard to the developments in primary and 'basic' education. They also endorsed the recommendation of the Standing Committee that any striking new

developments that have been made in the course of the year should be the main features of the report on primary education submitted to the Board by the provincial governments and local administrations.

Item VIII.—The Board considered the report of the Standing Committee on the information supplied by the provincial governments and local administrations about the recent developments in adult education and decided that the information should be recorded. They also recommended that further information should be obtained from the Government of Bombay regarding the training of adult educational workers in that province. With reference to the issue raised by the Director of Rural Reconstruction, Bengal, whether adult education should be controlled by the Education Department, the Board were of opinion that as education of adults was an important branch of education it should be under the direction of the Department of Education.

The Board considered the following resolution forwarded by the Third Indian Adult Education Conference held in Indore.

“Resolved that the Conference places on record its conviction that the time has come for the Government of India to take further active steps to discharge its obligation towards the interest in adult education which India has evinced during the last five years or more. It recommends the establishment of an Adult Education Department in the Office of the Educational Commissioner with the Government of India without delay.”

The Board were in agreement with the spirit of the above resolution and they desired that the resolution should be brought to the attention of the Government of India and provincial governments.

Item IX.—The Board considered the reports from the provincial governments and local administrations with regard to social service and endorsed the opinion of the Standing Committee that the information furnished was meagre and that fuller and more up-to-date information should be collected from the provinces, local administrations and the major states.

Item X.—It was reported that the Scholarships Committee appointed by the Board were unable to frame national income scales on the data available. Further information was being collected and if result warranted, the Committee would be summoned again. The information was recorded.

Item XI.—The Board considered the report of the Joint Committee of the Central Advisory Board of Education and the Inter-University Board, India, appointed to investigate the question of the relation of the School Leaving Certificate Examination to the Matriculation Examination. The Board decided that the report should be circulated amongst the provincial governments, local administrations, the states and the universities for their opinion.

Item XII.—The Board considered the report of the Examination Committee appointed at their last meeting. The Board adopted the recommendations of the Committee and decided that they should be forwarded to the provincial governments and

local administrations, states and the universities for such action as they might consider necessary in the light of the report. The Board further recommended that the Examinations Committee appointed by them with powers to co-opt, should also examine the technique of examinations as soon as relevant materials are collected by the Educational Adviser, and submit a report.

Item XIII.—The Board considered the report of the Committee appointed to consider the question of Recruitment, Training and Conditions of Service of Teachers. The Board adopted the recommendations of the Committee and decided that the report be forwarded to provinces, local administrations, the states and other educational authorities concerned for their consideration.

Item XIV.—The Board considered the report of the Committee appointed to consider the question of the Recruitment of Education Officers. The Board adopted the recommendations of the Committee with the following observations :—

- (i) They hoped that the Government of Madras would soon find it possible to institute a Class I Education Service to replace the Indian Educational Service; and
- (ii) though they agreed that a general uniformity in the designations of the different grades of administrative service in education should be the ultimate objective, they felt it could only be achieved progressively.

Item XV.—The Board considered the question of promotion of technical and industrial education in connection with the university and collegiate education in India and reiterated the recommendation made at their seventh meeting that all types of technical education should be under the control of the Education Department concerned. The Board regarded the matter as of an immediate importance in view of the demand that post-war industrial development would make on technical institutions, and decided to appoint a Committee to explore the mode of developing the facilities for technical education in the country as a whole, with the following with powers to co-opt. :—

Dr. Sir Zia-ud-Din Ahmad, C.I.E., Ph.D., D.Sc., M.L.A.

Dr. P. N. Banerjea, M.A., D.Sc. (Lond.), Barrister-at-Law, M.L.A.

Mr. S. N. Moos, C.I.E., M.A. (Cantab.), I.E.S.

The Hon'ble Khan Bahadur Sayidur Rahman.

Mr. John Sargent, C.I.E., M.A.

Sir Meverel Statham, C.I.E., I.E.S.

Sardar Bahadur Sardar Ujjal Singh, M.A., M.L.A. (Punjab).

Mr. P. F. S. Warren, B.A. (Cantab.), A.M.I.C.E., M.I.E. (Ind.).

The Chairman said that he would like to invite Mr. W. W. Wood, F.R.I.B.A., M.I.Struct.E., Principal, Delhi Polytechnic, to serve on the Committee, which would be summoned by April next.

The Board also wished to invite the attention of the central as well as provincial governments and the universities to the need of encouraging scientific research.

Item XVI.—The Board considered the question of encouraging extra-curricular activities through educational institutions on the lines of the Recreation Club Scheme as submitted by the Assam Government and they adopted the recommendation of the Standing Committee that the matter was not a question of all-India policy. They were satisfied that provinces were alive to the importance of recreation and extra-curricular activities in schools and felt that the development in this direction should be a matter for each province to work out for itself.

Item XVII.—The Board had under consideration the question raised by the Assam and Bihar Governments in regard to (a) maintenance of discipline in schools and colleges and (b) participation of students in politics. The Board considered the views expressed by the Standing Committee.

In regard to (a) the Board were of opinion that disciplinary action should be taken by the Heads of the institutions against those members of the staff who directly encourage students to participate in political activities of a subversive type ; and that educational authorities should ensure greater contact between their teaching staff and students and also secure the cooperation of parents and public men in maintaining discipline in schools and colleges. They felt that punitive action as a general measure against students would defeat its own purpose.

In regard to (b) the Board were of opinion that opportunities should be provided for discussion of all political subjects within schools and colleges, but active participation in political movements should be discouraged.

Item XVIII.—The Board considered whether it was desirable to introduce English in Classes V and VI of lower middle schools in the N. W. F. Province. They agreed to the recommendation of the Standing Committee and decided that (a) the problem was peculiar to the North-West Frontier Province, and sympathised with the difficulties mentioned by the Province; (b) facilities for the teaching of English should be available from Class V onwards for those boys who would need it; and (c) these facilities should not be given in the lower middle schools of the type which existed in the N. W. F. Province.

Item XIX.—The Board had under consideration the question raised by the U. P. Government of the assumption of control of primary education by the State. The Board accepted the recommendation of the Standing Committee generally and decided that government should assume full responsibility for the administration of primary education wherever practicable, but where that was not practicable government should assume greater control over primary education under local bodies, particularly in (i) matters of general policy, (ii) recognition of schools, (iii) distribution of grants, (iv) appointment and transfer of officers and teachers and (v) finance.

Item XX.—The Board considered the question of providing special schools for mentally and physically handicapped children and whether government should assume responsibility for them. They endorsed the opinion of the Standing Committee that provision of special schools for the mentally and physically handicapped children

should be one of the functions of the state, and that the question should receive earnest and immediate attention of the educational authorities concerned. The Board further resolved that provinces, local administrations and the major states should be asked to make a survey of the mentally and physically deficient population of school-going age and submit a report thereof as early as possible.

Item XXI.—The Board had before them the proposition submitted by the Inter-University Board that Sociology should be included in the degree courses of the universities and at least one university in every province should start a Department of Sociology with facilities for social work. The Board agreed to the recommendation made by the Standing Committee and felt that the introduction of Sociology in the degree courses and institution of a Department of Sociology in universities were matters which were primarily the concern of the universities, and therefore, recommended that the proposition forwarded by the Inter-University Board be referred back to that Board with the request that it might in the first instance be considered by them.

Item XXII.—The Board considered the proposition submitted by the Inter-University Board that (a) the various universities—all universities in one province being treated as a unit—be asked to submit schemes for producing textbooks in the various subjects of their curriculum up to the Intermediate stage in the provincial language or languages. The scheme should give details about the proposed committees for producing such texts as well as the financial aspects ; and that (b) similar steps as contemplated in (a) above be taken to produce popular and authoritative books in the provincial languages for the use of the general reader. The Board endorsed the opinion expressed by the Standing Committee and felt they were unable to accept the proposition in the absence of fuller information and decided to recommend that information be obtained from provincial governments, local administrations, universities and boards of Intermediate and/or High School Education regarding the production of textbooks within their jurisdiction. The Board further agreed that steps contemplated in the proposition (b) were extremely desirable and that action in this respect should be taken not only by universities but also by provincial governments and local administrations.

The Board also had before them the comments of the Standing Committee on the following resolution submitted by Dr. Sir Zia-ud-Din Ahmad :

“Parents have been complaining of frequent changes and the high prices of the textbooks which substantially increase the cost of education. The textbooks are often written not by experts but by persons whom the publishers could conveniently engage on small remuneration. The publishers could get their books recommended more by propaganda among the members of the Textbook Committee than on the merit of the books. It seems desirable that copyright of the books approved by the Textbook Committee should be purchased by the government and like standard classical works, they may be printed and published by any firm. The maximum price of these books should also be fixed by the government. The books prescribed should not be changed for at least three years.

“I will like to propose that the Central Advisory Committee may appoint a sub-committee to examine the defects in the present system of selection of textbooks prescribed in high schools and for the Intermediate Examination (and to recommend the manner of removing them). The Committee will also examine in particular whether the government should purchase the copyright of these textbooks and allow any publisher to publish these books at fixed prices.”

The Board decided that the following Committee should be appointed as suggested in the resolution above :

Dr. Sir Zia-ud-Din Ahmad, C.I.E., Ph.D., D.Sc., M.L.A.

Mr. W. H. F. Armstrong, M.A., I.E.S.

Dr. P. N. Banerjea, M.A., D.Sc., (Lond.), Bar-at-Law, M.L.A.

Rajyasevapravina C. V. Chandrasekharan, M.A. (Oxon.), F.R.H.S.

Shamsul-Ulema, Dr. U. M. Daudpota, M.A., Ph.D.

Dr. Panna Lall, C.S.I., C.I.E., D.Litt., I.C.S., or a representative of the United Provinces Government.

Srimati Renuka Ray, B.Sc. (Econ.) (Lond.).

Mr. John Sargent, C.I.E., M.A.

Item XXIII.—The Board had before them the comments of the Standing Committee on a scheme submitted by the Indian Public Schools Conference regarding the award of scholarships out of public funds to students of outstanding ability tenable at their schools. Mr. A. E. Foot, the President of the Public Schools Conference, was present by invitation to explain the implications of the proposal. It was generally felt that so long as the sums available from public funds for scholarships in schools and colleges of the ordinary type remained entirely inadequate it would not be possible to endorse the proposal to provide scholarships for a particular class of school like that represented by the Public Schools Conference.

Item XXIV.—The board endorsed the recommendation of the Standing Committee and decided that philosophical subjects should be included in the syllabuses of competitive examinations.

Item XXV.—The Board had before them the recommendation of the Standing Committee as to the educational considerations which should influence the fixing of school hours and holidays. The Board observed that the questions of holidays and working days have been carefully considered by the provincial authorities and agreed it would not be possible to lay down at this stage any rules which could be of universal application. They considered it desirable that there should be complete flexibility in determining such matters. As regards planning of school hours and work the Board decided that when circumstances permit these aspects of the problem should be investigated by experts and a memorandum should be prepared for their consideration.

Item XXVI.—The discussion of the welfare of Indian students who proceed abroad and particularly to United Kingdom, was adjourned till the next meeting of the Board.

Item XXVII.—The Board considered the proposition from the Controller of Broadcasting regarding the constitution of Advisory Committees for educational broadcasts. In view of the good work done by the Central Advisory Committee of Broadcasting, the Board were unable to agree to its suspension and authorised the Educational Adviser to consult the Controller of Broadcasting and determine how the Central Committee could be reconstituted, so that it could effectively function as a central advisory body on school broadcasts.

The Board also recommended that local committees should be set up in different broadcasting stations concerned and they should be composed of educationists selected by the Directors of Public Instruction in those areas. The Board found themselves unable to agree to the suggestion of the Controller of Broadcasting that the Station Directors should have the option of nominating educationists on their committees.

Item XXVIII.—The provisional lists showing the agencies of an all-India character, (a) interested in education generally and (b) concerned primarily with social service, were approved by the Board. They also decided that names of agencies of a similar status might also be added to the lists subsequently, if they were recommended by the provincial governments and states, and approved by the Board.

Item XXIX.—The Board recorded with thanks the letter received from the Secretary-General, National Institute for the Blind, London.

Item XXX.—Mr. G. L. Mehta was elected to the Further Education Committee in place of Sir Shri Ram. It was also decided that Mr. Tripathi should be a member of the Secondary Education Committee in addition to the existing members. The Board were of opinion that the vacancies caused by the resignation of Rajkumari Amrit Kaur on the Primary and Further Education Committees should be filled by the woman member to be nominated in her place on the Board.

The Board also accepted the proposal of Sir Meverel Statham and decided that the Women's Education Committee should be revived and that all matters connected with women's education should be referred to that Committee. The following members were elected to this Committee :—

Mr. W. H. F. Armstrong, M.A., I.E.S.

Rajyasevapravina C. V. Chandrasekharan, M.A. (Oxon.), F.R.H.S.

Mr. Gaganvihari L. Mehta, M.A.

Srimati Renuka Ray, B.Sc. (Econ.) (Lond.).

Mr. John Sargent, C.I.E., M.A.

Sir Meverel Statham, C.I.E., I.E.S.

The new woman member to be nominated.

The Board further recommended that there should be more women members on the Central Advisory Board itself in order that problems arising out of women's

education could more adequately be dealt with by the Board. It was suggested that Government of India should increase the number of nominees on the Board and the fresh seats should be filled up by the nomination of women educationists. If, however, the suggestion above was not found practicable, the Government of India should give preference to a few more women as and when vacancies arise.

The Board also authorised the Chairman to fill up any *interim* vacancy on any of the standing committees.

Item XXXI.—The Chairman announced that the Government of Baroda invited the Central Advisory Board of Education to hold their next session in Baroda and the Board accepted the invitation with gratitude. The Board authorised the Chairman to fix a suitable date for the next meeting in consultation with the Government of Baroda State.

5. In conclusion, the Board expressed their sincere thanks for the generous hospitality extended to them by His Excellency the Governor of the United Provinces and his Government and especially to Dr. Panna Lall, C.S.I. C.I.E., Dn. Litt., I.C.S., Adviser to His Excellency the Governor of the United Provinces, Mr. A. N. Sapru, I.C.S., Secretary to the Government of the United Provinces, Education Department, and Mr. J. C. Powell-Price, C.I.E., I.E.S., Director of Public Instruction, United Provinces.

(ix) NINTH MEETING—OCTOBER, 1943

IN his unavoidable absence the Chairman of the Board, the Hon'ble Sardar Sir Jogendra Singh, nominated Sir Maurice Gwyer, K.C.B., K.C.S.I., to preside over the ninth meeting of the Board.

2. At the opening of the session the Chairman read out the following messages :

(i) A farewell message to the Members of the Central Advisory Board of Education from His Excellency The Most Honourable the Marquess of Linlithgow, K.T., P.C., G.M.S.I., G.M.I.E., O.B.E., D.L., T.D., Viceroy and Governor General of India :—

“I greatly regret that owing to the pressure in these last few days of my Viceroyalty it is impossible for me to come to say farewell myself to the members of the Central Advisory Board of Education. India owes a great debt to the distinguished educationists who give their services on that Board, and their work is of particular significance at this moment, when post-war educational developments are of such very great importance. I shall always be sorry that owing to circumstances outside my control, I was unable during my Viceroyalty to inaugurate that broad advance towards the establishment of a national system of education which I had in mind before war broke out. But I am glad to think that that most important issue is receiving serious consideration in connection with post-war planning, and I trust sincerely that the deliberations of the Board, and the whole-hearted endeavours of so many in India who have the cause of education at heart, will bear fruit once the war is over.

“When I contemplate the work that the Central Advisory Board have been able to do during my Viceroyalty, I cannot but be impressed by its range and its value. It has managed, in spite of difficulties, to cover a large part of the ground on which a national system of education will have to be erected. Its reports have covered some of the most vital educational issues of the day, and have provided a nucleus of accurate and balanced information which will immensely simplify the task of those who plan and execute our further advances in this field. Its work has been a great encouragement to me, and I wish it and its members all success in the task that lies before them and in the future”.

(ii) A message from the Hon'ble Sardar Sir Jogendra Singh, Chairman, Central Advisory Board of Education in India :—

“I consider it a great privilege to have the opportunity of being associated with the Central Advisory Board of Education engaged in preparing a programme of education for India.

“I trust that the Central Advisory Board of Education will prepare this programme boldly, with the object of raising India educationally to an equal position with the other parts of the Commonwealth. Any programme which the Central Advisory Board of Education prepares would receive my wholehearted support. I hold that we must spend without stint to enable our people to draw to the full on the natural

resources of the country and treasures of happiness which are open to those who have found the key of knowledge and learnt the art of living.

"I wish the Board every success in its great task of raising India educationally to a position of equality with the advanced countries of the world".

3. Brigadier H. F. Vinden, Director, Selection of Personnel Directorate, General Headquarters, at whose invitation the Board met at Dehra Dun, welcomed the members of the Board and wished success to their deliberations. He then outlined the procedure adopted by his Directorate for the selection of officers for the Indian Army and invited the members of the Board to see the new methods in operation.

4. *Agenda* :—The agenda before the Board was as follows :—

- I. To report that the annual meeting of the Board would be held at Baroda from the 18th to the 21st January 1944.
- II. To appoint representatives of the Board on the Joint Committee (of the Central Advisory Boards of Education and Health) appointed by the Chairman to consider the problem of the prevention of blindness and the welfare of the blind in India in accordance with a recommendation of the Uniform Braille Code Committee as approved by the Board.
- III. To consider the question of strengthening the Examinations Committee of the Board by appointing additional members, to consider the technique of examinations.
- IV. To consider a Memorandum on Post-War Educational Development in India prepared by the Educational Adviser to the Government of India.

5. *Proceedings* :—The Board adopted the following resolutions.

Item I.—It was reported that the next annual meeting of the Board would be held at Baroda from the 18th to the 21st January 1944 by invitation of H. H. the Gaekwad's Government. The information was recorded.

Item II.—The *names of the persons appointed by the Central Advisory Board of Health to serve on the Joint Committee were reported. The Board appointed the following members to serve on the Committee :—

Shamsul-Ulema Dr. U. M. Daudpota, M.A., Ph.D., Director of Public Instruction, Sind.

L. G. D'Silva, Esq., M. B. E., B. A., Director of Public Instruction, Central Provinces & Berar.

A. S. Khan, Esq., M.Sc., I.E.S., Director of Public Instruction, Bihar.

Gaganvihari L. Mehta, Esq., M.A.

Srimati Renuka Ray, B.Sc., (Econ.) (Lond.), M.L.A.

John Sargent, Esq., C.I.E., M.A., Educational Adviser to the Government of India.

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- *1. Public Health Commissioner with the Government of India.
 2. Director-General, Indian Medical Service.
 3. A representative of the Punjab.
 4. Sir Jamshedji Duggan, Ophthalmic Hospital, Bombay.
 5. Sir Henry Holland.
 6. Col. E. O. G'Kirwan, I.M.S., Medical College, Calcutta.
 7. Dr. Koman Nair, Ophthalmic Hospital, Madras.

W. G. P. Wall, Esq., M.Sc., I.E.S., Director of Public Instruction, United Provinces.

Item III.—It was reported that, of the members appointed by the Board in 1942 to the Examination Committee, Dr. G. G. R. Hunter, then Director of Public Instruction, Central Provinces and Berar, had proceeded on leave preparatory to retirement. The news of the death of Rajakaryapravina N. S. Subba Rao, M.A. (Cantab), Bar-at-Law, who had been a co-opted member of the Committee, was received by the Board with deep regret. They appointed the following additional members to serve on the Committee :—

W. H. F. Armstrong, Esq., C.I.E., M.A., I.E.S., Director of Public Instruction, Punjab.

Rajyasevapravina Dr. C. V. Chandrasekharan, M.A. (Oxon.), D. Litt., F.R.H.S., Pro-Vice-Chancellor, University of Travancore.

Dr. W. A. Jenkins, C.I.E., D.Sc., I.E.S., Director of Public Instruction, Bengal.

Item IV.—The Central Advisory Board of Education having been asked by the Reconstruction Committee of H. E. the Viceroy's Executive Council to submit a scheme for post-war developments in education, the Educational Adviser to the Government of India placed before the meeting a memorandum on this subject. The Board carefully considered the proposals contained therein and subject to certain modifications to be included in their final report, were in general agreement with the scheme of development set out. In order, however, that they might take into consideration the views of the Inter-University Board on matters affecting university education, the Board decided to postpone the final formulation of their recommendations for the Reconstruction Committee, until their annual meeting at Baroda in January 1941. The Board were of opinion that the reports of their committees on which the scheme was largely based would furnish an essential background to their recommendations and directed accordingly, that the reports in question should be published together separately as part II of their report.

6. The Educational Adviser, as Chairman of the Technical Education Committee, also placed before the Board the main conclusions and recommendations of the Committee the meeting of which was held on the 11th and 12th October 1943. The Board were in general agreement with the recommendations of the Committee and directed that the full report should be submitted at their next meeting.

7. Headmaster Commander D. J. C. Smith, R. N., Deputy Director of Education, Naval Headquarters, who was invited by the Board, addressed the meeting on the method of the recruitment in the Royal Indian Navy.

8. The members of the Board were able to accept the invitation mentioned in paragraph 3. They saw something of the tests as actually administered and were also present at a meeting of the Selection Board and observed how the final selections were made. They much appreciated the opportunity afforded to them and recorded their sincere thanks for the hospitality extended to them by the Selection of Personal Directorate, General Headquarters.

(x) TENTH MEETING—JANUARY, 1944

AT the invitation of the Government of His Highness the Gaekwad of Baroda the Central Advisory Board of Education in India held their Tenth Meeting at Baroda on Wednesday, Thursday and Friday, January 19th, 20th and 21st, 1944.

2. At the opening of the session Rao Bahadur Sir V. T. Krishnamachari, K.C.I.E., the Dewan of Baroda, welcomed the members of the Board. He said :—
“Sir Jogendra Singh, Ladies and Gentlemen,

May I, with your permission convey a message which I have received from His Highness Maharaja Gaekwad?

“It is a sincere pleasure to me to welcome the members of the Central Advisory Board of Education to Baroda.

“The Board is rendering invaluable service to the cause of education in India by its well thought-out recommendations on questions of policy. We in Baroda have derived much guidance from the Board and regard it as a privilege that its present session is being held in our midst.

“I understand that the Board is to consider at its present session a comprehensive plan of post-war educational development in India. Nothing can be more important for the future of India than the formulation of a scheme of educational reform which will satisfy its varied needs and enable the country to take its rightful place in the post-war world. I wish you every success in this great task.

“I have much pleasure in extending a cordial welcome to the members of the Central Advisory Board of Education to Baroda. It is a privilege to us that you have been able to accept our invitation to hold your session here this year.

“The most important subject for discussion at this meeting is the draft of the report by the Central Advisory Board of Education on ‘post-war educational development in India’. Chapter I recommends the introduction, as speedily as possible, of free and compulsory education for boys and girls between the ages of 6 and 14. In Baroda, compulsory education for boys and girls for a period of five years was first introduced in 1893 as an experimental measure and was extended till 1906 when it became applicable to the whole State. At present, compulsion is effective all over the State, except in the sparsely populated areas in which villages in the ordinary sense do not exist. It is probably correct to say that this State is the only large area in India in which free and compulsory education has been in force for a long time and it may interest members to know our experience of its working. The introduction and working of a great social experiment like this in a predominantly agricultural community naturally give rise to difficult problems: even after 40 years we cannot claim that we have dealt with these quite satisfactorily and made the system as efficient as we want. In spite of this, it is our considered view that it is only through the

immediate introduction of compulsion on the scale contemplated in the draft report that the problem of education in India can be solved; without it there can be no enduring foundation on which can be set up a system of education suited to the country's needs.

“It is essential here to stress another vital point which the draft report brings out prominently. The success of the system of compulsion is bound up with the quality of the teacher and the efficiency of the inspecting staff. We have periodical reviews of the working of compulsion in the State. In one of these which took place in 1926-27, we found that a large proportion of the pupils stayed in the two lowest classes for the full compulsory period of five years, and left the schools without acquiring literacy. In some areas, the proportion of these was as high as 47 per cent. Measures were taken to remedy this evil, the most important being to recruit teachers carefully and increase the period of their training to two years. At present 80 per cent. of our teachers are trained and 15 per cent. of our primary teachers are trained women teachers. All this has led to a steady increase in the proportion of pupils in classes IV and V. This shows how essential it is in the general plans for India, to ensure that teachers of the right type are selected and that the standards of training are high. It follows that the scales of salaries should be adequate enough to attract suitable recruits.

“A second lesson we have learnt here is that compulsion will not be accepted unless the education given in the schools is related to the needs of village life and fits in with it. We do not claim to have solved this problem of adjustment successfully : but we make every effort to see that the school becomes the centre of the life and activities of the village. To this end we have made scouting an obligatory subject in the training school and we give all teachers under training an elementary knowledge of rural problems including the running of village libraries. It would be wise, at least in the early stages, to allow room for the widest variety of experiments in the differing conditions of the country.

“There is also a third point which seems to be worth making. Our experience is that compulsion, worked carefully, offers the most economical method of mass education : under it costs are reduced to a minimum. Let me give an instance to show what I mean. In 1929-30 we had 2,06,464 pupils in our elementary schools with 6,196 teachers. In 1942-43 we had 6,452 teachers for 2,72,900 pupils. This is due largely to the fact that the attendance and strength in all classes are now more evenly maintained.

“I have reserved to the end of my remarks under this head what in my view is the greatest gain to the life of Baroda from the compulsory system. In the State we have an exceptionally large proportion of classes of people usually called ‘backward’ : the Raniparaj, Thakardas, Bariyas, Kolis etc. : these constitute about 38 per cent. of the population. Largely however as the result of free and compulsory education the inequalities one sees elsewhere between “backward” and ‘advanced’ communities do not exist in the State. The literacy among the Antyaja people is 16.9 per cent. as compared with the general literacy of 26.7 per cent. and among Muslims it is 30.2 per

cent. as against 25.5 per cent. for Hindus. At the top of the educational scale it is true are Banias and Brahmans with high rates of literacy, but these castes form only about 8 per cent. of the total population. Excepting these, the literacy amongst the general body of the population is more or less evenly spread among all classes. The absence of glaring inequalities among communities is a potent factor in ensuring friendly relations.

“With a compulsory period of five years, a widely-extended system of village libraries is found essential in the State for preventing lapse into illiteracy. An account of this library system is given in the note on education in the State circulated to you by Dr. Mehta. I myself think that, for a long time to come, with the conditions prevalent in rural India the provision of village libraries would be necessary even with the 8 years’ compulsion recommended in the draft report. The cost of such provision will be roughly 2-1/2 per cent. of the costs of basic education.

“I hope the members of the Board will forgive these rather disjointed remarks. My object is to show what our experience of free and compulsory education in its limited application in the State has been and to urge the immediate adoption of the recommendations in Chapter I of the draft report : they represent the minimum needs of India at the present time.

“I shall conclude my speech with a suggestion that the Board should define the ideals which a national system of education should place before itself. The educational system in India began with the despatch of 1854 and has grown from time to time under different policies. It had a strictly utilitarian aim at the outset. It has undoubtedly done much for the material and political progress of India. Successive generations of educated Indians have obtained in the universities the best knowledge the West can give in English literature, history, politics, economics, natural sciences, etc. But for the higher life—the life of the spirit—they look elsewhere. The university is not to the educated Indian what Lord Haldane meant when he spoke of the University becoming, at its best, ‘the place where the higher ends of life are made possible of attainment, where the finite and the infinite are bound together’. The present system of education is regarded as an alien element imposed from outside and unrelated to the culture and traditions of India and her ways of life. Even before the war, India felt the need for a re-settlement of the ideals and aims of education. And now as the result of the revolution in thought caused by the war, the same demand is made all over the world. Speaking at Oxford some time ago Lord Halifax drew attention to the fact that the real conflict today was not between age and youth but between youth and youth and added ‘there is something sinister in the acceptance by the growing generations in different countries of standards of conduct in sharp contradiction to one another, for that does constitute a terrifying challenge to the very foundations of human thought and action’. Has India got a message to meet this ‘challenge’ ? Now that we are seeking to bring into existence a national system of education should we not define clearly what our aims and ideals are and evolve a scheme under which these aims and ideals will be realised ?

“I once again offer to all of you a cordial welcome to Baroda”.

3. The Chairman of the Board, the Hon'ble Sir Jogendra Singh, said in reply :—

“May I say, how grateful we are to His Highness the Gaekwad of Baroda and his Government for their warm hospitality. It is well that we meet in Baroda to discuss our educational plans. Nearly half a century *has speeded on its way* since I heard His late Highness the Gaekwad of Baroda addressing a gathering in Bombay and sounding a rousing call in favour of educational and social reform.

“We are meeting here today at a momentous period of world's history. The old order is yielding place to new and the new order has to be built out of the chaos which the world war has created. Reconstruction is everywhere *in the air* and every country is examining its educational system to see whether it is designed to train the sort of citizen which the future will require.

“We are fortunate indeed, and I cannot too highly applaud the foresight which the Central Advisory Board of Education have exercised under the inspiring leadership of Mr. Sargent in surveying a large part of the educational field in anticipation of the call now made upon it.

“It has been said that a State is another name for the people, India cannot enter the commonwealth of nations or even if she is given an entrance, maintain the position with her people steeped in ignorance and poverty.

“The various committees of the Central Advisory Board of Education during the last six or seven years have examined many aspects of the current educational position and the result of their labours is the scheme which is now before you. It is in the true sense of the word a national scheme aiming at educating within a definite number of years the whole of our population.

“Long centuries ago the pen claimed ‘I am ruler of the world and can raise my wielder from poverty to power’. Education is essential not only to improve our economic position but to secure the right to govern ourselves.

“Democracy requires an awakening of the cooperative spirit, a sense of national responsibility and a disciplined people. These are the gifts which education distributes in the name of God.

“They who have the spiritual light, they see the face of a brother even in an enemy; from their minds all sense of otherness departs; the awakening of cooperative spirit is the symbol of the awakening of the soul force which can unite men of various races and creeds into a nation. India is floundering in the *morass* of differences and dissensions and losing her opportunities which may not occur in the near future. Education alone can provide the way out and invest India with unity and strength.

“Bhagat Kabir, an ascetic and a devotee, said long centuries ago that the hungers of the body must be quenched before the heart can be filled with devotion for God. He prayed for the following : freedom from debt and a provision of two seers of flour, a quarter seer of butter and half a seer of dal (pulses) for all—it is as true today as it

was yesterday that economic improvement must accompany educational enlightenment. India on the physical side must expand its fields of production, both agricultural and industrial, and at the same time on the educational side train every man and woman to draw on the garnered wisdom of East and West and learn the art of living.

“‘Liberty in a State does not depend on constitutional or other institutional arrangements’, says a ‘thinker’. ‘Liberty springs solely from the spirit of those common citizens who have the will and the courage to create for themselves the strength and integrity, to accept its responsibilities and pay its price in valour, vigilance, and fortitude to defend its unseen, incessant and insidious enemies—indifference, ignorance, indolence and injustice.’

“There is an urgent need to make an immediate start to carry out our plans of educational and economic development. In our country there is no end of discussions and debates, reports and recommendations ; resolutions are recorded to be forgotten or consigned to the faithful custody of files. We have a great deal of lee way to make up. As soon as you have given your final approval of your recommendations, I shall do my utmost to commend them to those with whom the final decision will rest.

“I need hardly emphasise the need of the closest and most cordial cooperation between the centre and the provinces for carrying out all schemes of post-war development on a nation-wide scale. The provinces must work out ways and means of applying the general ideals implicit in the scheme by stages and methods suited to their conditions and their own need. The Government of India must in my opinion be prepared to afford such help and advice as may be needed to enable provinces to put into operation the plans thus prepared.

“I am aware of the misgivings in some quarters as to whether India can afford to finance the scheme. I am no less conscious that India’s economic progress is intimately bound up with the development of her social services. The most important factor of production is man himself. The human machinery must be raised to the highest level of efficiency and maintained in good condition if we are to exploit the natural resources which God has placed at our disposal. Any money that we spend on equipping our man-power is an investment which would more than repay what we spend. I may mention that in the first five years the estimated increase in expenditure is only Rs. 10 crores and in the next five years the expenditure rises to Rs. 23 crores, a figure which is not beyond the resources of a united India. These ten years if we set about it with unflinching determination to develop the natural resources of this sub-continent and make money our servant, may increase national income ten times and enable the entire scheme to be carried out in twenty-five years instead of fifty years.

“There is nothing impossible of attainment; as education improves the health and efficiency of our workers, their earning capacity will increase and with it money will become available for organising social services. Money is nothing but the dust of a man’s hand.

“There is no other way to improve the economic conditions of our people but to feed and educate them and to make them equal in efficiency with their compeers in other countries. Education will place in the hands of our youth the key to unlock the hidden treasures of nature ; it will produce leaders who can consecrate their lives in making a better future for their fellowmen. Education in any case is not going to be a wasting asset. So let us go hopefully forward and do what other countries are doing.

“I am in favour of immediate action. Success in the economic as well as in the educational sphere awaits us if we can awaken the maximum amount of enthusiasm and public support ; if we turn our eyes from abstract perfection to practical achievement.

“Education, Health and Lands happen to be in my portfolio, but they are also primarily the concern of the provinces. I have no doubt that provinces would be glad to play their part in any constructive plan we can propose. It is my purpose to give a lead, to dethrone the spirit of inaction that sits at the throttle and to press the accelerator with all my power to speed up the pace of progress.

“Gentlemen, I cannot conclude without paying my tribute to Sir Maurice Gwyer, whose interest in education has led him to sacrifice his much needed rest, who has renounced the comforts of a home to serve the cause of education, who is giving of his best without any hope of a return. It is men like him who are the strength of England and who can recharge the reservoir of faith in British policy to secure four freedoms for all.

“Lest we forget, let us remember those this day who in far-flung battlefields of this gigantic struggle enable to plan a nation-wide programme of education.

“They are tracing in blood, sweat and tears, the demands of their country for an equal position in the Commonwealth, they are demonstrating the power of unity which animates our armed forces. Let our plans be equal in clarity and courage to the limitless sacrifices, for only then we shall keep our faith with the dead and secure that for which they are laying down their lives”.

4. *Agenda* :—The agenda before the Board was as follows :—

- I. To report that the proceedings of the eighth meeting of the Central Advisory Board of Education held at Lucknow on the 14th and 15th of January, 1943, were confirmed by circulation to members and that copies were sent to provincial governments, local administrations, state governments and universities, and were also put on sale.
- II. To report that the proceedings of the Special Meeting of the Central Advisory Board of Education held at Dehra Dun on the 13th, 14th and 15th October, 1943, were confirmed by circulation.
- III. To consider further the Memorandum on Post-War Educational Development prepared by the Education Adviser to the Government of India in the light of the observations received from the following bodies :

(a) The Inter-University Board

(b) The Indian Public Schools Conference

and to determine the Board's final recommendations for submission to the Reconstruction Committee of the Viceroy's Executive Council.

CENTRAL ADVISORY BOARD OF EDUCATION

- IV. To report that the Government of India do not propose for the duration of the war to take up the question of the enumeration of the blind population, which the Uniform Braille Code Committee, 1941, had recommended.
- V. To report that the Government of India propose to defer consideration of the question of promoting legislation for the special benefit of blind persons as recommended by the Uniform Braille Code Committee, 1941, pending the publication of the findings of the Joint Committee set up by the Central Advisory Boards of Education and Health to consider the scheme for the welfare of the blind prepared by Sir Clutha Mackenzie.
- VI. To report that as desired by the Expert Committee on Uniform Braille Code the Indian Braille Code has been published with all Indian alphabets and that the Report of the Committee together with the Code has been circulated to provincial governments, local administrations and states as well as to National Institute for the Blind in Great Britain for opinion, and that their views are awaited.
- VII. To consider a communication from the Chairman of the Central Board of Reference on Uniform Scientific Terminology and recommendations, if any, from the appropriate standing committee in connection therewith.
- VIII. To report that the Government of India do not propose to take any action for the present in regard to the inclusion of philosophical subjects in the syllabuses of all-India competitive examinations, in view of the fact that recruitment by open competition to most of the all-India Services has been suspended for the duration of the war.
- IX. To report that the question of increasing the number of women members on the Central Advisory Board of Education, recommended by the Board at their meeting in January, 1943, is under the consideration of the Government of India.
- X. To report the action taken by the Government of Bombay on the recommendations made by the committee appointed by the Board to advise them with regard to the experiment on basic education in their province.
- XI. To receive and consider reports from provincial governments etc., on main developments in (a) primary and (b) 'basic' education, and recommendations, if any, from the appropriate standing committee in connection therewith.
- XII. To receive and consider reports from provincial governments etc., on development in adult education and recommendations, if any, from the appropriate standing committee in connection therewith.
- XIII. To receive and consider reports from provincial governments, etc., and voluntary agencies of an all-India status, in regard to developments in Social Service, and recommendations, if any, from the appropriate standing committee in connection therewith.
- XIV. To receive and consider reports from provincial governments etc., regarding the action taken or proposed to be taken on the recommendations made by the Joint Committee on the health of school children, and recommendations, if any, from the appropriate standing committee in connection therewith.
- XV. To receive and consider the views of provincial governments, local administrations, states, and universities on the recommendations made by the Joint Committee of the Central Advisory Board of Education and the Inter-University Board on the question of the relation of the School Leaving Certificate Examination to the Matriculation Examination and recommendations, if any, from the appropriate standing committee in connection therewith.
- XVI. To receive and consider the action taken or proposed to be taken on the recommendations made by the Examinations Committee in the first part of their report, by provincial governments, local administration, states and universities, and recommendations, if any, from the appropriate standing committee, in connection therewith.

PROCEEDINGS OF TENTH MEETING

- XVII. To receive and consider reports from provincial governments etc., with regard to the action taken or proposed to be taken on the recommendations of the Committee on the Recruitment, Training and Conditions of Service of Teachers, and recommendations, if any, from the appropriate standing committee in connection therewith.
- XVIII. To receive and consider reports from provincial governments etc., with regard to the action taken or proposed to be taken on the recommendations of the Committee on the Recruitment of Education Officers, and recommendations, if any, from the appropriate standing committee in connection therewith.
- XIX. To receive and consider reports from provincial governments etc., with regard to the action taken or proposed to be taken on the recommendations of the Board regarding the question of discipline in schools and colleges, and recommendations, if any, from the appropriate standing committee in connection therewith.
- XX. To receive and consider reports from provincial governments etc., with regard to the action taken or proposed to be taken on the recommendations of the Board regarding the question of the assumption of control of primary education by the State, and recommendations, if any, from the appropriate standing committee in connection therewith.
- XXI. To report the action taken or proposed to be taken by provincial governments etc., with regard to the recommendation of the Board regarding a survey of the mentally and physically handicapped population of school-going age.
- XXII. To consider a memorandum prepared by the Educational Adviser to the Government of India on the question of the welfare of Indian students who proceed abroad and particularly to United Kingdom.
- XXIII. To receive and consider the report of the Committee appointed by the Central Advisory Board of Education to explore the mode of developing facilities for technical education in the country as a whole.
- XXIV. To receive and consider the report of the Committee appointed by the Central Advisory Board of Education to investigate the ways and means for improving the planning, production and supply of textbooks.
- XXV. To receive and consider a further report of the Examinations Committee of the Central Advisory Board of Education on the subject of the technique of examinations.
- XXVI. To consider the question of appointing a committee to investigate the problem of the training, recruitment and conditions of service of teachers in universities or other institutions of higher education not previously dealt with.
- XXVII. To receive and consider the views of the Inter-University Board on the question of the inclusion of sociology in the degree courses of the universities, and recommendations, if any, from the appropriate standing committee in connection therewith.
- XXVIII. To receive and consider the views of the Inter-University Board on the recommendations of the Examinations Committee, as approved by the Board, with regard to the question of having an external examination at the end of the first year of the three-year degree course for those students who desire a transfer to universities which retain intermediate courses, and recommendations, if any, from the appropriate standing committee in connection therewith.
- XXIX. To receive and consider the views of the Inter-University Board on the recommendation of the Examinations Committee as approved by the Board regarding the question of giving examinees the option of answering question papers in non-language subjects in their mother-tongue in the higher stages of education and recommendations, if any, from the appropriate standing committee in connection therewith.

- XXX. To receive a report from the Educational Adviser about the reconstitution of the Central Committee on Educational Broadcasts.
- XXXI. To consider the question of Basic English in relation to the Indian educational system.
- XXXII. To consider what concessions should be given to college and school students who join the defence services, with regard to their recruitment to public services after the war.
- XXXIII. To consider the question of the assumption of control of school education by the State, and recommendations, if any, from the appropriate standing committee in connection therewith.
- XXXIV. To consider the question of adopting a uniform standard of the Matriculation examination, and recommendations, if any, from the appropriate standing committee in connection therewith.
- XXXV. To consider the question of having adequate arrangements for the study of Chinese, Japanese and Russian Languages at certain selected centres.
- XXXVI. To receive a communication from the Headmaster of the Doon School about a matter of educational interest.
- XXXVII. To consider a communication from the Honorary General Secretary, All India Women's Conference, regarding proselytising in educational institutions.
- XXXVIII. To report the decision of the Chairman of the Board in regard to an issue raised by the Hon'ble Education Minister for Sind.
- XXXIX. To report the appointments made by the Chairman in the interim vacancies on the standing committees of the Board.
- XL. To fix the time and place of the next meeting of the Central Advisory Board of Education.

5. *Proceedings* :—The Board adopted the following resolutions.

Item I.—It was reported that the proceedings of the Eighth Meeting of the Central Advisory Board of Education held at Lucknow in January 1943 were confirmed by circulation to members and that copies were sent to provincial governments, local administrations, state governments and universities and were also put on sale.

Item II.—It was also reported that the proceedings of the Ninth (Special) Meeting of the Central Advisory Board of Education held at Dehra Dun in October 1943 were confirmed by circulation and that copies were sent to provincial governments etc.

Item III.—The Board then proceeded to consider further the Memorandum on Post-War Educational Development in the light of the observations received from the Inter-University Board in India and the Indian Public Schools Conference (See Appendices A & B). The Board recorded with appreciation the observations made by the Indian Public Schools Conference. They also noted with satisfaction that the views of the Inter-University Board were in general agreement with their scheme. While adhering to the opinion that the age of compulsion should be from six to fourteen they agreed that children should be encouraged to attend school at five or even earlier. A note submitted by Sir Mirza M. Ismail, K.C.I.E., O.B.E., Prime Minister, Jaipur, was also taken into consideration.

The Board gave their careful consideration to the question of religious instruction in educational institutions. The importance which the Board attach to the training of character at all stages of education has been stressed in their scheme. At the same time, the Board felt that it would be useful to lay down certain general principles for guidance as to the best way in which the whole question of religious education should be approached and they accordingly appointed a special committee for this purpose with the following members : —

Dr. P. N. Banerjea, M.A., D.Sc. (London), Bar-at-Law, M.L.A.

The Right Rev. G. D. Barne, C.I.E., O.B.E., M.A., D.D., V.D., Bishop of Lahore.

Rajyasevapravina Dr. C. V. Chandrasekharan, M.A., (Oxon.), D. Litt., F.R.H.S.,

Pro-Vice-Chancellor, University of Travancore.

The Hon'ble Pir Illahi Bakhsh Nawazali, Minister for Education, Sind.

Mrs. Renuka Ray, B.Sc. (Econ.) (Lond.), M.L.A.

John Sargent, Esq., C.I.E., M.A., Educational Adviser to the Government of India.

Khan Bahadur Shah Alam Khan, M.A., LL.B., Director of Public Instruction, N. W. F. Province.

The Hon'ble Mr. Tamizuddin Khan, Minister for Education, Bengal.

Sardar Bahadur Sardar Ujjal Singh, M.A., M.L.A. (Punjab).

The Board were further of opinion that the successful operation of their plans for post-war development would involve important administrative changes and a re-adjustment would be necessary amongst the various bodies now concerned with the primary and secondary stages of education. They therefore, appointed the following committee to examine and report on the issue :—

Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., LL.D. (Ex-Chief Justice, Federal High Court, India), Vice-Chancellor, Delhi University.

The Hon'ble mian Abdul Haye, Minister for Education, Punjab.

Dr. W. A. Jenkins, C.I.E., D.Sc., I.E.S., Director of Public Instruction, Bengal.

Dr. V. S. Jha, Ph.D., Divisional Superintendent of Education, Central Provinces.

S. N. Moos, Esquire, C.I.E., M.A., I.E.S., Director of Public Instruction, Bombay.

The Hon'ble Khan Bahadur Saiyidur Rahman, Minister for Education, Assam.

John Sargent, Esq., C.I.E., M.A., Educational Adviser to the Government of India.

Sir Meverel Statham, C.I.E., I.E.S., Director of Public Instruction, Madras.

Dr. (Mrs.) Malini B. Sukthankar, M.B.B.S., J.P.

W. G. P. Wall, Esq., M.Sc., I.E.S., Director of Public Instruction, United Provinces (or his successor).

The general proposals for post-war educational development were then adopted by the Board subject to reservations in regard to particular points by certain members. It was decided that the Report, including these reservations, should be printed separately, for transmission to the Reconstruction Committee of the Viceroy's Executive

Council and should be made available to the public as early as possible. In view of the very large demand from all parts of the country, the Chairman expressed the view that an adequate number of copies of the Report should be made available at an economic price so as to meet the demand of educational bodies in India and abroad as well as the public in general.

Item IV.—It was reported that the Government of India do not propose for the duration of the war to take up the question of the enumeration of the blind population, which the Uniform Braille Code Committee, 1941, had recommended.

Item V.—The Board noted that the Government of India propose to defer consideration of the question of promoting legislation for the special benefit of blind persons as recommended by the Uniform Braille Code Committee, 1941, pending the publication of the findings of the Joint Committee set up by the Central Advisory Boards of Education and Health to consider the scheme for the welfare of the blind prepared by Sir Clutha Mackenzie.

Item VI.—It was reported that as desired by the Expert Committee on the Uniform Braille Code, the Indian Braille Code was published with all the Indian alphabets and that the Report of the Committee together with the Code was circulated to provincial governments, local administrations and states as well as to the National Institute for the Blind in Great Britain for opinion, and that their views were awaited. In view of the great value of a Uniform Braille Code for the education of the blind in this country, the Board expressed the hope that the views of the various bodies concerned would be available for their consideration at their next meeting.

Item VII.—The Board considered a communication from the Chairman of the Central Board of Reference on Uniform Scientific Terminology and endorsed the recommendation of the standing committee in connection therewith. They thought that the difference of opinion in regard to the grouping of Indian languages according to their natural affinities was not so material as to delay further the work of preparing a uniform scientific terminology and that it was in any case a matter within the purview of the Central Board of Reference. They, therefore, decided that the Reference Board be requested to consider this matter and proceed with the preparation of a uniform scientific terminology in accordance with the principles set out by the Central Advisory Board.

Item VIII.—It was reported that the Government of India do not propose to take any action for the present in regard to the inclusion of philosophical subjects in the syllabuses of all-India competitive examinations, in view of the fact that recruitment by open competition to most of the all-India Services has been suspended for the duration of the war.

Item IX.—The Board noted the information that the question of increasing the number of women members on the Central Advisory Board of Education, recommended by the Board at their meeting in January 1943, was under the consideration of the Government of India.

Item X.—The Director of Public Instruction, Bombay, reported that his Government were in general agreement with the recommendations made by the committee appointed by the Board to advise them in regard to the experiment on basic education in that province and have, as recommended by the committee, appointed a Board of Basic Education to advise them in this behalf. The Board expressed the hope that any new developments in the matter would be reported to them in due course.

Item XI.—The Board decided to record the reports supplied by the provincial governments with regard to developments in primary and basic education. They also had before them the recommendation of the standing committee and were of the opinion that in view of the importance of the experiments now being made in certain provinces in basic education, provincial and state governments should depute representatives to see the developments in these experimental schools. They were of the opinion that it would be advantageous if, whenever possible, the representatives appointed could visit an area together, as such an occasion would afford opportunities for discussion and exchange of opinion.

Item XII.—The Board considered the remarks of the standing committee on the information supplied by provincial governments, etc., about the recent developments in adult education and decided that the information should be recorded. They expressed their regret at the tendency, as revealed by the reports, to reduce expenditure on adult education. They were of opinion, however, that until money was available for comprehensive schemes covering the entire province, it would be much more useful to concentrate effort on selected areas in which a complete scheme, as recommended in the Board's plan for post-war educational developments, might be introduced.

Item XIII.—The Board considered the opinion of the standing committee on the reports from the provincial governments, etc., with regard to social service. It was reported that the Central Bureau of Education are at present engaged in compiling a register of all-India social service agencies with full information as to their activities, financial position and resources, future programme etc. The Board suggested that provincial governments, etc., might consider the question of preparing similar registers of other social service agencies, the scope of which is confined to their respective areas.

Item XIV.—The Board agreed with the recommendation of the standing committee on the reports received from provincial governments regarding the action taken or proposed to be taken on the report made by the Joint Committee on the health of the school children and recommended that a complete scheme of school health service, as set out in the Board's plan for Post-War Educational Development, might be introduced in selected areas. They were impressed with the propagandist value of such an experiment with a view to the education of public opinion. In this connection the Board also wished to emphasise the great and urgent need for training a sufficiently large medical personnel. The hope was further expressed that the Health Survey Committee of the Central Advisory Board of Health would take into

account the proposals contained in the Board's Report on Post-War Educational Development regarding the Health of the School Child and Physical Education in Schools.

Item XV.—The Board considered the views submitted by the provincial governments, universities etc., on the report of the Joint Committee on Matriculation and School Leaving Certificate Examination. They had also before them the recommendation of the Inter-University Board in this connection that every candidate should be examined in five basic subjects. Though universities are free to prescribe their own requirements for matriculation, the Board wished to reiterate their agreement with the recommendation of the Joint Committee and felt it desirable that there should be uniformity amongst the universities and other authorities concerned. They accordingly requested the Educational Adviser to the Government of India to prepare a memorandum for submission to the Inter-University Board explaining their attitude in this connection.

Item XVI.—In recording the replies received from provincial governments, etc., on the recommendations made by the Examinations Committee in the first part of their report, the Board reaffirmed their resolution approving the recommendations of the Committee and expressed the hope that provincial governments etc., would co-operate in giving effect to those recommendations.

Item XVII.—The Board noted with satisfaction that the provincial governments, etc., generally approve of the recommendations made by them with regard to recruitment, training and conditions of service of teachers. They further noted that most of them have expressed inability to adopt the minimum salaries prescribed for financial reasons.

Item XVIII.—The Board considered the reports from provincial governments, etc., with regard to the action taken or proposed to be taken on their recommendations in regard to recruitment of Education Officers and noted that those provincial governments, etc., from whom replies had so far been received, generally agreed with the Board's recommendations and that there had been encouraging progress in this respect in the Punjab particularly. They further hoped that there would be an early improvement in conditions elsewhere.

Item XIX.—The Board agreed with the recommendation of the standing committee on the reports received from provincial governments etc., with regard to the action taken or proposed to be taken on their recommendation in regard to the question of discipline in schools and colleges. They felt that the real solution to the problem of maintaining discipline in schools and colleges and checking the undesirable participation of students in politics lay in an all-round improvement of conditions in schools and colleges. There must be better residential and tutorial arrangements and fuller and freer extra-curricular activities for students but even more important is an improvement in the position and conditions of service of teachers. Not until the status of teachers is raised will they be able to establish closer and healthier relations with students so as properly to influence and guide them and their parents. In schools it is particularly necessary that teachers should be in a position to establish effective

contact with parents and there should be close cooperation between the two; but they will not be able to secure recognition from parents for this purpose unless the status accorded to them is commensurate with the obligations they would thus assume.

Items XX and XXXIII.—The Board had before them the recommendation of the standing committee on the reports received from provincial governments etc., with regard to the action taken or proposed to be taken on the question of assumption of control of primary education by the State. The Board noted that the terms of reference to the Committee already appointed (*vide* para. 8 above) to investigate the changes necessary in the administration of primary and secondary education in connection with the scheme of Post-War Educational Development, would cover this issue also.

Item XXI.—The Board considered the reports from the provincial governments etc., on the action taken or proposed to be taken by them in regard to the recommendation for a survey of the mentally and physically handicapped population of school-going age and noted that it would not be practicable for those authorities to take any action in this behalf for the duration of the war. In view, however, of the comprehensive recommendation made by the Board in connection with their scheme for post war educational development the Board did not consider it necessary to pursue the matter any further.

Item XXII.—The Board considered the Memorandum prepared by the Educational Adviser to the Government of India on the question of the welfare of Indian students who proceed abroad. The Board found themselves in general agreement with the Memorandum and directed that it should be circulated to the authorities concerned.

Item XXIII.—The Board considered the report of the Committee appointed by them to explore the mode of developing the facilities for technical education (including art and commercial education) in the country as a whole. The Board adopted the recommendations of the Committee. In view of the importance of agricultural education in this country with its vast rural population they appointed the following Committee to examine and report on the issue:

W. H. F. Armstrong, Esq., C.I.E., M.A., I.E.S., Director of Public Instruction, Punjab.

The Hon'ble Pir Illahi Bakhsh Nawazali, Minister for Education, Sind.

Rao Bahadur Sir V. T. Krishnamachari, K.C.I.E., Dewan of Baroda.

Gaganvihari L. Mehta, Esq., M.A., Ex-President, Federation of Indian Chambers of Commerce.

S. N. Moos, Esq., C.I.E., M.A., I.E.S., Director of Public Instruction, Bombay.

John Sargent, Esq., C.I.E., M.A., Educational Adviser to the Government of India.

Sardar Bahadur Sardar Ujjal Singh, M.A., M.L.A. (Punjab).

The Chairman was authorised to nominate a suitable number of agricultural experts to serve on the Committee.

Item XXIV.—Mr. W. H. F. Armstrong, C.I.E., the Chairman of the Committee appointed by the Board to investigate the ways and means for improving the planning, production and supply of textbooks, presented to the Board the Report of the Committee. After careful consideration, the Board adopted the recommendations of the Committee and decided that it should be forwarded to the provincial governments, local administrations etc., for their opinion and necessary action.

Item XXV.—Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., LL.D., the Chairman of the Examinations Committee who had been asked to submit a further report on the technique of examinations, placed before the meeting the recommendations of this Committee. The Board were of the opinion that in the present state of development of the system of education in this country it may not be practicable to adopt symbolic marking in stages of education below that of B.A. (Hons.) course. They, therefore, recommended the retention of numerical marking, for the present, below that stage. They also wished to stress the principle set out by the Committee that in any test or examination with the object of selecting people for higher stages of education, the main emphasis should be on the native intelligence of the scholar rather than on his achievements. Subject to the above comments, the Board endorsed the recommendations submitted to them and directed that they should be forwarded to the provincial governments etc., for their consideration.

Item XXVI.—The Board appointed the following Committee to investigate the problem of the Training, Recruitment and Conditions of Service of Teachers in Universities or other institutions of higher education not previously dealt with :—

W. H. F. Armstrong, Esq., C.I.E., M.A., I.E.S., Director of Public Instruction, Punjab.

Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., LL.D., Vice-Chancellor, Delhi University.

A. S. Khan, Esq., M.Sc., I.E.S., Director of Public Instruction, Bihar.

Dr. Panna Lall, C.S.I., C.I.E., D.Litt., I.C.S., Adviser to H. E. the Governor of the United Provinces.

Gaganvihari L. Mehta, Esq., M.A., Ex-President, Federation of Indian Chambers of Commerce.

Mrs. Renuka Ray, B.Sc., (Econ.) (Lond.), M.L.A.

John Sargent, Esq., C.I.E., M.A., Educational Adviser to the Government of India.

S. C. Tripathi, Esq., M.A., I.E.S., Director of Public Instruction, Orissa.

The Hon^{ble} Mr. Tamizuddin Khan, Minister for Education, Bengal.

or

The Director of Public Instruction, Bengal.

The representatives of the Inter-University Board on the Board.

Item XXVII.—The Board considered the views of the Standing Committee in regard to the recommendations of the Inter-University Board on the question of the inclusion of Sociology in the degree courses of the universities, which read :

“Resolved that the following resolution passed in 1942 be reaffirmed :
‘Resolved that it be a recommendation to the Universities to introduce the study of Sociology and to make provision for its instruction’.”

The Board found themselves in general agreement with the recommendations of the Inter-University Board and wished to emphasise that in the teaching of the Social Sciences due stress should be laid on the practical aspects of those studies.

Item XXVIII.—The Board had before them the views of the Inter-University Board on the recommendations of the Examinations Committee with regard to the question of having an external examination at the end of the first year of the three-year degree course for those students who desire a transfer to universities retaining intermediate courses, which read :

“Regarding the resolution on the external examinations at the end of first year of three-year degree course etc., the following resolution was passed at the Universities Conference held at Hyderabad-Deccan in December 1945 :

‘The Conference resolves that those who have passed the Delhi Higher Secondary Examination shall be eligible for admission to the Senior Intermediate Class’.”

The Board understood that the Delhi University was prepared to institute, for the time being, an external examination at the end of the first year of the three-year degree course for those who desired to migrate to other universities and that the Inter-University Board had agreed to cooperate in securing recognition of that examination by other universities.

Item XXIX.—The Board had before them the views of the Inter-University Board on the recommendations of the Examinations Committee regarding the question of giving examinees the option of answering question papers in non-language subjects in their mother tongue in the higher stages of education, which read :

“While reaffirming the following resolution of the Fourth Conference of Indian Universities it is the opinion of the Inter-University Board that instruction in the high schools might be given in the mother tongue but that it is premature to make the mother tongue the medium of instruction in the degree courses.

“Resolved that in the opinion of this Conference the medium of instruction at different stages of education up to and including the degree course should, as far as circumstances permit, be the mother tongue of the student. But, in view of the present condition in India, the medium of instruction in the high schools should ordinarily be the mother tongue of the pupil, but where owing to the existence of pupils with different mother tongues in the same school or for other special reasons it is not possible to do so, the

medium of instruction should be English or any modern Indian language.

That with a view to attaining this end, the universities of India are requested to take steps for enriching the literature of the respective Indian languages.’”

The Board noted that the comments of the Inter-University Board did not entirely cover their point of reference. In agreement with the standing committee they were of the opinion that in order effectively to attain the object underlying the recommendation of the Examinations Committee greater stress should be laid on instruction in the higher stages of education being given through the medium of the mother tongue. It may often be very useful for instruction to be given in part through the medium of the mother tongue and in part through the medium of English.

Item XXX.—The Educational Adviser, having discussed with the Director-General, All India Radio, the question of reconstituting the Central Committee on educational broadcasts, reported to the Board that the Director-General while appreciating the need of a regular means of liaison between education and broadcasting authorities, doubted the efficacy of regular regional committees for this purpose and considered that this would make undue demands on the time of his very limited staff. It was suggested that a panel of officers should be established for each regional station by Station Directors in consultation with the Directors of Public Instruction but that liaison at the Centre should take the form of direct contact between the Educational Adviser and the Director-General. The Educational Adviser recommended that this arrangement might be tried as an experiment for a year or two. The Board accepted the recommendation of the Educational Adviser and decided that this scheme should be tried for two years in the first instance.

Item XXXI.—The Board considered the question of basic English in relation to the Indian educational system. They noted that the views expressed by eminent Indian educationists so far did not generally favour the adoption of basic English in this country. They also noted that a few experiments have been started by certain provincial authorities in a few localities and it was too early yet to expect any definite results therefrom. In view, however, of the interest that was being taken in basic English in England and America, the Board authorised the Educational Adviser to appoint a Committee to report on the matter as and when he considered it necessary.

Item XXXII.—The Government of Madras asked the Board to consider what concessions should be given to college and school students who join the Defence Services with regard to their recruitment to public services after the war. The Board understood that the matter was already receiving careful consideration by the central as well as provincial governments. They directed that all the available information on the subject should be collected and forwarded to the Government of Madras for their information.

Item XXXIII.—See Item XX above.

Item XXXIV.—The Board considered the question of adopting a uniform standard for the Matriculation examination in India. In agreement with the standing committee, the Board were of opinion that the intellectual development and attainments of the pupils taking the Matriculation examination all over the country should be as uniform as possible. Uniformity beyond this is not regarded as desirable or practicable.

Item XXXV.—The Board considered the proposal of the Vice-Chancellor of the Punjab University, that adequate arrangements for the study of Chinese, Japanese and Russian languages should be made at selected centres. The Board found themselves in sympathy with the proposal and decided that their recommendation should be communicated to the Inter-University Board and the universities for suitable action.

Item XXXVI.—The Board received a communication from the Headmaster of the Doon School, Dehra Dun, regarding a system of badges introduced in the school, in connection with a scheme of physical education. The Board decided to record the information and to forward it to educational authorities for information.

Item XXXVII.—The Board considered a communication from the All India Women's Conference regarding the alleged proselytising activities of the authorities of a certain educational institution. The Board understood that the question at issue was still under the consideration of the Bombay University. They decided that the All India Women's Conference should be asked to furnish further and fuller information on the point.

Item XXXVIII.—The Board recorded the following decision of the Chairman as to the relative status of representatives from a province which deposes more than one member to a meeting of the Board :

“According to the constitution each province has one representative on the Board who shall be either the Minister in charge of Education (or his deputy) or the Director of Public Instruction (or his deputy) or such other person as the provincial government may nominate in this behalf. In the event of a vote being taken only the senior member of the Province present at the meeting is entitled to a vote.”

Item XXXIX.—It was reported that the following appointments had been made by the Chairman to the interim vacancies on the standing committee :

1. *Primary Education Committee*

W. G. P. Wall, Esq., M.Sc., I.E.S., Director of Public Instruction, United Provinces, *vice* Mr. Powell-Price, retired from the post of Director of Public Instruction, United Provinces.

2. *Secondary Education Committee*

(a) Dr. W. A. Jenkins, C.I.E., D.Sc., I.E.S., Director of Public Instruction, Bengal, *vice* Mr. J. M. Bottomely, retired from the post of Director of Public Instruction, Bengal.

(b) M. Ruthnaswamy, Esq., C.I.E., M.A., Bar-at-Law, Vice-Chancellor, Annamalai University, *vice* Sir C. Ramalinga Reddy, resigned.

3. *General Purposes Committee* :

(a) H. N. Sen, Esq., M.Sc., Director of Public Instruction, Assam, *vice* Mr. S. C. Roy, retired from the post of Director of Public Instruction, Assam.

(b) L. G. D'Silva, Esq., M.B.E., B.A., Director of Public Instruction, Central Provinces & Berar *vice* Dr. G. G. R. Hunter, retired from the post of Director of Public Instruction, Central Provinces & Berar.

Item XL.—The Hon'ble the Education Minister for Sind announced that the Government of Sind wished to invite the Central Advisory Board of Education to hold their next session in Karachi and the Board accepted the invitation with gratitude. The Board authorised the Chairman to fix a suitable date for the next meeting in consultation with the Government of Sind.

In conclusion the Board expressed their sincere thanks to His Highness the Gaekwad of Baroda and his Government and especially to Sir V. T. Krishnamachari, K.C.I.E., the Dewan of Baroda, for the generous hospitality extended to the members of the Board.

(xi) ELEVENTH MEETING—JANUARY, 1945

AT the invitation of the Government of Sind the Central Advisory Board of Education in India held their Eleventh Meeting at Karachi on Tuesday, Wednesday and Thursday, January 16th, 17th and 18th, 1945.

2. At the opening of the session His Excellency Sir Hugh Dow, K.C.S.I., C.I.E., I.C.S., Governor of Sind, was present to welcome the members of the Board. His Excellency said :—

“I am very pleased to welcome the Chairman and members of the Central Advisory Board of Education to this session, and it has been a great disappointment to me that the exigencies of my annual tour should prevent me from remaining in headquarters throughout your visit, and thus from showing you hospitality and improving my acquaintance with you in the way I should like to do. I understand, and have indeed gathered from your agenda, that your deliberations here have no particular reference to this province, but that you will take advantage of your presence here to see Sind educational institutions and to familiarise yourself with our problems and needs. We may therefore expect the results of your local enquiries to be reflected in future meetings rather than to influence this one ; but I have great hopes that more immediate benefits to the province from your visit will ensure from the contacts which our own educationists, both official and non-official, will be able to make with the more eminent and experienced men and women who form your Board. There are many circumstances which combine to make us here in Sind too parochial in our outlook ; our imported intellectual pabulum consists mainly of slogans, which we are apt to assimilate without too much considering whether they are good for us. Anything therefore which shakes us up a little and brings us into living touch with wider administrative problems is likely to be good for us.

“(2) I have been somewhat exercised in my mind as to the limits within which it is proper, on such an occasion as this, for a constitutional Governor, working with a responsible Minister whose advice he is normally bound to accept, to attempt to express opinions of his own. On the one hand I have been advised that I ought to confine myself strictly within the circle of compliment and platitude : on the other, that this occasion gives me a heaven-sent opportunity to air my own views. The conclusion I have reached is that either course would be equally presumptuous on my part, and perhaps equally useless to you. The best thing I can do is perhaps to invite your attention to some of our particular problems, as to the existence of which my Ministers and I are agreed, and for advice on which we shall both be equally grateful.

“(3) During the last year a great many comfortable consciences have been galvanised into uneasy activity by the publication of the report which this Board has submitted to the Reconstruction Committee of the Viceroy's Executive Council, and which will go down to history, (you will probably agree deservedly so), under the name of

the Sargent Report. I think everyone has been impressed with the extreme moderation—I am tempted to say the undue moderation—with which the case has been stated. Some years ago, I read a most depressing book called “How to live in England on a pension”. The author proceeded to enumerate the various items of necessary or conventional expenditure and to give what seemed very modest estimates of their cost. These items were then added up to a figure far beyond any pension that I was ever likely to draw, and the lamentable conclusion was reached that if I never had a holiday, never had a drink, never rode anything but a bicycle, never had any new clothes, and worked hard all day and every day cultivating my garden, I should in the end just be able to die of something else than starvation. Let me admit that the first reading of the Sargent Report had a somewhat similar effect on me. The total figure of cost arrived at by the addition of a long series of under-estimates was so large that it seemed it could never be met by so poor a country as India.

“(4) These however were only first impressions, or perhaps I should say, depressions. When you ask yourselves, “Why is India, with its vast natural resources, a poor country” it seems to me you must always arrive, ultimately, at the same answer, ignorance. Now the only cure for ignorance is, in some form or another, Education. We have in fact to realise that expenditure on it will not only produce the needed funds, but will finance a great development of all India’s resources. No doubt some of you are familiar with the history of the agitation which preceded the introduction of compulsory education in England some seventy or eighty years ago, and you must have been struck with the similarity of the arguments used to oppose it then with those advanced by its opponents in India today. It was then argued that we should produce a race of clerks and that nobody would be willing to do menial, manual agricultural or technical work. People would not see, as they refuse to see in India today, that it is the very lack of educational facilities that gives even the half-educated a scarcity value, and so tends to divert into purely clerical avocations people who would willingly work in other fields if they could find in them the same intellectual companionship.

“(5) I have long been convinced that compulsory primary education is the greatest need of the people of Sind, and it is a matter of great regret to me that my influence has availed so little to help it forward. On paper some progress has been made, and the area within which compulsory education is supposed to prevail is being extended year by year. Actually, we know that within those areas large numbers of children do not go to school, and they are not compelled. There are many reasons for this; the poor cultivator wants the services of his children at an early age; the zamindar is lukewarm because he fears education will either withdraw labour from agriculture, or will make labour stick out for better conditions; and the politician is also lukewarm, because compulsion is unpopular and means losing votes.

“(6) Compulsory education in Sind cannot be considered without reference, too, to the communal question. The Muslims are much more numerous, but education is more widely diffused among the Hindu community. It is easier and cheaper to provide

schools in towns than in rural areas, and in a town a school can serve a greater number of children, and it is natural therefore that, up to the stage we have reached, facilities for education should be mainly provided in the towns and larger villages. The Hindu population is concentrated in these, the Muslim population being mostly in the fields and small villages. It is these circumstances, and not any conscious desire on the part of one community to profit at the expense of the other, and not any perversity on the part of governments, which have led to the present disparity, but this has now to be deliberately corrected, in order to bring the Muslim community at least to the same standard of education as the Hindus.

“This work is urgent, and I think it will be found that compulsion will have to be tempered by persuasion, and the poorest will have to be compensated by scholarships for the loss of the labour of their children. There will have to be more schools for the rural areas, smaller schools which are relatively more costly, and to which teachers must be attracted by the necessary inducements. It will mean that is to say not only a larger expenditure, but a larger expenditure per head on education in rural areas than is incurred in urban areas, and this means a complete reversal of the present practice.

“(7) It seems to me that there is too great a tendency amongst those who are interested in education in Sind to confine their attention to higher education. When compulsory primary education really gets going, the pressure from below will soon produce the necessary number of high schools, and these again an increase in the number of colleges.

“(8) I am not an expert educationist and shall not presume to say what is wrong with our colleges. But speaking with a long and fairly continuous experience of administrative work in this province, I feel bound to say that the colleges are not keeping pace with our administrative needs. “Sind for the Sindhis” is a popular cry, and it seems that we must continue to rely more and more on our own colleges to produce the men to fill higher administrative posts. I think the colleges are producing men of the same type, and qualified in the same way as they were doing thirty years ago ; but in the meantime the sphere of government activity has widened, and the problems of administration have become infinitely more difficult. I find—and I believe my Ministers will agree with me—that we have greater difficulty than ever before in finding within the ranks of the Provincial Service men who are really adequate to the higher responsibilities which they are now called upon to fulfil. There are plenty of men who can keep routine administration going, but very few who have that flexibility of intellect which is demanded by the new problems which modern governments must solve. It may be admitted that some part of this deficiency is due to inadequate training and handling after entry to government service, but I do feel strongly that at present our colleges are not supplying us with a good enough article to begin with.

“(9) This brings me to the question of a university for Sind, which is at present engaging the attention of my Minister. I have no doubt that he will take the opportunity to discuss his plans with some of you and to seek your guidance. This is a

difficult problem, and a vital one for Sind, for the influence of a university extends through its constituent colleges and the high schools which feed them, and ultimately controls the curricula even of the primary schools. The same circumstances which were held to justify the creation of Sind into a separate province seem also to demand that it should have its own university, for no province which has and aspires to maintain a separate culture of its own can continue to acquiesce in having an outside body, in which its own sons have little effective voice, prescribe the pattern on which its future citizens should grow up. Some way therefore has to be found which will at the same time satisfy the demands of the dominant political community, which is still educationally backward, and will at the same time remove the apprehensions of the minority community which has hitherto ruled educational policy. There are many members of this Board whose experience entitles them to advice on such problems and I am sure that the Hon'ble Minister will welcome such advice, however informally it is given.

“(10) In conclusion, I think I can assure you that my Government will do its best while maintaining its independence in matters of educational policy to cooperate with your Board. The Board is indeed, both by its representative character and by the individual eminence of its members, placed in such a position that a strong presumption must arise that anyone who disagrees with it is wrong, though there are of course occasions on which even the strongest presumptions are rebutted.

“Gentlemen, I will now leave you to your agenda, with the hope that your stay among us may prove both enjoyable and fruitful.”

3. The Chairman of the Board, the Hon'ble Sir Jogendra Singh, thanked His Excellency on behalf of the Central Advisory Board of Education and said in reply :—

“It is my pleasant duty to welcome the new members particularly Lady Thackersey, who has travelled all the way from Bombay to be with us today. I am happy that Sir C. P. Ramaswami Aiyar, Sir B. N. Rau, Nawab Sir Mehdi Yar Jung Bahadur, Dr. Mohan Sinha Mehta and Mr. G. Gowda have also accepted our invitation to join the Board. I am sure we can count upon the valuable advice and active cooperation of these eminent statesmen, representing some of the leading States. What is more, their presence implies recognition of the need of an all-India educational policy and a united effort on the part of all the provinces and states in implementing it.

“The Board has lost in the death of Sir Meverel Statham one of its oldest members. He rendered great services to the cause of education in Madras and South India.

“I feel I must congratulate the Board on the reception which its report has received. In the words of a leading Indian statesman, it has been acclaimed in three Continents. The Board has been aware of the modern educational trends and our cultural heritage shared alike by all the people—those who enjoyed the gifts of literacy and others who were without it. The aim of education is to enrich *tan, man, dhan*—body, mind and factors which produce wealth, and above all to release the soul from the slavery of the self. As long as individual, sectional or material interests count for

more than vital human interests of all the people, education has failed to accomplish its purpose, that is, to kindle the light of wisdom to show that we are limbs of one another and in hurting others we are hurting ourselves.

"In the Central Advisory Board of Education's Report we may claim to have surveyed the entire field of education, and we are fortunate in having an educationist in the true sense of the world in Dr. John Sargent to help us all in giving it a good start. The report of the Board has not escaped criticism. It would have been a matter of concern if this had been the case. For criticism is always an evidence of interest and we desire nothing better than to mobilise interest of all the thinking men in favour of education.

"I would now refer to some of the points that have been raised. Four decades which the report lays down as the period for the implementing of the plan has naturally evoked comment. The Board would have been only too happy if it could fix a shorter period, but there are obvious limitations. To take the principal one, there are not at present the trained teachers or the educated population from whom to draw the trained teachers. The full scheme envisages the employment of 22-1/4 million teachers at the final stage. In 1940-41 we were only turning out 20,000 trained teachers a year,—little more than the annual wastage of our present quite inadequate educational system. No Educational plan in any country, let alone India, will succeed, unless steps are taken to secure efficient teachers, upon whom education depends. The present status and remuneration of teachers at all stages of education and particularly those in primary schools, are deplorably low. The recommendations in regard to training, recruitment and conditions of service of teachers, which are prescribed in the report of the Committee, represent the minimum compatible with the success of a national system of education. These should be adopted and enforced everywhere. There is nothing to prevent any province or state, if it has the will and the means, to shorten the 40-year period. Provinces and states that carry surpluses can immediately take steps to train the teachers. In any case, compared with the uncounted years that have sped their way, what is a period of forty years? And even this may well be reduced as an all-India educational drive gains in momentum.

"Again, some people hold that the estimated expenditure is beyond India's financial capacity. I do not at all agree. Apart from the fact that the scheme itself envisages a graduated increase in the financial burden, post-war development, if it means anything at all, must mean a progressive increase in the country's ability to spend on its social services. The scheme will take advantage of this. Translated into expenditure per head of population, the recurring cost of implementing the scheme in British India in forty years, comes to about 0.4 of a rupee in the 5th year, 2.5 in the 20th year, 12.5 in the 40th year. It is my hope that as we build up our main power by providing proper nourishing food, universal education and means to secure health, the new productive power of our people will add immensely to the wealth of India; our income per head may approach nearer to that of England which proposes to spend on education Rs. 66 per head of population.

“Another item which has been adversely commented upon is the proposed system of selection, but just as in a family parents select the career for their children, the Education Department too hopes to guide the students towards studies for which they are fitted. Unless we provide higher education for all boys and girls—and this may not be practicable for a long time to come—some form of selection will be inevitable. The Board have recognised that this will require the most careful consideration and they have emphasised in many places that care must be taken to see that boys and girls are not debarred by poverty or other causes from any course of higher education from which they show the capacity of benefiting fully. The Board have indicated that in this connection they realise the necessity for making such provision for members of the Scheduled Castes and other backward or minority communities, and I am sure that everyone realises the need for safeguarding their interests or accelerating their progress during the period which must elapse before equal educational opportunities are available for all. I cannot, however, agree that it was the Board’s business to prescribe exactly how this should be done throughout India. The character and incidence of this problem must necessarily vary from province to province and from state to state, and it is in accordance with the Board’s general policy that areas should be left as free as possible to interpret the Board’s plan in the way best suited to local conditions.

“I must confess that our plan since we met in Baroda has not made any spectacular progress. I can say, however, that it has gone to the Government of India with the acceptance and blessings of my department for consideration along with the development plans of other departments and it has been under examination in the provinces and the states and detailed proposals have been received from some. These appear to follow the general lines indicated in the Board’s report. It is hoped that the schemes of the remaining provinces will be received in the near future.

“I believe that throughout it has been the Board’s intention to indicate a framework within which provincial and state schemes suited to local needs might be prepared, and not to prescribe any rigid structure which all provinces and states would have to follow. The plan is not rigid ; it is neither self-executing : no plan is. It lays down broad outlines, defines targets, shows the ways and means of attainment. It makes the general objective practical and realistic. It recognises that the provinces will have to relate its recommendations to the environments and occupations that are readily available for the students. The provinces and states could shorten the period of achievement and make a start in training the teachers. If they are confident that they can make a larger provision for secondary and higher education, there is nothing to prevent them from doing so. Theirs is the freedom and the responsibility to carry out the plans.

“So far as the Centre is concerned, the Government of India have already taken steps in regard to those matters which the Board suggested should be our primary responsibility. Provincial governments have already been addressed in regard to the setting up at the earliest possible date of the proposed All India Council for Technical

Education, which, in the first instance, will be an advisory body and will survey the requirements of the whole of India for development in higher technical education.

“The central government also proposed to set up a University Grants Committee to deal with the central universities in the first instance. I hope that in due course provincial governments and the other universities will also avail themselves of the services of this body. In this connection I am sure the Board will be interested to hear that Sir Walter Moberly, Chairman of the University Grants Committee in Great Britain, is expected to visit India next month, and his experience in this connection will be placed at the disposal of the central government and of provincial governments and universities and of such states as it may be practicable for him to visit. He will be accompanied by Sir Cyril Norwood, a well-known British educationist, who is a recognised authority on Examinations. He has been Chairman for many years of the Secondary Schools Examination Council set up by the Board of Education.

“The Government of India have accepted the view that development on a large scale will not be feasible unless substantial financial assistance is forthcoming from the Central Revenues. The Government of India have already indicated in general terms the amount of the subvention which they will be prepared to make during the next five years. I hope that with this figure before them the provinces will feel encouraged to plan on the lines of our scheme.

“In conclusion, I must express my gratitude to the members of the Board and in particular to the Chairman and members of the Special Committees of the Board who have devoted so much time and care for many years past to the preparation of plans for giving India the provision of education which is an essential condition to the realisation of her future destiny. I must also thank the Sind Government for their hospitality on this occasion and in this connection I should like to pay a special tribute to the Minister of Education, Pir Illahi Bakhsh Nawaz Ali who has been one of our most keen and regular members.”

4. *Agenda*:—The agenda before the Board was as follows:—

- I. To report that the proceedings of the Tenth Meeting of the Central Advisory Board of Education held at Baroda on the 19th, 20th and 21st of January, 1944, were confirmed by circulation to members and that copies were sent to provincial governments, local administrations, state governments and universities and were also put on sale.
- II. To receive reports from provincial governments, etc., on main developments in the following branches of education—
 - (a) Basic (Primary and Middle) Education,
 - (b) Adult Education,
 - (c) Social Services, including Social and Recreative activities,
 and to consider the recommendations, if any, from the appropriate standing committee in connection therewith.
- III. To receive reports from provincial governments, etc., on the following reports adopted by the Board:—
 - (a) The Textbooks Committee,

- (b) The Examinations Committee,
- (c) The Technical Education Committee,

and to consider the recommendations, if any, from the appropriate standing committee in connection therewith.

- IV. To receive and consider the views of the Inter-University Board in regard to the various matters referred to them.
- V. To report the action taken by the central and provincial governments on the Report of the Board on Post-War Educational Development in India.
- VI. To receive and consider reports from provincial governments etc., regarding the action taken or proposed to be taken by them on the recommendations of the Board regarding the welfare of Indian students who proceed abroad for studies, together with a further report from the Educational Adviser on this subject.
- VII. To receive and consider the report of the Joint Committee of the Central Advisory Boards of Education and Health on the prevention of blindness in India.
- VIII. To receive and consider the views of the provincial governments, etc., and the National Institute for the Blind, London, on the report of the Expert Committee on a Uniform Braille Code together with the comments of the Expert Committee, which devised the Code, on the suggestions submitted by the various authorities.
- IX. To receive and consider the report of the committee appointed to investigate the problem of the training, recruitment and conditions of service of teachers in universities or other institutions of higher education not previously dealt with.
- X. To receive and consider the report of the committee appointed to explore the mode of developing the facilities for agricultural education in the country.
- XI. To receive and consider the report of the committee appointed to examine the question of religious instruction in educational institutions in India.
- XII. To receive and consider the report of the committee appointed to examine the administrative changes and readjustments that would be necessary amongst the various bodies concerned with the primary and secondary stages of education, in implementing the scheme for post-war educational development.
- XIII. To consider the question of appointing a committee to report on various matters affecting the conditions of service of teachers at all stages of education e.g., size of classes, hours of work, holidays, sick leave, etc.
- XIV. To consider the question of appointing a committee to examine the best ways and means of—
 - (a) selecting pupils or students for various stages of higher education and
 - (b) advising parents and pupils in regard to choice of careers with due regard to the experimental work in this connection which is now being carried out in this country.
- XV. To consider the desirability of inclusion of "Education" as a subject in the curriculum of the B.A. degree of Indian universities.
- XVI. To receive and consider a proposal for the establishment of a central institute of Indian architecture and regional planning.
- XVII. To consider the question of adopting a uniform procedure for admitting private candidates to the high school or S.L.C. Examinations, and recommendations, if any, from the appropriate standing committee in connection therewith.
- XVIII. To appoint members of the Standing Committees on (a) Primary Education, (b) Secondary Education, (c) Further Education and (d) General Purposes.
- XIX. To fix the time and place of the next meeting of the Central Advisory Board of Education.

5. *Proceedings* :—The Board adopted the following resolutions :—

Item I.—It was reported that the proceedings of the Tenth Meeting of the Central Advisory Board of Education held at Baroda in January 1944 were confirmed by circulation to members and that copies were sent to provincial governments, local administrations, state governments and universities and were also put on sale.

Item II.—The Board decided to record the information supplied by the provincial governments, etc., with regard to developments in Basic (Primary and Middle) Education, Adult Education and Social Services, including Social and Recreative Activities. The Board also agreed with the recommendations of the standing committees that in future, statements on “primary” and “basic” education should be presented in one consolidated report so as to include all striking developments in primary and middle schools.

They also expressed the hope that the Government of Madras would find it possible to reconsider their decision in regard to the preparation of registers for social service agencies whose scope is confined to the provincial area and compile the register as recommended by the Board, since all the other provincial governments have agreed to do so.

Item III.—The Board received the views of the standing committee on the reports received from provincial governments, etc., regarding the action taken or proposed to be taken on the report of the Textbooks Committee. They were glad to note that the report has been received favourably by provincial governments, states, etc., and agreed with the standing committee that further action on the report would be possible only when an adequate supply of paper was made available for the production of textbooks.

In regard to the reports of action taken or proposed to be taken by provincial governments, etc., on the reports of the Examinations Committee and Technical Education Committee of the Board, the Board noted with appreciation the favourable views expressed by provincial governments, etc., though they regretted very much that it had not been possible for some authorities to make available to the Board the benefit of their experience by furnishing their considered opinion on the subjects concerned in greater detail.

Item IV.—The Board considered the views of the Inter-University Board on the various items that had been referred to that Board and decided that the views be recorded.

In regard to the question* of the adoption of modern Indian languages gradually and as far as possible alternatively with English as media of instruction for the Intermediate and Degree courses, the Board decided that the Inter-University Board should be requested to suggest ways and means for attaining the goal.

*See Resolution passed in the fourth Conference of Indian Universities.

Sir Maurice Gwyer, the Chairman of the Inter-University Board, reported that they have set up a Committee consisting of Sir Maurice Gwyer, Dr. Amarnath Jha, Sir Sarvapalli Radhakrishnan, Dr. A. Lakshmanaswami Mudaliar and Dr. Mahmud Hasan to consider the report of the Committee of the Central Advisory Board of Education appointed to report on the question of the Training, Recruitment and Conditions of Service of Teachers in Universities and other institutions of higher education not previously dealt with by the Board. It was decided that the report as adopted by the Board should be forwarded to the Chairman, Sir Maurice Gwyer, for the consideration by this Committee.

Item V.—The Educational Adviser to the Government of India stated that the recommendations of the Board on Post-War Educational Development in India were still under the consideration of the central government. The Board however noted with satisfaction that most of the provinces were in general agreement with their scheme and were setting up committees to work out detailed plans for their respective areas. It was decided that a report on the progress of the scheme should be submitted to the Board at their annual meeting.

Item VI.—The Board considered the Memorandum prepared by the Educational Adviser to the Government of India on the question of the arrangements for the admission of Indian students to universities and institutions of higher education overseas. The Board unanimously approved the Memorandum and directed that it should be circulated to the educational authorities concerned.

Item VII.—The Board considered the Report* of the Joint Committee of the Central Advisory Boards of Education and Health on the prevention of blindness in India. They expressed their general agreement with the recommendations of the Committee and decided that as soon as the views of the Central Advisory Board of Health on the report became available, the report, along with the views of the two Boards, should be forwarded to the Government of India, the provincial and state governments and the other authorities concerned for necessary action.

Item VIII.—The Board considered the views of the provincial governments, etc., as well as the views furnished by the National Institute for the Blind, London, on the report of the Expert Committee on a Uniform Braille Code for India, together with the recommendations of that Expert Committee on the suggestions submitted by the various authorities. The Board accepted the recommendations of the Expert Committee and decided that steps should be taken to bring the Uniform Braille Code as finally approved, into use in all the schools for the blind in India. The Board however directed that any difficulties experienced in the actual use of the code should be brought to the notice of the Expert Committee for their further consideration.

Item IX.—The Board considered the Report of the Committee appointed to consider the question of the Training, Recruitment and Conditions of Service of Teachers

*The report will be published separately on its being approved by the Central Advisory Board of Health.

in Universities and other institutions of higher education not previously dealt with by the Board. The report was adopted by the Board subject to a few minor modifications and it was decided that the report should be forwarded to the provincial and state governments and universities for necessary action.

Item X.—The Board then considered the report of the Agricultural Education Committee and adopted the same with certain amendments. The Board directed that the report as approved should be communicated to the authorities concerned for necessary action.

Item XI.—The Rt. Rev. the Bishop of Lahore, the Chairman of the Committee appointed to consider the question of religious instruction in educational institutions in the country, presented to the Board an interim report setting out the results of the Committee's deliberations up-to-date. The Board noted that the Committee had not been able to arrive at any agreed decisions on some of most important issues. The Board felt that in view of the importance of the subject the Committee should be asked to pursue the matter further and it was therefore decided that the Committee, with such additions to the membership as the Chairman might think it desirable to make, should continue their investigation and present a report to the next meeting which should indicate clearly those points on which there was general agreement as well as those, if any, about which agreement could not be reached.

Item XII.—Sir Maurice Gwyer, the Chairman of the Committee appointed by the Board to examine the administrative changes and adjustments that would be necessary amongst the various bodies concerned with the primary and secondary stages of education, in order to implement the scheme for post-war educational development then presented the report of that Committee. The Board adopted the report with a few modifications and decided that it should be forwarded to the governments concerned for necessary action.

Item XIII.—The Board then considered further certain matters affecting the conditions of service of teachers at all stages of education e.g., size of classes, hours of work, holidays, sick leave, etc., and appointed the following Committee to examine and report on the issue :—

Lt. Col. Dr. J. C. Chatterjee, M.A., D. Litt., M.L.A., Vice-Chancellor, Agra University.

Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., LL.D., Vice-Chancellor, Delhi University.

Dr. V. S. Jha, Ph.D., Officer on Special Duty (Post-War Reconstruction), Central Provinces and Berar.

A. S. Khan, Esq., M.Sc., I.E.S., Director of Public Instruction, Bihar.

Dr. Mohan Sinha Mehta, M.A., Ph.D., LL.B., Bar-at-Law, Diwan of Banswara.

S. N. Moos, Esq., C.I.E., M.A. (Cantab.), I.E.S., Director of Public Instruction, Bombay Province.

Mrs. Renuka Ray, B.Sc., (Econ.) (Lond.), M.L.A.

Dr. John Sargent, C.I.E., M.A., D.Litt., Educational Adviser to the Government of India.

Dr. (Mrs.) Malini B. Sukthankar, M.B.B.S., J.P.

K. Zachariah, Esq., M.A., I.E.S., Director of Public Instruction, Bengal.

Item XIV.—The Board then proceeded to consider the question of selection at appropriate stages of education, a matter which is regarded as of vital importance to the development of the higher and more specialised forms of education in the country. The Board appointed the following committee to examine the best ways and means of (a) selecting pupils or students for various forms and stages of higher education, (b) advising parents and pupils in regard to the choice of careers with due regard to the experimental work in this connection which was already being carried out in this country :—

Lt. Col. Dr. Sir Zia Uddin Ahmed, C.I.E., D.Sc., M.L.A., Vice-Chancellor, Aligarh Muslim University.

W. H. F. Armstrong, Esq., C.I.E., M.A., I.E.S., Director of Public Instruction, Punjab.

Shamsul-Ulema Dr. U. M. Daudpota, M.A., Ph.D., Director of Public Instruction, Sind.

Khan Bahadur Shah Alam Khan, M.A., LL.B., Director of Public Instruction, North-West Frontier Province.

Diwan Bahadur Dr. A. L. Mudaliar, M.D., F.R.C.O.G., F.A.C.S., Vice-Chancellor, University of Madras.

Sri Prakasa, Esq., B.A., LL.B. (Cantab.), Barrister-at-Law, M.L.A.

Sir B. N. Rau, C.I.E., B.A. (Cantab.), I.C.S. (Retd.), Prime Minister, Kashmir.

Srimati Renuka Ray, M.Sc., (Econ.) (Lond.), M.L.A.

Dr. John Sargent, C.I.E., M.A., D.Litt., Educational Adviser to the Govt. of India.

L. G. D'Silva, Esq., O.B.E., B.A., Director of Public Instruction, Central Provinces and Berar.

S. C. Tripathi, Esq., M.A., I.E.S., Director of Public Instruction, Orissa.

W. G. P. Wall, Esq., M.Sc., I.E.S., Director of Public Instruction, United Provinces.

Item XV.—The Board considered the question of including "Education" as a subject in the curriculum of the B.A. degree of Indian universities. They felt that the subject could profitably be included as a part of post-graduate studies or a three-year Honours course of studies. The Board do not favour 'Education' as one of the subjects in the existing pass course of the B.A. degree.

Item XVI.—The Board considered a proposal for the establishment of a central institute of Indian architecture and regional planning received from the Secretary of

the Service Architects Organisation. They considered that the issue was of great importance to the future development of the country in general and of education, in particular, but felt that the matter could more appropriately be considered by the All India Council of Technical Education and directed that the matter may be referred to that Council when established.

Item XVII.—The Board considered the question of adopting a uniform procedure for admitting private candidates to the high school or School Leaving Certificate Examinations. In agreement with the standing committee, the Board were of opinion that the regulations regarding the admission of private candidates for the examinations referred to above require to be revised so as to ensure a proper standard of secondary education and to eliminate the abuses under the present system—particularly unfair competition between recognised and unrecognised schools. In agreement with the standing committee the Board further decided that the Inter-University Board should be requested to consider this problem with particular reference to the present tendency of candidates from one province to take the Matriculation or equivalent examinations of other provinces if they were thought to be easier and to suggest ways and means by which the Matriculation examinations of the various universities may be brought up to a uniform standard.

Item XVIII.—The Standing Committees, excepting the Women's Education Committee, were reconstituted with the following membership :—

(a) *Primary Education Committee*

W. H. F. Armstrong, Esq., C.I.E., M.A., I.E.S., Director of Public Instruction, Punjab.

The Hon'ble Minister for Education, Assam.

The Hon'ble Minister for Education, Bengal.

Lt. Col. Dr. J. C. Chatterjee, M.A., D.Litt., M.L.A., Vice-Chancellor, Agra University.

Rajamantrapravina H. B. Gundappa Gowda, B.A., B.L., Minister in charge of Education, Mysore.

A. S. Khan, Esq., M.Sc., I.E.S., Director of Public Instruction, Bihar.

Khan Bahadur Shah Alam Khan, M.A., LL.B., Director of Public Instruction, North-West Frontier Province.

S. N. Moos, Esq., C.I.E., M.A. (Cantab.), I.E.S., Director of Public Instruction, Bombay.

L. G. D'Silva, Esq., O.B.E., B.A., Director of Public Instruction, Central Provinces and Berar.

Dr. (Mrs.) Malini B. Sukthankar, M.B.B.S., J.P.

S. C. Tripathi, Esq., M.A., I.E.S., Director of Public Instruction, Orissa.

W. G. P. Wall, Esq., M.Sc., I.E.S., Director of Public Instruction United Provinces.

(b) *Secondary Education Committee*

Lt.-Col. Dr. J. C. Chatterjee, M.A., D.Litt, M.L.A., Vice-Chancellor, Agra University.

Shamsul-Ulema Dr. U. M. Daudpota, M.A., Ph.D., Director of Public Instruction, Sind.

Dr. Mohan Sinha Mehta, M.A., Ph.D., LL.B., Bar-at-Law, Diwan of Banswara.

Diwan Bahadur Dr. A. L. Mudaliar, M.D., F.R.C.O.G., F.A.C.S., Vice-Chancellor, University of Madras.

The Hon'ble Minister for Education, North-West Frontier Province.

Srimati Renuka Ray, B.Sc. (Econ.) (Lond.), M.L.A.

S. C. Tripathi, Esq., M.A., I.E.S., Director of Public Instruction, Orissa.

K. Zachariah, Esq., M.A., I.E.S., Director of Public Instruction, Bengal.

(c) *Further Education Committee*

Sachivottama Sir C. P. Ramaswamy Aiyar, K.C.S.I., K.C.I.E., LL.D., Diwan of Travancore.

Rajamantrapravina H. B. Gundappa Gowda, B.A., B.L., Minister in charge of Education, Mysore.

Rao Bahadur Sir V. T. Krishnamachari, K.C.I.E.

Gaganvihari L. Mehta, Esq., M.A.

The Hon'ble Diwan Bahadur Sir K. Rammuni Menon, M.A. (Cantab.), LL.D.

Sri Prakasa, Esq., B.A. LL.B. (Cantab.), Barrister-at-Law, M.L.A.

Srimati Renuka Ray, B.Sc. (Econ.) (Lond.), M.L.A.

Dr. (Mrs.) Malini B. Sukthankar, M.B.B.S., J.P.

Sardar Bahadur Sardar Ujjal Singh, M.A., M.L.A. (Pb.).

P. F. S. Warren, Esq., B.A., (Cantab.), A.M.I.C.E., M.I.E. (Ind.).

(d) *General Purposes Committee*

Dr. Sir Zia-ud-Din Ahmad, C.I.E., D.Sc., M.L.A., Vice-Chancellor, Aligarh Muslim University.

The Rt. Rev. G. D. Barne, C.I.E., O.B.E., M.A., D.D., Bishop of Lahore.

Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., LL.D., Vice-Chancellor, Delhi University.

Khan Bahadur Dr. M. Hasan, M.A., D.Phil. (Oxon.), Vice-Chancellor, University of Dacca.

Nawab Sir Mehdi Yar Jung Bahadur, M.A. (Oxon.), Education Member, H. E. H. the Nizam's Government.

Sir Mirza Mohammad Ismail, K.C.I.E., O.B.E., Prime Minister, Jaipur.

J. A. Lais, Esq., M.B.E., Director of Public Instruction, Assam.

L. G. D'Silva, Esq., O.B.E., B.A., Director of Public Instruction, Central Provinces and Berar.

The Hon'ble Minister for Education, Sind.

Lady Premilla V. Thackersey.

It was also decided that Dr. M. Hasan, M.A., D.Phil. (Oxon.), Vice-Chancellor, Dacca University, and Lady Premilla V. Thackersey, should be appointed to the Women's Education Committee in the places of Dr. J. C. Chatterjee and the late Sir Meveral Statham.

Item XIX.—Rajamantrapravina H. B. Gundappa Gowda, Minister to the Government of Mysore, announced that the Government of Mysore wished to invite the Board to hold their next session in Mysore and the Board accepted the invitation with gratitude. The Board authorised the Chairman to fix a suitable date for the next meeting in consultation with the Government of Mysore.

6. In conclusion, the Board expressed their sincere thanks for the generous hospitality extended to them by the Government of Sind and especially to the Hon'ble Pir Illahi Baksh Nawaz Ali, Minister for Education, Mr. Allah Baksh Ansari, Secretary to Government and Dr. U. M. Daudpota, Director of Public Instruction, Sind.

(xii) TWELFTH MEETING—JANUARY, 1946

AT the invitation of the Government of Mysore the Central Advisory Board of Education in India held their Twelfth Meeting at Mysore, on Thursday, Friday and Saturday, January 24th, 25th and 26th, 1946.

In the absence of the Hon'ble Sardar Sir Jogendra Singh, Member of the Viceroy's Executive Council, in charge of the Department of Education, the Chairman of the Board, the Rt. Rev. G. D. Barne, Bishop of Lahore, presided.

2. At the opening of the session His Highness Sri Jaya Chamaraja Wadiyar Bahadur, G.C.B., G.C.S.I., Maharaja of Mysore, was present to welcome the members of the Board. His Highness said :

"It gives me great pleasure to welcome the Chairman and Members of the Central Advisory Board of Education to Mysore. I am deeply sensible of the honour you have done me in choosing Mysore as the seat of your deliberations. There is much to gain from these contacts between British India and Indian States. It is my fervent hope that these contacts will prove of mutual benefit.

"The post-war educational plan prepared by the Central Advisory Board of Education, under the guidance and inspiration of Sir John Sargent, marks an epoch in the educational history of our country. The plan is well constructed. It represents a harmonious structure into which the various sections of the educational process fit naturally and logically. The component parts are integrated into an organic unit. There is an attempt, the first of its kind, to relate the educational system to the needs of the country.

"The plan outlines the minimum programme of educational development which will place India on an educational level approximately equal with western countries. It provides for education before the age of six in the form of nursery schools. It suggests universal, compulsory and free education for all boys and girls between the ages of six and fourteen in order to ensure literacy and a rudimentary preparation for citizenship. It provides secondary and high school education for those who show the capacity for benefiting by it. There is also provision for technical, commercial and art education; adult education to meet the needs of those who are denied adequate opportunities; university education for picked students. There are arrangements for post-graduate study and research in scientific and technological institutes.

"The plan lays emphasis on the training of teachers and the creation of a school medical service which will see that children are made healthy and kept healthy. There are recreational facilities of all kinds for people of all ages. There are special schools for children suffering from mental or physical handicaps. Finally the plan suggests the setting up of employment bureaux to guide those leaving school, college and institute into profitable employment and as far as possible to adjust the output of the schools to the capacity of the labour market.



“Under the Board’s scheme the expenditure on education will increase ten times, pupils in schools will increase from 15 million to 60 million and the number of school teachers will rise nearly fourfold. It will take forty years to bring the plan into full operation and when it is in full operation it will cost government something like Rs. 300 crores. The scheme envisages a graduated increase in the financial burden. The total cost appears to be colossal, but translated into expenditure per head of population, the recurring cost of implementing the scheme comes to about a quarter of a rupee in the fifth year, a little over two-rupees in the twentieth year and slightly over twelve rupees in the fortieth year. It should be remembered that post-war Britain proposes to spend on education Rs. 66 per head of population.

“It has been the Board’s intention to indicate a framework within which provincial and state schemes suited to local needs may be incorporated. There is no wish on their part to prescribe any rigid rules which all provinces and states must follow. The chief merit of the plan is its elasticity. It lays down broad outlines, defines targets and shows the ways and means of attainment. During your stay in Mysore you will have opportunities of knowing what we in Mysore have already done by way of cooperating with the all-India plans and proposals—the targets we have fixed, the expenditure we have incurred and the expansion we have planned and in part executed.

“Equipping the child for the battle of life is a national concern in the interest of both the child and society. Expenditure on the child’s education is a part of social insurance. Ignorance is an economic burden. A nation which invests in its children saves in the best economic sense, for the most important part of a nation’s capital is its human beings, and wealth applied to their training should turn out to be the most remunerative of all investments.

“You have assembled to consider educational schemes, propound answers to educational problems and re-shape methods and criteria of educational administration. It behoves us on such an occasion to go beyond the technique of the school, college, university and the Departments of Public Instruction, to go beyond the practical problems of everyday life and enquire into the spirit that should inform the whole educational machinery. Calendars, curricula, methods of teaching, classroom technique, the inspectorate, educational finance—all these have their uses but they are only means to an end. We may bestow some consideration on the ends that our educational system should serve. Educational planning will give us quantities of educated people but we have a real concern with quality and with the ultimate aim and purpose for which we are educating the young.

“The present educational system is built somewhat like a railway without junctions, without stopping places, without branches and without feeder lines. It is being slowly re-cast and re-arranged to meet the needs of a modern state. The problems of adjustment and expansion are very many: at what stage to introduce the rural or the industrial bias as the case may be, what is the relative importance of the purely vernacular and the anglo-vernacular schools, should technical instruction be part-time or whole-time, what is the relation between vocational education and general education,

should the foremen and superintendents be recruited from specialised institutions or should they be promoted from the ranks, what is the share of responsibility as between government and industry for the training of factory workers, should technological institutions be part and parcel of the university and to what extent, if at all, should the educational system be dominated by the requirements of the university. All these problems have emerged with full force now that India is taking a bold leap forward in economic planning and industrial advance. These problems have engaged the attention of your Board ; and your deliberations have thrown considerable light on their solution. They are all problems for the educational administrator and the educational planner.

“India has been a land of learning throughout the ages, not indeed in the sense that education has been universal but in the sense that learning has always been highly valued and the learned man has been held in higher esteem than the warrior, the administrator or the man of action. The close association in ancient India between learning and religion gave education a spiritual rather than a secular significance.

“Indian education in the modern era has taken a severely utilitarian aspect. Until a few decades ago it served the very limited purpose of providing recruits for the administrative services and for the liberal professions. The position is summed up by Lord Eustace Percy. He says, “British India represents the English attempt to work out a problem which has presented itself in one form or another to all European nations who have had to govern what, in a very rough generalisation, may be termed ‘eastern peoples.’ That problem is the education of an official and professional class, based largely and necessarily on an imported culture and an official language, side by side with a more popular system of vernacular education. Unfortunately, English secondary and higher education in India preceded by too long an interval the development of a basic system of vernacular education ; and though English orientalisks may be said to have taken the lead in the revival of traditional Indian culture, the idea of making the higher schools the vehicle of a reconciliation between English and Indian culture hardly entered the minds of English administrators.” We have now to think in terms of a national education built on national foundations. The word “national” is not to be understood in any narrow or chauvinistic sense. Our national education should be something distinctive of India, something that shows that India has come to a collective consciousness of itself. National education implies that the people of that nation have examined themselves and made up their minds that as a nation they are not all they desire to be and therefore have taken steps to modify themselves on the lines that will give them satisfaction. For too long a time we have regarded education as a handmaid of government, the result being an emergence of an articulate minority of highly educated people from the inarticulate mass. Education must be for popular enlightenment and for social reconstruction.

“Science and technology have gone far indeed in the conquest of nature. Formerly man’s importance against nature made his life brutish and brief and today man’s command over nature has become his greatest peril. He has learnt to split the atom

but he has not learnt how to apply the atomic energy thus released for purposes of human peace and progress. It looks as if man is ethically unprepared for so great a bounty as discovery and invention have bestowed upon him. The command of nature has been put into his hands before he has learnt to command himself.

“We are far more successful in learning to control our environment than in learning to control our social relationships. We cooperate better with wind and water, with electrons, protons and neutrons than with our fellow-men. It is not the machine that is responsible for the world’s misfortunes and misdeeds. The fault is not in the machine which has neither the power nor the will to help or hinder; it only serves the ends that we choose. We have to turn to education to guide us in the present plight. Education of the right kind, education of body, mind and the factors which produce wealth, will enable us to harness the achievements of science to social welfare, to make technology add to man’s cultural possibilities and build up a truly ethical civilization. The question we ask of education today is how to link up science with moral values and ethical purposes. There can be no real progress unless we co-ordinate improvement in man with advance in the material arts. We have instruction in place of education, training in place of teaching, mere imparting of information in place of developing and enriching the human personality. Conditions in England do not seem to be far different. Trevelyan, the English historian, says : ‘It is significant of much that in the 17th century the members of Parliament quoted from the Bible; in the 18th and 19th centuries from the Classics; in the 20th century from nothing at all.’

“Through the impact of science on society the present age has become an age of intellectual confusion, doubt, questioning and anxiety. Two World Wars in the life time of a single generation have given a rude shock to thinking people and proved that there must be something fundamentally wrong with our civilization and with the ideas that direct it. As Einstein says, science has advanced far more rapidly than morality and until morality catches up with science, our troubles would not be cured. Through science man has gained freedom but lost his serenity, he has gained power but lost his faith, and, having lost his faith, has lost the certainty that his life was significant. Hence we need religion and philosophy as a complement to science and also as a corrective. We look to education to restore to man his peace, the condition in which all his faculties would be in harmony with one another and in deep rhythm with the nature of things. We need a new organon which would bring the whole of man into adjustment with the whole of his relevant experience. The modern world went wrong in discarding much too quickly the old beliefs and the old classics which had nourished generations that went before us. The study of the Classics, Sanskrit in India, Greek and Latin in Europe was the chief content of the educational curriculum at one time. We know that through classical education we derive a balance, a poise, a serenity, and a proper appreciation of values. It is the task of the educationist to assign a place of importance to the Classics and the “humanities” in the educational system. The precepts of ancient wisdom are still useful. The ancient emphasis upon distinction of human worth, the free spirit in search for truth, goodness and beauty, the breadth of human understanding—all these were embraced in the classical tradition and they are

the very things necessary for the humanization of our scientific and industrial age. But education, becoming secular, has not found a philosophy that equips it for leadership in the new civilization. The dethronement of the classics and the humanities has only led to ethical impoverishment.

“Everyone agrees that things are changing. As to the trend of the change there are many interpretations. So complex is the situation that it is possible to pick from the whole, some instances of change congenial to us and proclaim that we have discovered the trend of the times. Many seize upon the marvellous array of new inventions and the immensity of machine production to proclaim universal progress as the sign of the modern age. Others lament mounting crimes, increasing social disorders and general moral laxity as the characteristic features of the age. Others again point out that it is but a case of history repeating itself and that these times are not so different after all from those that have gone before. Amid such a welter of explanation the mind stands perplexed, wishing to find a way out but unable and uncertain how to proceed.

“If there is division of opinion as to how things are changing, there is even greater diversity as to how to meet the situation. Every resource of thought, ancient and modern, eastern and western, is ransacked for suggestions and solutions. Religion, science, economics, political theory, education—from each in turn remedies are sought. In one respect, however, there is general agreement. All wish to use education, since whatever is possible to be done must be done through the coming generation. Our times are changing as times never changed before and these changes make new demands on education and impose new tasks on schools and colleges. The swiftly changing environment is a ceaseless challenge to the educator. The question raised by T. S. Eliot may well be put to our educators, ‘Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information?’

“Education itself is at the cross-roads. There is the old and the new, the traditional and the progressive education. Each has merits as well as defects. The traditional method relies upon the cultural heritage for its content while the progressive method exalts the learner’s impulse and interest. Neither of these sets of values is sufficient unto itself. Both are essential. The traditional curriculum entailed rigid regimentation while the modern curriculum has moved to the other extreme and given free play to excessive individualism and a purely secular approach to man’s many-sided problems. Dr. John Dewey insists that neither the old nor the new education is adequate and that a reconciliation should be brought about between the idea that education is development from within and the idea that it is formation from without. The fact of continuous and rapid change introduces into the world a new and extremely difficult problem. The material advance in civilization threatens to outrun our social and moral ability to grapple with the problems so introduced. Our educational ideas should be re-shaped to meet the complicated situation that has arisen.

“Education must be an adventurous quest for meaning, for values and for that which is important, a disposition to appraise things, similar to that which once created

classical education and gave it vitality. Our educators, instead of trying meekly to meet any demand the public may make upon them, should have something to say on their own account. Instead of giving all their attention to pedagogical methods, classroom technique, formal instruction and administrative detail, they should approach the task of educating the younger generation in a philosophic spirit. On the perennial problem of nature *versus* nurture and on the disturbing question of how much of the individual should belong to the state or rather how much of the state should belong to the individual modern educators will doubtless have much to say.

“Moreover education tends to be diverted from its true aim and purpose: it is made to serve ends which are irrelevant such as the race, the nation, the church, the state, social security or popular morality. What after all is the meaning of a Liberal Education? It is something which will broaden the interests and sympathies of people regardless of their daily occupations. It seeks to lift men’s thoughts out of the monotony and drudgery which is the common lot and to free the mind from the shackles of custom and herd-opinion. It imparts to the educated an appreciation of value, of moral excellence and of aesthetic experience. Or in the noble words of Milton in his *Tractate of Education*—‘a complete and generous education fits a man to perform justly, skilfully and magnanimously all the offices, both private and public, of peace and war.’

“In our schools and colleges, apart from formal instruction, we should lay stress on conduct. Mathew Arnold said, “Conduct is three-fourths of life”. We should say, conduct is the whole of life, so far as life involves deliberate action; and morality is an attribute of conduct. The teachers’ ultimate concern is to cultivate, not merely wealth of muscle, nor fullness of knowledge, nor refinement of feeling but strength of character and purity of conduct. The ethical aim or the social purpose is the one thing in education that cannot possibly be overdone. It is a trite saying, but one which should always be kept in view that the ultimate aim of education—that from which the significance of all proximate aims proceeds—is the formation of character.

“We live in times that are sadly out of joint. The seamless fabric of a common humanity is being lacerated by every kind of strife. The needless tragedy of universal war afflicts the earth with ominous frequency. Peace has become a matter more of debate than of actual realisation. Mankind has been brought to this sorry pass by the pursuit of knowledge in disregard of wisdom, and of material advantage without reference to morality. It is idle, however, to look for the remedy solely in the researches of physical science. The world is not likely to be saved by an increasing expertness in the manipulation of machinery. Economic plans and political schemes for the regeneration of mankind are bound to be of little avail unless they draw their inspiration from ethics. And in ethics there is little room either for discovery or for invention. The eternal verities which the Upanishads, for instance, are never tired of stressing are the only effective safeguards against the ills of civilization.

“In this urgent task of recalling mankind to the path of sanity and high endeavour, education has a great part to play. Real *Vidya* is the only means of instilling truth,

tolerance and goodwill, on which alone the future could be built to last. Through education alone can come the full realisation of the kinship of man, and this will go far to eliminate the ceaseless strife of individuals and groups. And education is one of those vital things which can only be planned with understanding and breadth of vision.

“What we expect from education today is, therefore, an emphasis on those permanent values which have their foundation in a higher spiritual reality and in a broader social purpose, above the changing interests of the times. Let us breathe the proper spirit of education in all our educational plans and endeavours—the spirit which enables man to assess values and to see things steadily and as a whole. Let us bear in mind that culture is what we are and civilization is what we use.

“I wish you a pleasant sojourn in Mysore. I wish you success in your deliberations. May they bear fruit for the good of our common motherland! May the light that you carry dispel the darkness of ignorance and illiteracy which envelops the country!”

3. The Chairman of the meeting, the Rt. Rev. G. D. Barne, thanked His Highness on behalf of the Central Advisory Board of Education and said in reply :

“In the absence of the Hon’ble Member of the Viceroy’s Executive Council for Education, Health and Agriculture, I have been asked by Sir Jogendra Singh to preside over the Central Advisory Board at their twelfth meeting. It therefore falls to my lot not only to read the speech which the Hon’ble Member would himself have delivered if he had been present, giving a comprehensive view of expansion during the last year, but also to thank you Your Highness, for your gracious words of welcome, last year, when the kind invitation of Your Highness had been read out to us as we sat in session at Karachi, a thrill of pleasure and expectation was felt by every member of the Board, we were fully aware of the reputation of Mysore State in every branch of Your Highness’s administration, and most particularly aware of the place which Education has occupied for so many years and the great traditions which have been built up by administrators and educationists working under yourself and your revered predecessor, for so many years Ruler of this State. The knowledge of this produced a lively anticipation for us all and now we find ourselves enjoying your hospitality and privileged to see something first-hand of your educational institutions, and generally to feel the vigorous pulse of the State, this is indeed a great privilege and honour and on behalf of the Board and myself, I tender to you, Your Highness, our warmest thanks.

“You have referred to the post-war educational plan sponsored by this Board and have stated that it marks a new epoch in the educational history of India. We hope that these words will become increasingly true in action and that the Indian states will share with British India all the advantages which will accrue from the adoption of the plan. We are glad that you regard it as the *minimum programme* if India is to take her rightful place among the great nations of the world. We are glad you have stressed the word “national” for our scheme and have given the word its most comprehensive sense. “So may India be great” as the last words on the Jaipur column in New Delhi remind us.

“I am tempted to refer to many things in your speech, Your Highness, but time would fail me if I yielded to the temptation. One or two references must however be made. You have been swift to discern (the real meaning of the word critical) the difference between wisdom and knowledge: you have reminded us of truth, goodness and beauty, those eternal verities which Plato insisted on and which are the very fibre of the *Upanishads*, and that they are the only safeguards against the misuse of atomic energy and other inventions, if the human race is going to preserve its civilization—“too often” (as a discerning modern writer has said) “too often barbarism made strong and luxurious by mechanical power”.

“You have reminded us that from time immemorial education in India has had a spiritual rather than a secular significance and have rightly charged us educationists to keep this thought in our minds when we encourage our young people to throw themselves into technology and lead them to the India of the future.

“And so we come to our task, our twelfth session. We enter upon our labours inspired by the directive of Your Highness which should keep our discussions on a high level, as also same and practical, as serving a real need for India; and conducted under conditions which should make this session as profitable as it is pleasant.”

4. The Chairman then read the following speech of the Hon'ble Sardar Sir Jogendra Singh, who was unable to be present due to illness.

“May I say how grateful we are to your Highness and the Government of Mysore for your most generous hospitality? It is well that as this country is about to initiate a comprehensive programme of educational development we meet in Mysore to discuss our future plan of action and other important issues submitted by various educational authorities to this Board. The Government of Mysore, which is noted for its progressive outlook has given a lead to our country in economic and social reform and I trust, under the inspiring leadership of your Highness the State will continue its pioneering work in the field of social services as well as in the economic development of this country.

“I should like to mention briefly some of the recent main events in the field of education which may be of general interest to you. This year, perhaps, in many ways will prove to be a landmark in the history of educational progress in this country. You are aware that the provincial governments have expressed their general agreement with the scheme of educational development prepared by the Board and with one exception have already sent us their schemes for starting to implement it during the next five years. I am now glad to say that the Government of India have also accepted the main principles and objectives of the scheme.

Separate Deptt. of Education :—“You will recall that this Board had recommended the establishment of a strong Education Department at the centre whose co-operation and guidance would be necessary in the effective carrying out of this comprehensive scheme. The Government of India have constituted a separate department, with effect from the 1st September 1945, with Dr. John Sargent as its Secretary as well

as Educational Adviser. The Department is being provided with the requisite administrative and expert staff and a number of new officers have recently joined. The Central Bureau of Education, under this Department, is being strengthened for the collection and dissemination of up-to-date educational information, particularly from abroad, with a view to meeting the requirements of educational authorities in this country.

University Grants Committee :—“As recommended by this Board, the Government of India have also set up a University Grants Committee with Sir Mirza Mohammad Ismail, K.C.I.E., as Chairman of the Committee and Mrs. Renuka Ray, Sir Vithal Chandavarkar and Dr. Walter Jenkins as members. The Committee is to act, in the first instance, in a consultative and advisory capacity with regard to the three central universities. I understand some other universities have also expressed their willingness to cooperate in the scheme. If they do, I would welcome them and I would also in that case strengthen the Committee by the inclusion of such additional members as may be necessary.

Establishment of an All India Council for Technical Education :—“I am glad to tell you that the Government of India, in the light of your recommendation, have set up an All India Council for Technical Education with Mr. N. R. Sarker as its Chairman. This contains representatives of the various departments of the Government of India, Provincial Governments, States, the Central Legislature, and of Business, Industry, and Labour interests. The Council's immediate task is : (a) to survey the entire field of technical education, (b) to consider immediate projects submitted to or initiated by the Government of India for development in this field and (c) to promote inter-provincial cooperation in all-India schemes of technical education. At the instance of the Hon'ble Sir Ardeshir Dalal, Member in charge of Planning and Development Department, an *ad hoc* committee was set up also under the chairmanship of Mr. N. R. Sarker to advise on the provision of facilities for advanced technical education in India on the lines of the Massachusetts Institute of Technology. The Committee have submitted their interim recommendations. The Government of India have already accepted in principle the establishment of two such high grade institutions in India and it is proposed to begin work in 1946-47 with a view to meeting the country's need for higher technical personnel as early as possible.

Research and Training :—“I am also glad to add that substantial development schemes have been sanctioned by the central government for the expansion of facilities for research and training, general as well as technical. The National Institute of Sciences in India has been recognised as the premier scientific society in India, corresponding to the Royal Society of London. With the financial assistance that it is to receive from government, it will be possible for the Institute to construct new buildings in Delhi and to undertake activities which will promote scientific research generally in the country.

“A four-year development plan has also been sanctioned for the Indian Institute of Science, Bangalore. We are grateful to His Majesty's Government for kindly lending the Institute three eminent experts—Dr. R. G. Harris, Dr. Frank Adcock and Major

B. C. Carter for Aeronautical Engineering, Metallurgy and Applied Mechanics respectively for a period of three years. But for this generous help, it would have been difficult at the moment to develop these important branches of technology in India. The Government of India have also agreed to the establishment of a High Voltage Engineering and Testing Laboratory at this Institute, which will supply a long-felt want. The question of establishing a Power Engineering College is also under our active consideration. The public of this country is well aware of what this pioneering Research Institute owes, since its inception, to the generosity of the house of Tatas and of the Government of H. H. the Maharaja of Mysore. It is my earnest hope that the new schemes of research and development undertaken at this institute in the national interest will receive the encouragement and assistance they deserve from our most generous patrons.

"It has also been possible for us to start the development of the Delhi Polytechnic which has so far been held up on account of the war. When the Delhi Polytechnic completes its first phase of expansion in 1948, it should be in a position to provide training at any rate up to degree standard or its equivalent in mechanical and electrical engineering, in chemical engineering, architecture and other important branches of technology.

"The Royal Asiatic Society of Bengal have also received a substantial grant to help them to promote cultural research and contacts between India and the outside world. It is also proposed to put the Indian Statistical Institute on a sound footing so as to enable it to meet the future requirements of the country as a whole. The Central Education Department have examined carefully the possibilities of other all India institutes in regard to research and training facilities and have sanctioned financial assistance so as to ensure their cooperation in plans for future development. I hope by improving and expanding our research and training facilities it will be possible to meet a substantial part of the requirements of the smaller provinces as well as the backward areas, in the interim period, at any rate.

Centrally Administered Areas :—"It is my intention to make an early start in the expansion of education in the centrally administered areas. You are already aware that the University of Delhi has given a lead in this country in the sphere of university education and I am glad that it has been possible to secure a substantial sum for its further development in the immediate future. The high school education in Delhi Province has already been re-organised in the light of the recommendations of this Board and further financial assistance has been sanctioned to improve the quality and the strength of the teaching staff in these schools. A detailed scheme has been prepared for the educational expansion of the Delhi Province in the light of the recommendations of the Board. Schemes for other Centrally Administered Areas are also under preparation. It is my hope that it will be possible to make a start with these schemes in 1946-47. Preliminary preparations have already been made in regard to the training of teachers for the Centrally Administered Areas. The Government of India have also accepted in principle the setting up of the following training institutions and details of the schemes are being worked out :

- 1 Training College for men,

- 1 Training College for women,
- 1 College for Physical Education,
- 1 Training College for Domestic Science, and
- 1 or 2 Training Colleges for teachers in technical high schools.

“It is proposed in addition to make grants to all-India institutions like the Visva-Bharati, Santiniketan and Lady Irwin College, New Delhi, if they are able and willing to cooperate in the training of teachers in subjects for which they are specially equipped. It will be readily conceded that the future development of the country may be held up unless the requisite technical and administrative personnel are made available at a very early date.

“As you will have noticed already, we have taken whatever steps we could to extend training facilities available in this country. We realise, however, the need to supplement these by help from outside. As you are aware, the Planning and Development and the Education Departments jointly have already started an important scheme of overseas scholarships for advanced courses in various subjects. 600 scholarships were offered last year and a similar number are to be awarded this year. More than half the number have been reserved for candidates to be recommended by provincial governments for their own requirements. In view of the urgent need for highly trained technical personnel, the scholarships were last year confined to technical subjects, but I am glad to say that the scope has this year been widened so as to include other important subjects also, such as Education. Here again, I should like to acknowledge my indebtedness to my Hon’ble colleague, Sir Ardeshir Dalal, but for whose keen initiative and support it might have been difficult to make a start with the scheme under war conditions.

“In order to set up a proper machinery to help and advise students who wish to go abroad for further studies the Government of India have appointed two Educational Liaison Officers in the United Kingdom and another in the United States of America to help Indian students to secure admission to suitable institutions in those countries and to look after their welfare generally, and they have also established an Overseas Information Bureau in the Department of Education. At this end, however, the necessary help and guidance to students can best be given locally, and I hope that provincial governments and universities will lose no time in setting up Students’ Advisory Bureaux or revitalising existing ones, as was recommended by the Board last year.

Further Education of Demobilised Personnel :—“The Government of India have also considered it essential to make suitable provision for the further education, professional as well as technical, of demobilised personnel. To cope with the work arising out of this additional responsibility, a separate section in charge of a Deputy Educational Adviser has been created in the Department of Education.

“As I conclude I should like to mention how deeply I appreciate—and I am confident the country does too—the patient and sustained work that the Board have been doing in past years. You have planned with courage and vision and the country

has received your plan with enthusiasm and gratitude. Now that your ideas are about to be translated into action, I trust you will continue your admirable team work to give the country the guidance and help she needs in "Planting the men and women" who are to shoulder the responsibilities of pioneers, on all sides. You have clearly indicated what the common objective is to be and I firmly believe that the determination and goodwill that brought about the plan of action, will also enable us to attain our goal.

"I wish again to express our most sincere appreciation of the generous hospitality accorded to us on this occasion by your Highness and the Government of Mysore."

5. *Agenda* :—The Agenda before the Board was as follows :—

- I. To report that proceedings of the Eleventh Meeting of the Central Advisory Board of Education held at Karachi in January 1945 were confirmed by circulation to members and that copies were sent to provincial governments, local administrations, state governments and universities and were also put on sale.
- II. (a) To receive reports from provincial governments, etc., on main developments in the following branches of education :
 - (i) Basic (Primary and Middle) Education,
 - (ii) Adult Education,
 - (iii) Social Services, including Social and Recreative Activities, and to consider recommendations if any, from the appropriate standing committee in connection therewith.
 (b) To consider whether in future reports should be obtained from the appropriate authorities in regard to developments in all branches of education.
- III. To receive reports from provincial governments, etc., as to action taken or proposed to be taken on the following reports adopted by the Board at their last meeting:
 - (a) Committee appointed to investigate the problem of training, recruitment, and conditions of service of teachers in universities or other institutions of higher education, not previously dealt with,
 - (b) Agricultural Education Committee,
 - (c) Administration Committee,
 and to consider recommendations, if any, from the appropriate standing committee in connection therewith.
- IV. To receive and consider the views of the Inter-University Board in regard to various matters referred to them.
- V. (a) To report the decision taken by the Government of India in regard to the Report of the Board on Post-War Educational Development in India.
- (b) To report action taken by the Government of India in regard to recommendations contained in Central Advisory Board of Education Report and to consider matters arising in connection therewith.
- (c) To report the further action taken by provincial governments on the Report of Central Advisory Board of Education.
- (d) To consider the Report on Educational Development prepared by the Inter-Provincial Board for Anglo-Indian and European Education.
- VI. To receive the Report of the Selection Board, Overseas Scholarships for the Selection of Students for Higher Technical Education Overseas. 1945.
- VII. To receive and consider the report of the committee appointed to examine the question of religious instruction in educational institutions.

- VIII. To receive and consider the report of the committee appointed to examine certain matters affecting the conditions of service of teachers at all stages of education, e.g. size of classes, hours of work, holidays, sick leave, etc.
- IX. To receive and consider the report of the committee appointed to examine the question of selection of pupils or students for various forms and stages of higher education, and advising parents and pupils in regard to the choice of careers.
- X. To consider the question of appointing apprentice teachers in 'basic' schools, and recommendations, if any, from the appropriate standing committee in connection therewith.
- XI. To consider the question of the introduction of Russian, Chinese and other modern languages in high schools and university courses of study in the light of possible future requirements of India, and recommendations, if any, from the appropriate standing committee in connection therewith.
- XII. To consider ways and means of building up an efficient educational film service in India and recommendations, if any, from the appropriate standing committee in connection therewith.
- XIII. To consider the question of appointment of a committee with the representatives of Directorate of Civil Aviation, Education Department and Air Headquarters to advise on the form of education to be imparted in schools and colleges with a view to meeting the aeronautical requirements in this country.
- XIV. To receive a report in regard to the recent Conference of the United Nations in London with the object of establishing a permanent educational, scientific and cultural organisation and in connection therewith to consider the formation of a National Education Commission for India.
- XV. To consider the question of enlarging the facilities for Post-Graduate Research Students and recommendations, if any, from the appropriate standing committee in connection therewith.
- XVI. To consider the question of constituting a Secondary Schools Examination Council for India with the object of bringing the examinations upto a common standard and recommendations, if any, from the appropriate standing committee in connection therewith.
- XVII. To consider a communication from the Royal Asiatic Society of Bengal in regard to the formation of a National Cultural Trust for India.
- XVIII. To consider
- (a) the question of making physical education an examination subject in high schools and
 - (b) the desirability of setting up an expert Committee on Physical Education to help the Central Advisory Board of Education on all matters relating to physical education in schools, colleges and universities.
- XIX. (a) To receive the views of the late Chairman of the Reference Board for Scientific Terminology in India.
 (b) To appoint a Chairman of the Reference Board for Scientific Terminology in place of Sir A. F. Rahman (deceased).
- XX. (a) To report the appointments made by the Chairman in the interim vacancies on the standing committees of the Board.
 (b) To appoint members on the Women's Education Committee.
- XXI. To consider the value and need of permanent exhibitions and museums in every District Headquarters for the purposes of adult education, and recommendations, if any, from the appropriate standing committee in connection therewith.
- XXII. To fix the time and place of the next meeting of the Central Advisory Board of Education.

6. *Proceedings*:—The Board adopted the following resolutions : —

A reference to the death of Sir A. F. Rahman, a member of the Central Advisory Board of Education, was made by the Chairman. Members of the Board paid a warm tribute to the services rendered by the late Sir Fazlur to the Board and to the cause of education generally and the Board passed a resolution, in the usual form, expressing their sense of the grievous loss sustained by the country through his sudden untimely death.

Item I.—It was reported that the proceedings of the Eleventh Meeting of the Central Advisory Board of Education held at Karachi in January 1945 were confirmed by circulation to members and that copies were sent to provincial governments, local administrations, state governments, and universities and were also put on sale.

In view of the increasing demand for the report of the Board from the Indian states, it was decided that the Secretary of the Board should in future ascertain from the Office of the Chamber of Princes if more copies were required for distribution among the states.

Item II (a).—The Board decided to record the information supplied by the provincial governments, etc. with regard to developments in basic (primary and middle) education, adult education and social services, including social and recreative activities. The Board endorsed the recommendation of the standing committees that in future, reports from provinces etc., on basic (primary and middle) education should contain information on the following points :—

- (i) any experiments in basic education according to the original 'Wardha Scheme' ;
- (ii) the extent to which basic education on the lines recommended by the Board, or modifications thereof, has been developed in the schools in the area under reference ; and
- (iii) any improvement in the ordinary and middle system.

The Board also accepted the recommendation of the standing committees, that institutions, such as the Hindustani Talimi Sangh, the Jamia Millia Islamia etc. which have been working for the furtherance of basic education should be asked to furnish reports on their activities.

The attention of the Board was called to the inadequate provision of adult education in the centrally administered areas and they expressed the hope that with the end of the war, it would be possible for the Government of India to make suitable provision for adult education in these areas.

The Board noted with appreciation the progress in Social Service as reported by the various all-India agencies, provincial governments and universities.

Item II (b).—The Board decided that while the collation of progress reports in all branches of education was necessary in order to keep as full an account of developments in various areas as practicable, it is no less important to obtain supplementary reports on any specific developments that may have taken place in a

province or an area. The Board suggested that both these reports should be sent by provincial authorities to the Secretary of the Board by November of each year.

Item III.—The Board received the views of the standing committees on the reports received from the provincial governments etc. regarding the action taken or proposed to be taken on the reports of

- (a) the Committee appointed to investigate the problem of training, recruitment and conditions of service of teachers in universities or other institutions of higher education,
- (b) the Agricultural Education Committee,
- (c) the Administration Committee,

and expressed the hope that provincial governments would take suitable action on the recommendations of these Committees in due course.

Item IV.—The Board considered the views of the Inter-University Board on the various items that had been referred to that Board.

The Board found themselves in general agreement with the resolution of the Inter-University Board on the adoption of modern Indian languages as media of instruction for the intermediate and degree courses. Sir C. P. Ramaswamy Aiyar, who registered his dissent, was of the opinion that in India for the time being at any rate, higher education could only be given through the medium of English.

The Board accepted the modifications made by the Inter-University Board in the report of the Committee on the conditions of service of university teachers, subject to the proviso that a teacher employed on the basis of a written contract should come under the purview of the Indian Arbitration Act. The Board were also of opinion that the words "slighted or" in sub-paragraph (iii) of paragraph 5 of the Report should be deleted.

The Board decided to record the resolution of the Inter-University Board on the adoption of a uniform procedure by the universities in regard to the admission of private candidates.

Item V.—The Educational Adviser reported that the Government of India have now generally accepted, subject to the limitation of finance, the principles and objects of the Scheme prepared by the Central Advisory Board of Education. He also reported that a letter, communicating this decision together with suggestions as to the immediate steps to be taken in this behalf was being addressed to the provincial governments. The Board expressed their appreciation of this decision as well as of the action taken by the Government of India in regard to recommendations made in the Scheme prepared by them.

The Board decided to record the information supplied by the provincial governments on further action taken by them in implementing the Report of the Central Advisory Board of Education.

The Board noted that the Report on Educational Development prepared by the Inter-Provincial Board for Anglo-Indian and European Education was not yet

ready, and they accordingly, appointed a committee consisting of the following members to examine it as soon as it was made available :

1. The Rt. Rev. G. D. Barne, C.I.E., D.D., V.D., the Bishop of Lahore. (*Chairman*).
2. Khan Bahadur Dr. M. Hasan, M.A., D.Phil. (Oxon), Bar-at-Law, Vice-Chancellor, University of Dacca.
3. Rajkumari Amrit Kaur.
4. Dr. T. C. M. Royan, M.D., Minister for Education and Public Health, Mysore.
5. Sir John Sargent, C.I.E., D.Litt. Secretary and Educational Adviser to the Government of India.
6. Dr. S. R. U. Savor, M.A., D.Sc., I.E.S., Director of Public Instruction, Madras.
7. L. G. D'Silva, Esq., O.B.E., Director of Public Instruction, Central Provinces and Berar.
8. W. G. P. Wall, Esq., M.Sc., I.E.S., Director of Public Instruction, United Provinces, or his successor.

Item VI.—The Board received and recorded the Report* separately of the Central Selection Board, Overseas Scholarships, for the Selection of Students for Higher Technical Education Overseas for the year 1945. It was hoped that the difficulties which some of the students had to encounter during the first year, would in due course disappear as a result of the special arrangements now being made by the central government in this connection.

Item VII.—The Central Advisory Board of Education at their tenth meeting in January 1944, while considering the Memorandum on Post-war Educational Development, appointed a Committee under the chairmanship of the Rt. Rev. G. D. Barne, to examine the desirability and practicability of providing religious instruction in educational institutions. This Committee presented its Report to the Board at their eleventh meeting held in Karachi in January 1945. The Board at the time noted that the Committee had not been able to arrive at any agreed decisions and decided that they should continue their investigation and present a further report at the next meeting of the Board. Accordingly, the Committee reconsidered the whole matter and presented a further report which was placed before the Board by the Chairman of the Committee, Rt. Rev. G. D. Barne, the Bishop of Lahore. In so doing he made necessary references to the interim report presented by the Committee in 1944.

The Board carefully considered the views of the reconstituted committee and noted that their conclusions showed a wide divergence from those of the interim report. The views expressed in the course of the discussion of the report, were by no means unanimous. While some members felt that the teaching of religion should be restricted exclusively to broad moral and ethical principles, others held that denominational teaching constituted the essence of religious instruction and must be provided for in schools if the spiritual needs of children as well as the wishes of their parents are to be satisfied.

*Not printed.

There was general agreement that there are formal religious truths which are of the nature of information, and can be added to a scholar's stock of knowledge through instruction, but on the other hand there are religious truths equally if not more important which cannot be inculcated through academic machinery but can only be imbibed through inspiration and example. Apart, however, from the acceptance of such general principles there was no agreement as to the desirability or feasibility of providing for a common and agreed syllabus of religious instruction, and in view of the apparently insuperable difficulties in this connection the Board came to the conclusion that the State, concerned though it must be to ensure a sound spiritual basis of education for all children, cannot take on itself the full responsibility for fostering the teaching of formularies distinctive of particular denominations.

After fully considering all aspects of the question, the Board resolved that while they recognise the fundamental importance of spiritual and moral instruction in the building of character the provision for such teaching, except in so far as it can be provided in the normal course of secular instruction, should be the responsibility of the Home and the Community to which the pupil belongs.*

Item VIII.—The Board then considered the report of the committee appointed to examine certain matters affecting the conditions of service of teachers at all stages of education *e.g.* size of class, hours of work etc. The report was adopted by the Board with minor amendments and it was decided that it should be forwarded to the provincial and state governments for necessary action.

Item IX.—The Board then proceeded to consider the report of the committee appointed to examine the question of the selection of pupils for higher stages of education and adopted the same with certain amendments.

Item X.—The Board agreed with the standing committee and were unable to support the proposal by the Bihar Government in respect of apprentice teachers in basic schools. The Board felt that the acceptance of this suggestion would virtually mean a lowering of the standard of training recommended in their own plan of educational development.

*"I beg to point out that note about religious education, Item VII, does not represent accurately the position and the resolution alleged to have been passed by the Board is, in fact, not the resolution which was unanimously accepted after prolonged discussion. You will probably remember that Sir C. P. Ramaswami said that in his State religious instruction was permitted to be imparted to such students whose parents demanded it, but that the expense for imparting this education was not met out of Education Department grants. Ultimately the Board (CAB) agreed that it was desirable to impart formal religious instruction to children of such parents who demanded it and that this education should be given ordinarily and regularly in State schools, but the Board did not wish to express any opinion as to whether the cost should come from State funds or from other sources—this point was left to be decided by each province or government concerned. I was not in favour of this resolution as it did not meet my point, but ultimately I agreed to it for the sake of unanimity. I should be grateful if you will kindly amend the minutes of the meeting accordingly. If, however, you decide not to amend the minutes, then kindly treat this letter as my note of dissent and include it in the proceedings."

Dated Dacca, 15th June, 1946

M. HASAN.

Item XI.—The Board agreed with the recommendation of the standing committee that the introduction of Russian, Chinese and other modern languages at the high school stage was, at present, impracticable, but suggested that these languages should be taught in universities. They also recommended that the Government of India should establish a central school on the model of the School of Oriental Studies in London for the study of the more important foreign languages. Should circumstances so demand, government may also promote the establishment of departments for the study of these languages in Indian universities by making suitable grants.

Item XII.—The Board received the views of the appropriate standing committee on the subject. Mr. P. N. Thapar, Secretary, Information and Broadcasting Department, who was present by special invitation, suggested that educational films should be collected in a film library to be built up by the Central Education Department. The department should also devise ways and means to distribute these films on as wide a basis as possible. The actual production of educational films with an Indian background and the “dubbing” of Indian language in educational films of foreign origin could be left to the Information and Broadcasting* Department, the Department of Education being responsible for the supervision of themes and such editing of films, as may be necessary. It was stressed that the Information and Broadcasting Department would only be concerned with the technical aspect of production. It was agreed that a start should be made with 16 mm. films. The Board also felt that it might be desirable to make the exhibition of a prescribed footage of educational films, obligatory by law in all cinema houses and that the question should be further explored. The Board decided that a Memorandum on the subject should be prepared by the Information and Arts and the Education Departments and be circulated to the provinces, etc.

Item XIII.—The Board then considered a note** from the Director of Civil Aviation on the desirability of making school and college students air-minded. The Chairman of the Board was authorised to appoint a committee with the representatives of the Directorate of Civil Aviation, Education Department and Air Headquarters to report on this subject.

Item XIV.—The Educational Adviser reported that on 9th of August, 1945, His Majesty's Government in association with the French Government, invited the Government of India to send a delegation to a conference of the United Nations to be held in London in November, 1945, for the purpose of considering the establishment of a permanent education, scientific and cultural organisation.

The Government of India agreed to accept the invitation and appointed a delegation consisting of the following members :—

Dr. John Sargent, Educational Adviser to the Government of India and Secretary to the Department of Education.

Rajkumari Amrit Kaur, Member of the Central Advisory Board of Education.

*Now Information & Arts.

**Not printed.

- Dr. Zakir Husain, Principal of the Jamia Millia Islamia, Delhi.
Dr. Amarnath Jha, Vice-Chancellor of Allahabad University.
Mr. K. G. Saiyidain, Educational Adviser, Rampur State (representing Indian States).
Dr. T. Quayle, Secretary in the Education Department of the Office of the High Commissioner for India in London.

The Conference opened in the building of the Institute of Civil Engineers in Great George Street on November 1st. The delegates from 44 countries were welcomed by the Prime Minister of Great Britain. The British Minister of Education, Miss Ellen Wilkinson, was elected President of the Conference. The first three days of the plenary session were devoted to speeches by representative delegates. Rajkumari Amrit Kaur was elected as Vice-President of the Conference and her speech was extremely well received.

As soon as the first plenary session was over, the Conference split up into five Commissions to deal with the following matters :—

Commission I.—Title, Preamble, Purposes and Principal Functions of the Organisation.

Commission II.—The general structure of the Organisation.

Commission III.—The Executive Board and the Secretariat.

Commission IV.—Relations with the Social and Economic Council and with other international organisations; and the question of the seat of the organisation.

Commission V.—The Interim (or Preparatory) Commission.

Dr. Jha became a member of Commission I, Dr. Zakir Husain of Commission II, Mr. Saiyidain of Commission III, the Rajkumari and Dr. Quayle of Commission IV and Dr. Sargent of Commission V. The reports of the Commissions were discussed and adopted with minor amendments at the final plenary session of the Conference which was held on November 14th—16th. These are set out in the Final Act.*

At the final session, the Conference appointed a preparatory Commission for the dual purposes of preparing the business for the first conference of the permanent organisation (U.N.E.S.C.O.) to be held in the summer of 1946, on the assumption that the necessary support is received from the governments concerned and of considering what steps could be taken in the interim to render immediate assistance to those countries which have been devastated by the war. The results of the deliberations of the Preparatory Commission are also set out in the Final Act. India was one of the 14 States elected as members of the Executive Committee of the Preparatory Commission.

The results of the Conference were in the opinion of the Indian delegation very satisfactory. There was a large measure of agreement among the delegates and generally a spirit of goodwill and accommodation which appears to have been lacking

*Not printed.

in other recent International Conferences. One specially interesting feature was the importance attached to this matter by both the U.S.A. and France to judge from the quality and quantity of their delegations. The delegation from India was unanimous that it is well worth while for the Government of India to ratify the conclusions reached at the Conference and to give their full support to the United Nations Educational, Scientific and Cultural Organisation. India stands to gain very much from association with progressive educational countries and may derive great practical assistance from the machinery of cooperation which it will be one of the objects of the permanent organisation to establish.

The Board directed that copies of the proceedings as soon as received from London, should be circulated to the members of the Board. The Chairman of the Board was requested to set up a committee to go into the question of forming a National Education Commission for India.

Item XV.—The Board agreed with the view of the appropriate standing committee that facilities for the free migration of post-graduate students between different universities and research institutes should be available. The Board, however, felt that the question should be examined, in the first instance, by the Inter-University Board.

Item XVI.—The Board considered the views of the standing committee on the desirability of a Secondary Schools Examination Council with a view to bringing Examinations upto a common standard. In making their recommendations to the Board the Standing Committee had before them a note prepared by Sir Cyril Norwood, the Chairman of the Secondary Schools Examination Council for England and Wales, who visited India in 1945 at the invitation of the central government. Accordingly the Board appointed the following Committee to examine the ways and means of establishing such a body and its constitution and to report :

1. A. K. Chanda, Esq., M.A. (Oxon), I.E.S., Director of Public Instruction, Bengal.
2. Khan Bahadur Dr. M. Hasan, M.A., D.Phil (Oxon), Bar-at-Law, Vice-Chancellor, University of Dacca.
3. Dr. V. S. Jha, Ph.D., Officer on Special Duty (Post-War Reconstruction), C.P. and Berar.
4. Rajkumari Amrit Kaur.
5. Dr. Mohan Sinha Mehta, M.A., Ph.D., Bar-at-Law, Diwan of Banswara.
6. R. P. Patwardhan, Esq., B.A. (Oxon), I.E.S., Director of Public Instruction, Bombay.
7. Mrs. Renuka Ray, B.Sc. (Econ.) (London).
8. Sir John Sargent, C.I.E., D.Litt., Secretary and Educational Adviser to the Government of India.
9. Dr. S. R. U. Savor, M.A., D.Sc., I.E.S., Director of Public Instruction, Madras.
10. Director of Public Instruction, Punjab.
11. Director of Public Instruction, U.P.

Item XVII.—The Board considered the Memorandum from the Asiatic Society of Bengal in regard to the formation of a National Cultural Trust of India and decided to recommend that the question should further be examined by a committee to be appointed by the Government of India.

Item XVIII.—The Board then proceeded to consider the question of making physical education an examination subject in high schools. While the Board were in sympathy with the objective of the proposal that schools should take all possible care for the promotion of the physical welfare of children in their care, they were unable to accept the view that 'physical fitness' could be included as an examination subject. Apart from the practical difficulties, the Board felt that their object of physical education would be defeated if the suggestion was accepted. Further, the Board were of the opinion that establishment of an expert Committee on Physical Education would at this stage not serve any useful purpose. The Board in the first instance would like to see what provision has been made in regard to the health of the school child, in the first five-year programmes of educational development.

Item XIX.—The Board received the views of the late Sir A. F. Rahman, Chairman of the Reference Board for Scientific Terminology in India, and recommended that the Chairman of the Board should appoint the successor of Sir Fazlur on the Reference Board at an early date.

Item XX.—No change has been suggested in the membership of the standing committees, except that Khan Bahadur Dr. M. Hasan was added to the Further Education Committee.

The Women's Education Committee was reconstituted with the following membership :

1. Rajkumari Amrit Kaur.
2. Gaganvihari L. Mehta. Esq., M.A.
3. Dr. Mohan Sinha Mehta, M.A., Ph.D., Bar-at-Law, Diwan of Banskara.
4. Srimati Renuka Ray, B.Sc. (Econ.) (London).
5. Dr. S. R. U. Savor, M.A., D.Sc., I.E.S., Director of Public Instruction, Madras.
6. Dr. (Mrs.) Malini B. Sukthankar, M.B.B.S., J.P.
7. Lady Premilla V. Thackersey.
8. Director of Public Instruction, Punjab.
9. The Hon'ble Minister for Education, N.W.F.P.

Item XXI.—The Board agreed with the view of the standing committee that the proposal for permanent exhibitions and museums had already been incorporated in the recommendation of the Adult Education Committee of the Board. The Board, however, reiterated the value of the recommendation made in this connection. The use of gramophone records of lessons as a means of adult education was brought to the notice of the Board and it was recommended that collections should be made of records of talks prepared by eminent persons.

Item XXII.—Sir Ivon Tauton, Adviser to H. E. the Governor of Bombay Presidency announced that the Government of Bombay wished to invite the Board to hold their next session in Bombay and the Board accepted the invitation with gratitude. The Board authorised the Chairman to fix a suitable date for the next meeting in consultation with the Government of Bombay. The Board also received the invitation of the Travancore Government through Sir C. P. Ramaswamy Aiyar to meet in Travancore. The Board expressed their warm appreciation at the cordial invitation and decided that they should hold their annual session in 1948 in Travancore.

Demonstrations of rural broadcasting sets and educational films were arranged by the courtesy of the Information and Broadcasting Department. At this stage experts deputed by the I. & B. Department gave a short explanatory talk on rural broadcasting as well as a practical demonstration of few receiving sets, designed particularly for the rural areas of India. The members of the Board were also present at a special exhibition of educational films arranged by the same department on the previous evening.

In conclusion, the Board expressed their sincere thanks to His Highness the Maharaja of Mysore and his Government for the generous hospitality extended to the members of the Board.

(xiii) THIRTEENTH MEETING—JANUARY, 1947

AT the invitation of the Bombay Government, the Central Advisory Board of Education held their thirteenth meeting at Bombay, on Thursday, Friday, and Saturday, January 9th, 10th and 11th, 1947.

2. At the opening of the session, the Hon'ble Mr. B. G. Kher, Prime Minister and Minister for Education, Bombay, welcomed the members of the Board. He said:—

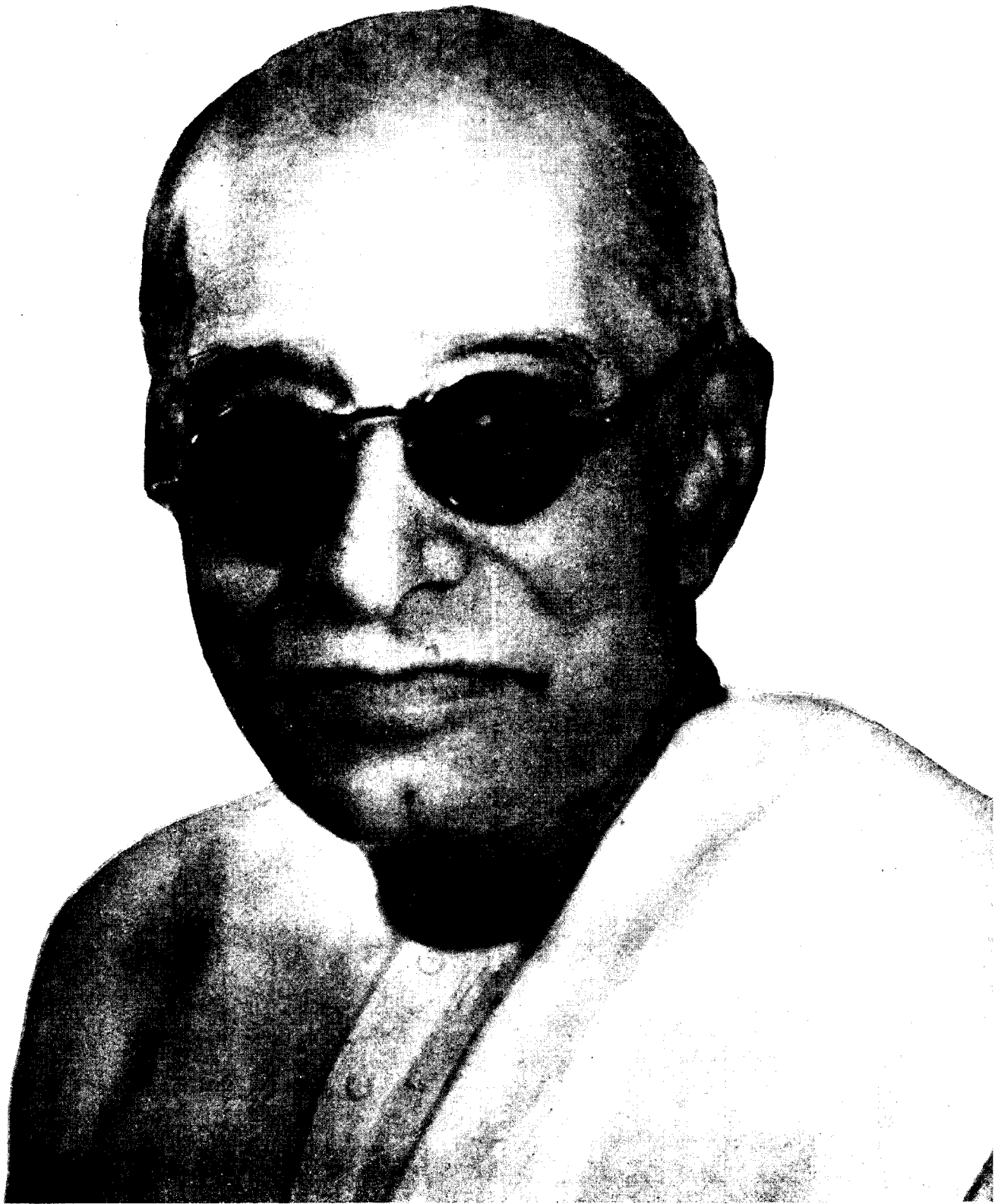
“It is a genuine pleasure to me to extend to you on behalf of my Government a hearty welcome to Bombay for your 13th meeting.

“It was, indeed, fortunate for this Province that your Board accepted its invitation to hold its Annual meeting here. Bombay is the first city of India and it is in this city also that we find the early beginnings of modern education in India. I am sure you will find much here that is new in the field of education and that the government here will get the benefit of your views and suggestions in its new experiments.

“Your last meeting was held at Mysore and I am sure you must be carrying happy recollections of that beautiful city as I do. It is not too much to say. I believe, that to be in and to go about Mysore is itself an educative experience. I am afraid you are going to miss several of the amenities and conveniences which Mysore could offer you. Indeed, I am conscious of some of the inconveniences to which you might be put in this highly congested city, but if a warm and cordial welcome from this government could make up the loss, I assure you you have it in the amplest measure.

“I hope you will all agree with me if I say that a very bitter and sharp challenge confronts all those nations today, the life and government of whose people is based on essentially democratic values. If we are to meet this challenge which confronts us, a challenge to our whole civilisation, of which the recent war was the symbol and the sad culmination, it is equally true that we will have to meet it with all the energy at our command.

“The proper and the only way to meet this challenge is so to fashion our social and national institutions, including our educational system, that they create those cultural values on the realisation of which we have all set our heart. Our educational system must be so framed as to aid in the task of creating these values. This can be done only if those concerned with education in this country as in others, face this task with knowledge, faith and will. Our educational system must provide for the development and utilisation of all the latent energy in the children and the young people of this country. This, of necessity, implies that there must be a genuine equality of educational opportunities for all. If we are genuine in our support of these principles, as I am sure we all are, we must bring into existence an educational system which will enable us to create all those values for which we are striving today, but which will not at the same time, be an impediment in the way of our progress.



Shri C. Rajagopalachari

"In the Province of Bombay, as you are probably aware, when the Congress Ministry was last in office we brought into existence a number of boards dealing separately with primary education, secondary education, physical education, adult education, etc. It was necessary to co-ordinate the activities of these boards, but the task was left unfinished as we left office in 1939. We have come back to our task and have now formed a Provincial Council of Education on which are represented the respective chairmen of the several boards with the Minister of Education as the Chairman of this Council. The Council will meet every quarter and assist the Minister of Education in all aspects of educational development. I look forward to the useful assistance, this Council will give me, with great hopes.

"I need hardly dilate here on the importance of physical education. You are all aware of its importance. The very first step which we took when we came to office in 1937 was to appoint a Physical Education Committee and to give effect to its recommendations, chief among which was the starting of an institution for physical training. This was started 8 years ago and I am happy to say that it has continued well and has had very enthusiastic response from the public. The Government of Bombay has lately appointed another Physical Education Committee, which has just submitted its report. You all probably have been supplied already with copies of the said Report. You will no doubt visit the Institute for Physical Training at Khandivlee during your stay here.

"Basic education was also one of the subjects which the last Congress Ministry has dealt with. Here, in Bombay, we have a number of basic schools and also about 150 schools with agriculture as the basic craft. We are planning for the introduction of basic education in all the schools and as a preliminary step, we propose to start soon with craft training in all primary schools. During our discussions here, we will no doubt consider the problems which arise in the introduction of the basic method on a wide scale.

"Adult Education likewise was one of the important subjects and the last Congress Ministry did what it could to start this movement. The Bombay City Adult Education Committee was then brought into existence and has already made about one lakh of illiterate adults literate. Government has now sanctioned a complete 10 years' scheme for adult literacy in the city of Bombay. The problem of adult literacy in the rural areas is of necessity to be worked out on different lines and we will soon address ourselves to that work in earnest.

"India has now joined the great democracies of the world. She occupies today a very important position in the world. I am sure you all are proud of our achievement at the United Nations Organisation and of the representatives of India, who were responsible for our success. The future for us is very bright but we will all have to work for it to the last ounce of energy in each of us. The system of education which we evolve here must necessarily be of vital importance to us in our work and our action in the field of education will have to be brisk as well as vigorous.

"It is a matter of great encouragement and pride that we have as our Chairman the Hon'ble Mr. C. Rajagopalachariar. It is rare to find a combination of a powerful intellect and a genius for practical working. We have this rare combination in the Hon'ble Mr. C. Rajagopalachariar. I am sure his sharp intellect, wide experience and ability to work out his ideas will aid us in our deliberations and in the achievement of our goal.

"Now let me once again thank you all for accepting our invitation and extend to you a warm welcome.

"I am very happy that His Excellency the Governor of Bombay, Sir John Colville who has long experience of dealing with educational and other problems, has agreed to inaugurate this Conference. I shall now request him to do so."

3. His Excellency and Rt. Hon'ble Sir John Colville, G.C.I.E., T.D., Governor of Bombay, then inaugurated the Session. He said:—

"Mr. Rajagopalachari, Mr. Prime Minister, Ladies and Gentlemen,

It is my privilege to echo the welcome so ably given to the Central Advisory Board of Education by Mr. Kher. I am happy indeed that this meeting should be held in Bombay and privileged that I should be asked to take part in the opening ceremony. As you have heard from the Prime Minister's speech, Bombay intends to be in the forefront in the matter of education in the years which lie ahead. If I may use a simile, which, I trust is a happy one, I hope the Gateway of India will be the gateway to great knowledge. If that is to be so it is all the more fitting and helpful that this meeting of the Central Advisory Board should take place here.

"The Central Advisory Board has in its nearly twelve years of existence since its reconstitution in 1935 covered the entire field of education in the various reports it has prepared. The most important of these is the one on post-war educational development in India popularly known as Sargent Report, on which the majority of provinces are basing their future plans of expansion.

"Subjects like basic and adult education, development of higher scientific and technical university education, have received careful consideration and other aspects allied to educational activities including social and recreational activities do not go unattended. The present agenda includes the proposal to establish a national cultural trust for India.

"Education is the very foundation of national development in all directions. The Indian Science Congress which has just held its meeting and was inaugurated by Pandit Jawaharlal Nehru is dealing with problems related to the scientific development and research work in that field. Other branches are busy with their own development. It is the pre-eminent function of the Central Advisory Board to co-ordinate the activities in all individual spheres and maintain proper balance between them. It is but proper that scientific and technical subjects, which have not hitherto received due attention in India should take their rightful place in the modern world. Humanities and social

sciences however must continue to receive proper attention. It is the education of the whole man which must be and is the objective of such a Central Board.

"I confess to some nervousness in addressing so erudite and cultured a body, for, though I possess a university degree—a modest Honours degree in History of Cambridge—it came to me in circumstances which reflected more merit on the patriotic and generous disposition of my mother university than on any ability of mine. The university authorities in England decided in the war of 1914 that undergraduates who had passed two parts of their Honours exam. could be deemed to have passed the third part also if they had proceeded on active service; and so it was that in a muddy trench in Flanders I received a letter with the magnificent seal of the university on it awarding my degree. But there is another reason which perhaps might give me a little more confidence in speaking to a body like yours, and that is that I am a Scot; for we in Scotland have for long prided ourselves on our system of education and I was Secretary of State for Scotland in charge of the Department of Education for a time. We have a small population of only five millions, but with becoming modesty I may claim that we have penetrated to the far corners of the earth, and by policy of infiltration—not by any means confined to the British Commonwealth—have carved out a place in Finance, Business and Engineering and many other spheres. And I pass to you the idea that if five million so equipped can percolate to the ends of the earth, what could 400 million do when in the fullness of time India's educational policy is fully developed. I am not prepared to agree with Dr. Johnson who said that the Scot left his own land because it was poor and inhospitable. You know his famous saying that "the fairest prospect for a Scotsman is the road to England!" Our natural resources were, and are, limited, but it is to the immense pains taken over education over centuries that I attribute any success that has come along.

"You have met here today to discuss educational problems. You, who are all experts in the subject, will hardly need me to point out to you its importance to the well being of this country politically, economically and spiritually, but I should like to offer a few points for your consideration. I shall not be so venturesome as to claim to make any forecast about the details of the new constitution for India that the present Constituent Assembly will work out, but it is safe to say that in any constitution in the modern world the ballot box must play a very important part and I do not think that India's will be any exception. That means that governments of the future will have to act according to the wishes of the electorate and persuade the people of the rightness of their convictions or resign and make room for alternative governments. In a democratic country therefore it is of the first importance to form an electorate which is capable of taking the right decision. I am not prepared to admit that the opinion of the majority is necessarily always right though it may be expedient to follow it. For expediency and rightness to coincide you must have an electorate which is capable of basing its decisions on sound principles and with reasoned thought. What a great part education must play in the future—whether looked at from the point of view of politics or economics or from any other angle! Stress today is laid mostly on primary education, and that is, I grant, of first class importance: you must have a firm foundation

to build on. But I, say earnestly and, I hope, without risk of offence, be sure that that foundation is firm and that in attempting the immense task of building quickly you do not lay such a light and insecure foundation that the whole fabric will be unsafe. In other words, though quantity must be an aim do not forget quality. The eradication of illiteracy is a paramount need ; but to be merely literate is no target to set, for a literate person may be no more able to form sound opinions than an illiterate person unless he knows what to read and how to assimilate knowledge. I believe that truth is attainable only by the faculty of being able to criticize and appraise not only untruths but half-truths—and that is not a process that comes in a day. Therefore, I suggest that though wider primary education is the immediate and crying need of this country—and figures can readily be produced to show that of the present literate population a very high proportion goes on to universities—I do urge that the standard and quality of secondary and higher education should not be sacrificed. Ladies and Gentlemen, it is easy to offer advice; more difficult to translate it into practice; but you have today a gathering of enthusiastic educationists and experts such as has seldom been seen before in this great city. I earnestly trust that your deliberations will be successful and that this Board will add yet another achievement to its fine record of work.

“It is with great pleasure that I welcome you and that I inaugurate this Conference, and I look forward with keen anticipation to meeting each one of you personally this evening if you will do me the honour of being my guests.”

4. The Chairman of the Board, the Hon'ble Shri C. Rajagopalachari, Member for Education, said in reply:—

“Your Excellency, Mr. Prime Minister, Ladies and Gentlemen,

We have begun very well and I hope we shall get on fairly well. I must thank Mr. Kher and his Government for all the hospitality that we are enjoying. They have taken great trouble on our account. I know the Prime Minister for some time and I know how much he loves this work. It is his attachment to education as a vocation that makes him hold on to his troublesome place in Government. I know his heart is more in education than in any other part of the governmental work and therefore we have in his welcome a very valuable and inspiring asset.

“You have also, many of you come here for the first time like myself. Some of you are new members and myself being a new member it may be presumptuous for me to offer to welcome you, but it is my official duty to do so and I do it most cordially. Some of our members have been absent owing to unavoidable causes. We would have been very glad if they had been present. (The names of the absentee members were then read out.)—It is a pity these eminent men are not here to assist us in our deliberations.

“You have heard His Excellency. He has said two things of which I propose to take advantage. He proved in his own person to the Educationists assembled here that a man who does not sit for his examination may yet turn out to be a brilliant person. You have seen how direct, precise and impressive Sir John Colville's speech this

morning has been. Experience and direct absorption of truth have enabled him to say the things in the manner in which he has said them. I think we have much to learn from what he has said.

“We have heard both the Prime Minister and His Excellency refer to the Sargent Plan. We have made the Plan and everybody has accepted it in India. It is one of the very rare things that have happened in India that it has been accepted without much controversy. We have every right to congratulate ourselves. Not only has there been no controversy over it but it has been positively welcomed. The central government as well as the provincial governments, the Press and the people have all accepted it as good and sound.

“But the more difficult task of execution has commenced. After all, plans are only definitely formulated aspirations. Execution is the real thing. We have received concrete plans from most of the provincial governments. They have sent supplementary reports also. Altogether we have now fairly definite and detailed acceptances on the part of all the provincial authorities, who are responsible in the main for the carrying out of this plan. They have accepted a heavy responsibility.

“I hope provincial authorities will be able to commend all the facilities required in doing justice to the pledge they had given to the people in this connection. After the provincial governments’ responsibilities have been defined, there is something remaining over which the central government has got to do. The central government too has prepared concrete corollary plans to fill up the gaps. I need not go into official figures. I have been in this Department for a little less than six weeks. My successor will take charge very soon and it is a kind of privilege that I am enjoying in presiding over your meeting. I have already been given notice by the Member for Industries and Supplies that I should take over his charge on Monday when I return. And for sometime past my mind has worked between these two departments so that in a sense I have enjoyed a holiday from both departments for a few days. I therefore do not propose to deal with you in any official manner. In general terms I might repeat what I said in answer to questions in the Assembly that we have prepared plans now between the province and ourselves for the expenditure of Rs. 125 crores in the next five years. I am sure if the money is properly spent we shall have very good value in return and it is your responsibility to tender advice from time to time in this adventure and thereby assist all the provincial authorities to fulfil their task. Let us realise the difficulty of the task before us. It does not consist in raising the salaries of teachers. We shall achieve nothing wonderful by paying a man who now gets Rs. 30, Rs. 35½ or 42½. His family may derive some addition to its revenue. But he would not attain superior equipment by that change.

“We shall have to get the right type of teachers before we can achieve anything in education. Sir John Colville defined the importance of education. I would put it that education is the basic industry of the country. All other industries depend on the quality of men that you give them and the quality of men that we give for various

industries depends on the education that we give them when young either in the family or in the school or college. If, therefore, the smelting of steel is the basis of other industries, in the same manner and almost in a truer sense education is the basic industry of the fabric that we all build in our dreams for this country in the near future. So the problems of education are not apart from other problems. Educational reconstruction is really a part of the industrialisation which most enlightened people have in their minds now—when we are passing from one age to another in our country.

“Education is most important and in education the teacher is the most important link. The inspectorate, the control, and financial generosity—all these are secondary, most of them negative in character. The main positive link in the chain is the teacher. Now we have already a number of teachers and it is not very surprising that your Report was welcomed by all the teachers in this land. They looked at the appendices and they found there liberal increases proposed to their salaries. Is Sir John Sargent a politician and did he cleverly discover the trick to get his plan through? The plan is certainly very popular—but the responsibility of the work has not been fully realised. Nothing can be done in accordance with this plan unless we have a very superior type of teachers from top to bottom. It is very difficult (I am talking as an Administrator) to get rid of the incompetent staff that we have. It is always very difficult to get rid of human material in any department of life and if the teachers are not of the best type, it is not their fault. It is the fault of the educational system that brought them into being. It is always somebody else to blame in this country. We must make the best use of the present teachers for a long time. You will have to wait for a considerable length of time before your new standards can be converted into actual fact.

“We have to begin with the teachers’ teacher now. We have to get the right type of men for the training colleges. It is not enough to build teachers’ colleges with brick and mortar. Non-recurring grants are converted into brick, beam and cement, but the real structure consists of the teachers’ teachers that we put in action. We have many new ideas; we vie with one another in putting forth new ideas. In fact we get angry if some idea of ours is not accepted in one place and so the fight goes on. They are only ideas and we are fond of them as of our babies. But the real task consists in giving effect to those ideas. We want able teachers to train new teachers. But where are they? Our new ideas have no counterpart in the actual teachers today, who were brought up on old ideas.

“We were told that we have now met in the Bombay Legislative Assembly Hall and the Prime Minister remarked that we are perhaps making better use of the Hall than when politicians meet there. It may be true, but I was thinking when he said it that this symbolised in a way the state of things in which we are today. We are caught in an atmosphere of politics just as you are caught in this hall and its politico-astral vibrations. Joke apart, what I mean to remind you is that in this country education has to work in a political atmosphere. We cannot get rid of it. We want a good State as we all know from the time of Plato. We want a good State in order that we may live and do our work well. The State does not propose to come into being

unless all this political trouble is gone through. We get back to the old old painful truth that a mother cannot bring forth her child without greater travail. In order that a good State may be born out of the womb of time, we will have to go through the pain and travail of a mother. That is what we are going through just now. There is no use complaining about it. We may cut jokes about politicians, but I would ask you to look upon all these troubles, worries, quarrels and controversies as the travail of a mother bringing forth a good baby whom we want.

“In this political atmosphere we have to begin working new educational ideas and that too without trained teachers and without the necessary institutions for training the right type of teachers to give education to boys and girls through creative activity and not through ill-understood symbols. Our plan is brilliant, but execution is very difficult and slower than people would desire.

“We have been deceiving ourselves all these years that literacy is very important. It is not important. Never mind the ballot box. We cannot get away from the ballot box and therefore some literacy is necessary. All that is true, but I am referring to something else. The child is a growing mechanism. But instead of allowing him to feed on reality and grow, we try to feed him on symbols from a tender age instead of starting these tricks at a later stage when the child can understand it. We are too anxious to make the child learn to write arithmetical and sound symbols as early as possible and then try to educate through these symbols, instead of allowing the child to learn through reality and experience of things. I hope that this will receive some attention by way of research and the proper age is fixed for beginning the alphabet and the numerical notations. Otherwise, the brain foundation must go wrong to the lasting prejudice of the individual.

“It is true universal primary education is important. The basic structure is important. But education grows as a living organism grows. It is not just built up like brick and mortar. It grows like a living unit, like a seed which grows into a plant and then into a tree. Therefore, the importance of higher branches of education comes in. We cannot bring into being a good educational structure without the higher branches of education being carefully attended to. It is this that gives and sustains quality all over.

“One more idea I will try to express for what it is worth. As a result of anxious thought about the state of things we are in, I have come to the conclusion that we should add something substantially to the curriculum in our schools : we should bring up our children not merely on knowledge, whether it be of things or of forces. We should also definitely cultivate sociability. We should try to bring into the school a sense of joy. We should develop new forces other than mere knowledge. We should teach people how to re-act to music, to dance, etc. We do not do it now. Unfortunately the history of our educational system has been such that we think knowledge is everything and all else is unessential. We think we should get as quickly as possible our trigonometry, our economics, our chemistry and so on and we think it does not matter if we do not acquire friendliness of music or dancing.

“We should give music to both boys and girls and not to girls only. The technique of happiness and a sense of harmony must be part of our work in all schools—boys and girls’. They should be taught how to act together in the process of being happy. They will take us out of our habit of controversy and jealousy.

“It should be worked into the curriculum. It is not enough to say these things. We should work them out. What are the changes in the curriculum by which you could introduce this joy and harmony programme. Don’t say it is compulsory. If you say a thing is compulsory, it evokes a controversy and will be lost. It should be by itself so attractive that no compulsion is necessary.

“I am very grateful to you for listening to my observations. As Chairman, I will cover the business with your assistance within these two days.

“We have created a number of boards and committees. For any work it is now a fashion to create a committee. If we leave it at that, it cannot achieve anything. Greater care should be taken when setting up committees, that we put in them men who can spare time for meeting and doing the work. We gain nothing by filling up every committee with representative men from distant corners of this vast land. Each one of the members may be very eminent and could do a lot by himself, but it is difficult for them all to come together and discuss things and do anything quickly and well. We should pay less attention to representative perfection and more to efficiency.

“Thank you Ladies and Gentlemen. I also thank the Bombay Government once again for all the hospitality they have so kindly extended to us.”

5. *Agenda*:—The agenda before the Board was as follows:—

- I. To report that the Proceedings of the Twelfth Meeting of the Central Advisory Board of Education held at Mysore in January, 1946, were confirmed by circulation to members and that copies were sent to provincial governments, local administrations, state governments and universities and were also put on sale.
- II. (a) To receive reports from provincial governments, etc., on the main developments in the following branches of Education:—
 - (i) Basic (Primary and Middle) Education;
 - (ii) Adult Education;
 - (iii) Social Services, including Social and Recreative Activities;
 and to consider recommendations, if any, from the appropriate standing committees in connection therewith.
- (b) To receive supplementary reports on specific educational developments in provinces, etc.
- III. (a) To report the further action taken by the Government of India in regard to the report of the Board on Post-War Educational Development in India.
- (b) To report the further action taken by provincial governments in regard to the report of the Board on Post-War Educational Development in India.
- (c) To receive a report on the provision made in regard to Health of the School Child in the first quinquennium of educational development.
- (d) To receive a note on the present position regarding the Report by the Inter-Provincial Board for Anglo-Indian and European Education.

PROCEEDINGS OF THIRTEENTH MEETING

- IV. To receive reports from provincial governments, etc., as to the action taken on the following reports adopted by the Board at their last meeting :—
- (a) Report of the Committee appointed to examine the question of selection of pupils or students for various forms and stages of higher education, and advising parents and pupils in regard to the choice of careers.
 - (b) Report of the Committee appointed to examine certain matters affecting the conditions of service of teachers at all stages of education, e.g., size of classes, hours of work, holidays, sick leave, etc., and to consider recommendations, if any, from the appropriate standing committees in connection therewith.
- V. (a) To receive and consider the views of the Inter-University Board in regard to the various matters referred to them.
- (b) To consider a resolution of the Inter-University Board regarding the consideration by the Central Advisory Board of Education of matters falling within the purview of the Inter-University Board.
- VI. To consider the question of appointing a Joint Committee of the Inter-University Board and the Central Advisory Board of Education to examine the differences that exist in the standards for the award of I or II class degrees in Indian universities.
- VII. To receive a report on the scheme sanctioned by the central government to facilitate higher scientific and technical education among the Scheduled Castes.
- VIII. To receive and consider a further report of the Expert Committee on a Uniform Braille Code for India.
- IX. To receive and consider the report of the committee on Basic English in relation to the Indian educational system.
- X. To receive and consider the report of the committee appointed by the Board to examine the formation of a Secondary Schools Examination Council for India.
- XI. To receive and consider the report of the committee appointed by the Government of India to examine a proposal for the formation of a National Cultural Trust for India.
- XII. To receive and consider the report of the committee in regard to the requirements of air training in relation to the educational system of the country.
- XIII. (a) To receive a report in regard to the first General Conference of the United Nations Educational, Scientific and Cultural Organisation.
- (b) To receive a note on the proposal regarding the appointment of a committee to go into the question of forming a National Education Commission for India.
- XIV. To consider the question of exclusion from textbooks of statements derogatory to foreign countries and their administrations and to consider recommendations, if any, from the appropriate standing committee in connection therewith.
- XV. To consider the desirability of government undertaking the production of suitable magazines for children and the measures to be adopted in this connection, together with recommendations, if any, from the appropriate standing committee in connection therewith.
- XVI. To receive and consider a memorandum from the Indian Science Congress on teaching and status of Physiology in India and to consider recommendations, if any, from the appropriate standing committees in connection therewith.
- XVII. To consider the appointment of a commission on the lines of the Sadler Commission to visit Indian universities to report on their working and to suggest ways and means of effecting such improvement as may be necessary with a view to meeting modern requirements in this country.
- XVIII. To consider the question of the use of Roman Script for learning Hindustani as a 'Lingua Franca'.

- XIX. To consider the desirability of taking advantage of A.I.R. broadcasts and ways and means to make them suitable and useful for school children and to consider recommendations, if any, from the appropriate standing committee in connection therewith.
- XX. To consider the curriculum for junior and senior basic schools and to consider recommendations, if any, from the appropriate standing committee in connection therewith.
- XXI. (a) To consider what should be the respective responsibilities of provincial governments and local authorities in the field of primary education.
 (b) To consider the possibility of establishing a liaison between local interests and educational authorities consequent upon the transfer of control of educational institutions from local bodies to Education Department, and to consider recommendations, if any, from the appropriate standing committee in connection therewith.
- XXII. To consider the establishment of Feeder Schools to the National War Academy, in provinces and states.
- XXIII. To receive and consider a resolution passed by the Hindustani Talimi Sangh regarding the vital importance of craft work in basic education and recommendations, if any, from the appropriate standing committee in connection therewith.
- XXIV. To report the appointments made by the Chairman in the vacancies on the standing committees of the Board.
- XXV. To receive and consider a resolution passed by the All India Physical Education Conference at its session held in Amraoti in October, 1946.
- XXVI. To report that the next annual session of the Central Advisory Board of Education will be held in 1948 in Travancore.

6. *Proceedings*:—The Board adopted the following resolutions :—

The Chairman made a reference to the death of Sir Jogendra Singh, the former Member for Education and the Chairman of the Board. He paid a warm tribute to the keen interest taken by Sir Jogendra Singh in the cause of education and in the affairs of the Board. The Members of the Board passed a resolution expressing their sense of the great loss sustained by the country through the death of Sir Jogendra Singh.

Item I.—It was reported that the proceedings of the Twelfth Meeting of the Central Advisory Board of Education held at Mysore in January 1946, were confirmed by circulation to members and that copies were sent to provincial governments, local administrations, state governments and universities and were also put on sale. In recording the report, the Board directed that Dr. Hasan's letter to the Secretary, Central Advisory Board of Education in regard to the Report of the Religious Education Committee should be incorporated in full in the proceedings as a note of dissent in place of the extract thereof printed as a footnote on page No. 20 of the proceedings.

Item II.—In agreement with the appropriate standing committee, the Board decided to record the information supplied by the provincial governments, etc., on the main developments in basic (primary and middle) education in the year 1945-46. The attention of the provincial governments was, however, called to the fact that the information furnished was too inadequate to enable the Board to judge properly what progress, if any, has been made in the field. While it was appreciated that the provincial governments, etc., might have been pre-occupied with their schemes of educational development, etc., it was felt that they should be requested to furnish in future

as full reports as possible in regard to their activities and to send them to the Board's Secretariat by the end of November.

The attention of the Board was drawn to the fact that the information supplied by the provincial governments, etc., in regard to the main developments in adult education during 1945-46 was also too meagre to enable members to appreciate what progress, if any, has been made. The Board were of the opinion that in spite of their pre-occupation with development schemes, etc., the provincial governments should be requested to furnish in future fuller reports on the development of adult education particularly with reference to the progress of women's education.

The information supplied in regard to the progress in social services was recorded. The Board endorsed the opinion of the standing committee that the Government of India should establish an All India Council for Social Services and that this Council should prepare a comprehensive scheme for the development of social services and also consider the desirability of sending abroad selected persons for special training in social service work.

Item II (b).—The Board received and decided to record supplementary reports on specific educational developments in provinces, etc.

Item III.—The Board, in recording the information before them in regard to further action taken by the central and provincial governments on the plan of Post-War Educational Development prepared by the Board suggested that care should be taken to see that the functions of the Regional Committees to be set up by the All India Technical Education Council do not overlap in any way with those of the provincial governments.

The Board also noted that the Report on Educational Development prepared by the Inter-Provincial Board for Anglo-Indian and European Education was reaching its final stage and expressed the hope that the Committee which was constituted at their last meeting to examine it, would be convened at an early date.

This Committee consists of the following members:

1. The Rt. Rev. G. D. Barne, C.I.E., D.D., V.D., The Bishop of Lahore (Chairman).
2. Khan Bahadur Dr. M. Hasan, M.A., D. Phil. (Oxon), Bar-at-Law, Vice-Chancellor, University of Dacca.
3. Rajkumari Amrit Kaur.
4. Dr. T. C. M. Royan, M.D., Minister for Education and Public Health, Mysore.
5. Sir John Sargent, C.I.E., D. Litt., Secretary and Educational Adviser to the Government of India.
6. Dr. S. R. U. Savor, M.A., D.Sc., I.E.S., Director of Public Instruction, Madras.

7. Dr. V. S. Jha, Ph. D., Director of Public Instruction, Central Provinces and Berar.
8. Rai Bahadur Chuni Lal Sahney, M.Sc., Director of Public Instruction, United Provinces.

Item IV.—The Board concurred in the recommendation of the standing committee that the information supplied by the provincial governments as to the action taken by them on the reports of the committee on the selection of pupils and of the committee on the conditions of service of teachers should be recorded. Opinion was unanimous that the scales of pay and conditions of service recommended by the Board should be adopted by all provincial governments. It was, however, stressed that the financial resources of the provinces might not enable them to implement the recommendations of the Board, particularly in the smaller provinces like the N.-W. F. P., Assam, etc. The Board, therefore, suggested that the financial implications of the question should be examined carefully by the Government of India who should also consider if it is desirable to appoint a committee to investigate whether any special re-adjustment is necessary in respect of financial assistance from central government to the provincial governments concerned. The Board also apprehended that the recommendations of the Pay Commission in regard to various subordinate services are likely to affect materially the prospects of recruitment of teachers for basic schools on the salary scales recommended by the Board, in their report.

Item V. (a).—The Board decided to record the views of the Inter-University Board on the various items that had been referred to that Board.

Item V. (b).—The Board expressed their satisfaction at the following resolution passed by the Inter-University Board at Jaipur in December 1946: "The Board notes with satisfaction the reply from the Secretary to the Government of India, Education Department, *vide* letter No. F. 14-2/46-F II, dated the 26th March 1946, and resolves that the matter may be recorded." The resolution was recorded.

Item VI.—The Board considered the question of appointing a committee to examine the differences that prevailed in the standards for the award of I or II class degrees in Indian universities. They agreed with the view of the Inter-University Board that the issue raised could appropriately be considered by the University Commission as envisaged in Item XVII of the Agenda under consideration.

Item VII.—The Board received and recorded the report on the scheme sanctioned by the central government to facilitate higher scientific and technical education among the Scheduled Castes.

Item VIII.—The Board considered the report of their Expert Committee on the Uniform Braille Code for India. Mr. Advani, a member of that committee who was present by special invitation dealt with various questions raised by members. The Board gave careful consideration to the views of those who advocated the adoption of the Standard Braille Code in the place of the Uniform Braille Code, specially designed for use in India, which has been accepted by the Board in 1945. The Board

examined in detail the points put forward for and against the two codes and unani-
mously reiterated their original recommendation that steps should be taken to bring
the Uniform Braille Code into use in all the schools for the blind in India as early as
practicable.

Item IX.—The Board considered the report of the Committee on Basic English
in relation to the Indian educational system and endorsed the views expressed therein
that Basic English cannot be considered as a really satisfactory method of teaching of
English language to beginners in India nor is it an adequate medium for scientific
communications and publications.

It was reported that an experiment in Basic English with the help of experts in
Hyderabad State had been abandoned as it did not yield the desired result. The Board
accordingly adopted the report of the Committee.

Item X.—The Board then proceeded to consider the report of the committee
appointed to examine the formation of a Secondary Schools Examination Council for
India and expressed their general agreement with the recommendations contained in
the report and hoped that it would be possible to set up the proposed council at an
early date as an advisory and co-ordinating agency with a view to ensuring a proper
standard in School Leaving Examinations throughout the country. The setting up
of such a council need not in any way infringe the autonomy of the existing examin-
ing bodies.

Item XI.—The Board gave their careful consideration to the report of the com-
mittee appointed to examine the proposal for the formation of National Cultural Trust
for India and adopted the recommendations made by them subject to
the following comments: “that Clause iv of the Sub-head “Functions” on para. 6 of the
Report should be modified to read : To cooperate with Indian universities in the de-
velopment of activities in the purely cultural fields”. The Board were of the opinion
that the formation of such a Trust would go a long way towards stimulating and co-
ordinating cultural activities in this country.

At this stage, Sir Angus Gillan who was present by special invitation, spoke on
the activities of the British Council and the need for closer cultural collaboration be-
tween India and Britain. He said,

“Ladies and Gentlemen,

I am fully sensible of the honour you have done me in inviting me to attend
the session of the Central Advisory Board of Education and to speak to you on the aim
and work of the British Council. I am not an educationist, but I feel that the work
of the British Council should be, at least in principle, a matter of interest to education-
ists. Whether it will be a matter of interest to you in practice it is for yourselves to
decide. The first thought in your mind no doubt is what is the British Council but
before I answer that just a word about the “why”. I lived and served abroad for a
good many years before the War and I must admit that both to foreigners and to the
overseas British, the U. K. British appear to be rather shy, though I do not think, in

general, we mean to be unfriendly. We are self-depreciatory and at the same time we are irritatingly self-complacent and, as with the individuals, so with the nation. We have not worried much about what other people thought about us. A good many other nations, I believe, have put up a better show in the shop-windows to our considerable detriment. For example there was an impression probably in many parts of the world that all sciences came from Germany, all mechanical inventions from America, all art from France and so on.

“The British Council was set up in 1934. Like most such British movements, it started in a very small way without any flourish of trumpet. But by the time the War closed down most of our European activities, it was working in 30 foreign countries and it has recently extended its activities to the Dominions and some other countries. It has since the end of the war re-opened in every European country and we recently opened a branch in Burma. I have just been on tour in some of the South-East Asian countries and, from my point of view, have come back with very encouraging results. We do not open any branches without invitation.

“The British Council is not a government department though it enjoys the moral and financial support of His Majesty’s Government. It is non-political, non-secretarian and non-commercial. It exists in the terms of the Royal Charter “for the purpose of promoting a wider knowledge of the United Kingdom and the English language abroad, of developing closely cultural relations between the United Kingdom and other nations.” The aim of the Council is to project or interpret overseas, British life and thought, and in particular, the history and tradition of British life, our modern progress and achievements, British Political Institutions, educational methods, social services, industrial system, our arts, our sciences, even our sports—in short, what is commonly known as the British way of life. It does not try to disfarage the ways of life of other people. We say “This is the way you live. This is the way we live. We do not ask you to live that way.” We have a great literature. I believe we have some lessons which may be learned from the way in which we have learned to solve some of our problems, industrial, political and constitutional, and adapt ourselves to changing conditions, internal and international.

“You will also have noticed that our Charter mentioned the development of cultural relations between the United Kingdom and other countries. We give scholarships mostly to candidates from overseas to pursue their further studies at some British university or technical institutions, and though we have not so far had the privilege of offering scholarships to India, we did have the chance during the war to assist several Indian students stranded in Britain to take up their higher studies. We invite visitors, either individuals or groups, Doctros, Architects etc., to visit Britain. We facilitate by various means the placing of Professors and Teachers in overseas colleges and their exchange with other countries and so on. We send recognised experts to other countries on lecturing tours or to attend conferences. Incidentally we had a chance of sending a delegation to the recent Science Congress in Delhi and in that connection I had the honour of being invited to be a member of the delegation, although I am not a scientist.

We publish various brochures, periodicals such as *Monthly Science* and the *British Medical Bulletin*. We supply books and periodicals to libraries and other institutions of our own or other peoples. Similarly we provide a supply of records and also sponsor the making of records of important modern British works which commercial companies might not find a paying proposition. We arrange tours for noted conductors, singers and musicians. We hope to be able to do more to facilitate the touring of dramatic and opera companies. That, of course, is a difficult matter in remote countries but we have already started in nearer countries. Our Fine Arts Department arranges exhibitions of contemporary works of important masters and distributes our Home Department documentary films which deal with various aspects of the cultural and scientific life and progress of Britain. Our Overseas branches photographic exhibitions and our Overseas Press Department provide the background for articles on similar subjects.

“The cultural method of approach varies according to the conditions of the country in which we work. In some cases it is true that, what we call a British Institute is much more than a Cultural Club with a Library and Reading Room, rooms for meetings, exhibitions and so forth, and often accompanied by a school for the teaching of English. In other countries, however, it may take the form of a local society and which in others it is associated with some other form of indigenous institution. In countries where institutional work is unnecessary or undesirable, we simply work through representatives who with the necessary office staff, are responsible for keeping in touch with local wants and organising tours and exhibitions and for the distribution of raw-material; to every office is usually attached a library and a reading room. It is also our hope that other countries will set up some similar organisations—an opposite number—with whom we might work in collaboration.

“Complementary to the Overseas side is the work of our Home Education Department which is responsible for the cultural interpretation of Britain to people from overseas in Britain. During the war it has been responsible for the teaching of English to thousands of Allied overseas troops. Jointly with the Allied Governments it assisted in the running of centres and schools for their nationals and in the work of the Conference of Allied Ministers of Education, out of which Unesco was born. With the cooperation of universities, it arranged hundreds of short university courses for Dominion, Indian and Allied troops and various other people. It looks after the needs of visitors and also a great many others who are committed to its care while in Britain. It puts people in touch with their opposite numbers in their trade or profession: doctors, farmers, artisans or agriculturists, etc. How far any of these services may be of use, I do not know, and it is to try to get an answer that I am here today. If any of the services which I have described are considered to be of value to India, what would be the proper machinery for their implementation? Again I do not know, and it is to you that I am applying for advice. All I can do is to tell you, as I have tried to do, what the British Council does in many countries. If similar activities would be welcome in India I am quite sure that in consultation with you we can adapt our machinery to suit your requirements. This only I venture to say in regard to India. Whatever the constitutional position may be, I cannot believe that either you or we would

wish to lessen the cultural ties which have bound us together for so many years. There must be a tendency or desire to strengthen these ties as time goes on but changing conditions may demand new machinery and it may be the part of the British Council to help in the creation of such a machinery. Finally, will you remember what I said about reciprocity. In this world this makes for the best in all aspects of culture and for greater knowledge also. Each country obviously must initiate its own outward traffic in its own way and it would be an impertinence on our part to attempt to organise it or to pay for it, but as we should hope that you would help us to get a hearing at this side we should help to get you a hearing on our side. We in Britain, I am afraid, have been accused in the past of aloofness and isolation and it may be that we deserve that accusation to some extent. There is a greater appetite in Britain now for knowledge of other countries. We have lived and fought together, we have lived and laughed together. There is a growing generation in Britain which definitely wants to know more about other countries and about their ways of life and I suggest that it is up to you to keep that interest alive as far as India is concerned, and I believe that the British Council can help you in this direction. How you set up a machinery at your end is of course a matter for yourselves. I have listened to the discussion about the possible formation of a National Cultural Trust in India and I hope that a Foreign Relations Committee may also be formed. In any case, we should like to see your lecturers in Britain. You know that we shall have the chance very shortly of seeing an Indian Art Exhibition in London. We should like to see more exchange of doctors and increased reciprocity in research scholarships. We should like to encourage you in sharing what your Chairman so vividly described as the joy of mutual company. And so it is not just a question of interpretation of Britain to India. It is a matter of mutual interpretation to each other of our respective ways of life, by an exchange of ideas, materials and men, with a view to the creation of a fuller mutual understanding. To put it into one final word, the creed of the British Council is to determine the basis of this human mutual understanding so that we can build the foundations of a permanent peace in the world."

The Chairman of the Board thanked Sir Angus Gillan on behalf of the Board for his interesting address, and hoped India would benefit by the experience of the British Council in promoting cultural contacts. This matter would be one of the subjects to be considered by the proposed Indian Cultural Trust.

Item XII.—The Board had before them the report of the committee on the requirements of air training in relation to the educational system of the country and found themselves in general agreement with the recommendations of the committee.

Item XIII.—At the request of the Chairman, Rajkumari Amrit Kaur, one of the Members of the Indian Delegation to the Unesco General Conference at Paris in November-December 1946, gave a brief account of the Conference and of the part played by the Indian Delegation thereat. It was stated that a full report of the Conference would be ready in the course of this year and will be made available to the members of the Board. The members of the Board expressed their satisfaction at the

successful participation of the Indian Delegation in the Conference and hoped that India would make an effective contribution to this important international organisation.

It was reported that the National Commissions, as contemplated in the report of the first Conference of the Unesco have not yet been set up and are still under consideration in most of the countries. The Board attached great importance to the question of the formation of a National Education Commission for India and appointed the following committee to examine the issue :—

1. Dr. Ziauddin Ahmad.
2. Hon'ble Mr. Avinashilingam Chettiar, Education Minister, Madras.
3. Rajkumari Amrit Kaur.
4. Sir V. T. Krishnamachari, K.C.I.E.
5. Mrs. Renuka Ray, B.Sc. (London).
6. Sir John Sargent, C.I.E., M.A., D.Litt., Educational Adviser to the Govt. of India.
7. Chairman of the Inter-University Board.

Item XIV.—The Board proceeded to consider the question of exclusion from textbooks of statements derogatory to foreign countries and their Administrations. The comments of the Inter-University Board on the subject were also before the Board. In agreement with the suggestion of the Inter-University Board it was recommended that books meant for educational institutions should as far as possible present an objective historical view and should not contain statements which have not passed the test of critical judgement. The Board were also of the opinion that as far as possible prescribed school textbooks should avoid reference to current events of a controversial character.

Item XV.—The Board considered carefully the desirability of governments' undertaking the production of suitable magazines for children and the measures to be adopted in that connection and agreed with the opinion of the standing committee that there is a real need for suitable children's magazines and that these magazines should be produced by the Government of India in English, Hindustani and the main Indian languages. It was suggested that informative material should be presented in these magazines in a simple and attractive manner and every care should be taken to illustrate them artistically. The provincial governments etc. should be advised to make bulk purchases for distribution of these magazines in their areas.

Item XVI.—The Board then examined the Memorandum from the Indian Science Congress on the teaching and status of Physiology in educational institutions in India and the recommendations of the standing committee thereon. They expressed their general agreement with the recommendations made in the Memorandum and commended them to the provincial governments etc. for their consideration.

Item XVII.—The Board considered the proposal submitted by the Vice-Chancellor, Madras University, for the appointment of a University Commission and found

themselves in general agreement with the resolution of the Inter-University Board on the subject. The Board decided to adopt the resolution in the following amended form :

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

Item XVIII.—The Board considered a Memorandum from the Madras Government on the use of the Roman Script for learning Hindustani as a *lingua franca* for India. The Board made a general survey of the development of *Hindustani* in different parts of the country and felt that that it was too early as yet to make a definite recommendation in the matter.

Item XIX.—The Board considered the desirability of making provision for suitable broadcasts for school children. They noted that some suitable broadcasts are being arranged for school children, but in the absence of radio receiving sets in most of the schools, very few children derive any benefit from such broadcasts. Opinion was general that provincial governments etc., should be requested to provide the requisite facilities for school children to enable them to take advantage of educational broadcasts. The Board also reiterated the recommendation made by them at their tenth meeting in 1944 for a closer collaboration between All India Radio and educational authorities.

Item XX.—The Board then considered the question of drawing up curricula for junior and senior basic schools and agreed with the standing committee that it was neither desirable nor perhaps possible to work out detailed syllabuses at this stage. Though the Board have accepted the fundamental principle of education being imparted through creative activities, further experimentation and research would be necessary to evolve successful methods of basic education. It was accordingly agreed that though some suggestions in regard to the broad outlines of curriculum in basic schools were desirable, the provincial and other educational authorities should be left free to work out the detailed syllabuses for their areas and to modify them from time to time as experience warrants. The Board, however, noted with satisfaction that the Chairman had given due consideration to the matter and had appointed a committee with the following terms of reference :—

- (a) to draw up a curriculum on broad lines for use in basic schools with suggestions for variation according to circumstances;
- (b) to prepare a handbook for teachers in basic schools; and
- (c) to suggest lines on which institutions for training of teachers of basic schools should be organised.

The personnel of the Committee consist of :—

1. Sir John Sargent (*Chairman*).

2. Dr. Zakir Husain, M.A. Ph.D.
3. Shrimati Asha Devi, Hindustani Talimi Sangh.
4. Mr. A. S. Khan, C.I.E., Director of Public Instruction, Bihar.
5. Mr. K. G. Saiyidain, M. Ed. (Leeds), Educational Adviser, Rampur.
6. The Director, Silpabhavan, Sriniketan, Visva Bharati.
7. An expert in crafts preferably with knowledge and experience in mechanical engineering.
8. An expert in Nursery and Kindergarten Education.

Item XXI.—The Board considered the question of the respective responsibilities of provincial governments and local authorities in the field of primary education and the possibility of establishing a satisfactory liaison between local interests and educational authorities. They reiterated the recommendations made by the Administration Committee which was endorsed by the Board in 1944. They also noted with satisfaction that certain provincial governments like N.-W. F. P., Assam, Sind, etc. have already implemented the recommendations of the Board and taken over entire responsibility in regard to basic education (primary and middle).

Item XXII.—As desired by the Defence Department of the Government of India, the Board considered the desirability of establishing Feeder Schools to the National War Academy in the provinces and the states. Brigadier Thorat was present to explain the viewpoint of the Defence Department on the subject. In regard to Feeder Schools for the National War Academy, the Board were of opinion that the new type of schools contemplated in their scheme of Educational Development would provide the necessary training in leadership, character and physical fitness required by the military authorities for the Army, Navy, and Air Forces. The Board suggested that the attention of provincial authorities should be called to the necessity of developing their schools on lines which would provide the kind of education which the military authorities have in mind.

Item XXIII.—The Board noted that the issues raised in the resolution have already been covered by their decision on Item XX.

Item XXIV.—The Board noted the appointments made by the Chairman in the vacancies on the standing committees and decided to record the information.

Item XXV.—The Board then proceeded to consider a resolution passed by the All India Physical Education Conference at Amroati in 1946. Mr. Justice W. R. Puranik, Chairman of the Working Committee of the Provisional National Council of Physical Education, was present by special invitation to explain the background of the resolution under consideration. The Board expressed their appreciation of the aims and objects of the Conference and approved generally of their recommendations in regard to the development of physical education in this country and stressed that non-official bodies like the proposed council should receive recognition and encouragement at the hands of the central as well as provincial governments.

Item XXVI.—The Board noted that their next session would be held in Travancore and authorised the Chairman to fix a suitable date for the next meeting in consultation with the Government of Travancore.

The Hon'ble Mr. Mohd. Yabya Khan, Minister for Education, N.-W. F. P., announced that the government of his province wished to invite the Board to hold their session in 1949 in Peshawar and the Board accepted the invitation with gratitude.

In conclusion the Board expressed their sincere thanks for the generous hospitality extended to them to the Government of Bombay and especially to the Hon'ble Mr. B. G. Kher, Prime Minister, Mr. M. D. Bhansali, Education Secretary and Mr. R. P. Patwardhan, Director of Public Instruction of the Province and other officers of the Government of Bombay who had given so much of their personal time to make the session a success.



Maulana Abul Kalam Azad

(xiv) FOURTEENTH MEETING—JANUARY, 1948

THE Hon'ble Pandit Jawaharlal Nehru, the Prime Minister of India, inaugurated the evening session of the Board. The following is an English summary of his speech in Hindustani :—

The Hon'ble Prime Minister said that whenever conferences were called to form a plan for education in India the tendency, as a rule, was to maintain the existing system with slight modifications. This, he said, must not happen now. Great changes had taken place in the country and the education system must also be in keeping with them.

The entire basis of education must be revolutionized. The present system might have been suited to the past situation, but maintaining the *status quo* in the field of education under present circumstances would do nothing but harm to the country. The state of mind created by the system of education was absolutely out-of-date and ineffective.

India, the Prime Minister continued, had lost five precious months in unconstructive activities. Big plans were prepared for the cultural, social and economic reconstruction of the country, but unforeseen and unfortunate circumstances had diverted their attention from them.

In the plans for rebuilding the nation, education had an important place, because that was the basis for all other activities. India's misfortunes, the Prime Minister added, were not completely over but still they could not be allowed to put the question of education in the background. Practical steps must be taken immediately to implement their plans for improving the country's education.

Rehabilitation of refugees was at present engaging the attention of the government, he said. But there also, the question of education was not absent. The Advisory Board had to suggest arrangements for the education of a large number of young boys and girls whose education had been rudely terminated by the disturbances. The government must resettle them in educational life.

"The younger generation is our future hope. The way their faculties were developed and minds moulded would make or mar India's destiny and their proper education must be given top priority", said the Prime Minister.

These young displaced ones were a matter of concern, because they affected the future plans materially. Again, the younger generation in general was showing signs of having been educated on lines not suited to the changed times. It was lacking in discipline and the Board must advise the government how to create a sense of restraint and discipline among young men. Pandit Nehru said : "In moulding their minds I do not advocate the use of any kind of force or compulsion, but I feel that a certain amount of guidance and direction is essential."

Another task before the Board, said the Prime Minister, was to advise the government on the implementation of reports like the one from the Scientific Manpower

Committee. For a proper planning it was necessary for the government to know what talent it had at its disposal and how it must train its men to take up essential jobs. India was not lacking in talent, scientific or otherwise, but it was not properly employed. "There are so many tasks lie undone because we feel we do not have the men for them, and yet there are men in the country who have the necessary qualifications and are not employed."

So many reports had been submitted by various committees on different subjects and work was being done on them but it was a pity that it was being done so slowly. The Prime Minister urged acceleration of work of this nature.

"Our system of education must not be formed in isolation from our social and economic life of tomorrow. Different sides of our life and activities must be correlated. The primary aim of any system is to create balanced minds, which cannot be misled. We have just seen the phenomenon of millions of our people being misled. We must be strong mentally before we can think of building a nation," he concluded.

2. The Chairman of the Board, the Hon'ble Maulana Abul Kalam Azad, Minister for Education, then addressed the meeting as follows :—

"Friends,

On the occasion of this fourteenth session of the Central Advisory Board of Education I accord my sincere welcome to you. Historically speaking it is the fourteenth session as thirteen have already been held. But to be more accurate, I think we should call it the Inaugural session of the Board, since the first thirteen took place in the Indian Empire which on 15th August 1947 came to an end and with it a long chapter of Indian History. Today we are assembled in a new India which has yet to make its history.

"I believe it will not be out of place to mention that the change in the political situation has greatly affected the temper and nature of the work which we have undertaken. The scales in which the educational problem were weighed by this Board uptill now have grown out of date. New scales with new weights will have to be substituted. The dimensions of the national problems of the day cannot be judged by the measurements which have been employed so far. The new aspirations of new India will require fresh outlook and new measures to tackle its problems.

"With whatever depth of vision and sympathetic imagination the Board might have tackled the educational problems in the past, it could not escape the fact that there was no free national government to support it. In spite of its desire to have the fullest scope it had to keep itself somewhat in restraint. Now things have changed. The nation, about the educational problems of which you are going to deliberate, has its own government at your entire disposal. The government in its turn expects that you, too, offer your deliberations with the same tenacity of purpose and breadth of vision as are guiding the administration today.

"But if we want to adopt new measures with fresh determination and redoubled efforts, it should not mean that we do not acknowledge the past services of the Board.

Its lengthy reports covering thousands of pages are a record of the zeal and ability with which the task was handled in the past thirteen years and the present day educational activities of the country bear testimony to it. Probably the most valuable service rendered by the Board was the preparation of the scheme of basic education in 1944. It was the first occasion in the history of British India when the problem of elementary education was presented in its true aspect, a scheme was then promulgated which contained the elements of broad outlook and bold action, the two things which were least expected in the then prevailing circumstances. The name of Sir John Sargent who was our Educational Adviser is intimately connected with the scheme because of the prominent part he took in framing it. I am glad that he will continue to remain in our country though at the moment he is away and unable to be present at this session.

“Now we have to think how far this scheme can be adapted to suit the changed circumstances and how soon obstacles in our way can be removed. But I will not discuss this question at this time as an educational conference which is to tackle such problems has been called to meet here as soon as this session is over. We shall have ample opportunity of taking up these questions there.

“But there is a particular aspect of the question to which I shall invite your attention. In connection with the scheme of the basic education the question of religious instruction had cropped up at the time. Two committees of the Board pondered over it but they could come to no agreed decision. I should like that this question may be reconsidered in the light of the changed circumstances. For our country this question has a special importance.

“It is already known to you that the nineteenth century liberal point of view concerning the imparting of religious education has already lost weight. Even after the First Great War a new approach had begun to assert itself and the Intellectual Revolution brought about in the wake of the Second Great War has given it a decisive shape. At first it was considered that religions would stand in the way of the free intellectual development of a child but now it has been admitted that religious education cannot be altogether dispensed with. If national education was devoid of this element, there would be no appreciation of moral values or moulding of character on human lines. It must be known to you that Russia had to give up its ideology during the last world war. The British Government in England had also to amend its educational system in 1944.

“So far as India is concerned, the problem presents itself in an entirely different shape. Europe and America felt the need of religious education as it was observed that without religious influences people become over-rationalistic. But in so far as they are working in Indian life we have to face the other side of the medal. We have no fear that people will become ultra-rationalists. On the other hand we are surrounded by over-religiosity. Our present difficulties, unlike those of Europe, are not creations of materialistic zealots but of religious fanatics. If we want to overcome them, the solution lies not in rejecting religious instruction in elementary stages but in imparting

sound and healthy religious education under our direct supervision so that misguided credulism may not affect the children in their plastic stage.

“It is obvious that millions of Indians are not prepared to see that their children are brought up in an irreligious atmosphere and, I am sure, you, too, will agree with them. What will be the consequence if the government undertake to impart purely secular education? Naturally people will try to provide religious education to their children through private sources. How these private sources are working today or are likely to work in future is already known to you. I know something about it and can say that not only in villages but even in cities the imparting of religious education is entrusted to teachers who though literate are not educated. To them religion means nothing but bigotry. The method of education, too, is such in which there is no scope for broad and liberal outlook. It is quite plain, then, that the children will not be able to drive out the ideas infused into them, in their early stage, whatever modern education may be given to them at a later stage. If we want to safeguard the intellectual life of our country against this danger, it becomes all the more necessary for us not to leave the imparting of early religious education to private sources. We should take it rather under our direct care and supervision. No doubt, a foreign government had to keep itself away from religious education. But a national government cannot divest itself of undertaking this responsibility. To mould the growing mind of the nation on right lines is its primary duty. In India, we cannot have an intellectual mould without religion.

“But if religious instruction is to be a part of basic education, what will be its proportion? How is it to be managed? These are questions which are to be thoroughly considered. Indeed, there will be difficulties in the way. A solution will have to be found. But I need not go into details. If the main issue is settled, details can be tackled later on. In any case I request you to appoint a committee to go into the question *ab novo*. It may be authorised to send its recommendations directly to the government.

“There is another problem on which you have to take a final decision now. What is to be the medium of instruction in our educational institution? I am sure there are two things with which you will agree. First that in future English cannot remain the medium of instruction. Secondly whatever the change may be in this direction, it should not be sudden but gradual. In my opinion so far as higher education is concerned we should come to the decision that the *status quo* may be preserved for five years. But along with it provision may be made by the universities for the coming change. I should like you to make your suggestions to the government after due deliberation.

“But in this connection a fundamental question arises with regard to Indian language. How is the change to be brought about? Is university education to be imparted through a common Indian language or provinces may be given an opportunity to have their own regional languages for university teaching? English was a foreign language. We were greatly handicapped by having it as our medium of instruction. But we were also greatly benefited in one way that all the educated

people in the country thought and expressed themselves in the same language. It cemented the national unity. It was such a great boon to us that I should have advocated its retention as the medium of instruction had it not been fundamentally wrong to impart education through a foreign language. But obviously I should desist from offering this advice. I put it to you if only till recently a Madrasi or a Punjabi or a Bengali felt no difficulty in receiving education through a foreign language, why should he be handicapped if he were to be educated through one of the Indian languages. We shall certainly be able to retain the same intellectual unity which was created for us by the English language. But if we fail to substitute an Indian language for English, our intellectual unity will certainly be affected.

“The alternative course before us is to have regional languages for university teaching and one common compulsory language for central government and for inter-provincial communication. Anyhow it is but necessary that you should come to a final decision on this point after discussion and deliberation.

“The agenda before you is fairly heavy ; it is to be attended to. I shall not keep your attention to myself any more. Welcoming you again I finish my speech here.”

3. *Agenda* :—The agenda before the Board was as follows :—

- I. (a) To report that the proceedings of the Thirteenth Meeting of the Central Advisory Board of Education held at Bombay in January, 1947, were confirmed by circulation to members and that copies were sent to provincial governments, local administrations, state governments, and universities and were also put on sale.
 - (b) To welcome the new members of the Board and to record appreciation of the services rendered by those who have since retired.
- II. (a) To receive reports from provincial governments, etc. on the main developments in the following branches of education :—
 - (i) Basic (Primary and Middle) Education;
 - (ii) Adult Education (Particularly with reference to the progress of women’s education);
 - (iii) Social Services, including social and recreative activities; and
 to consider recommendations, if any, from the appropriate standing committees in connection therewith.
 - (b) To receive supplementary reports on specific educational developments in provinces, etc.
- III. (a) To report the further action taken by the Government of India in regard to the recommendations of the Board on Post-War Educational Development in India.
 - (b) To report the further action taken by the provincial governments in regard to the recommendations of the Board on Post-War Educational Development in India.
- IV. To receive reports from provincial governments, etc., as to the action taken on the following reports adopted by the Board at their last meeting :—
 - (a) Report of Committee on an Indian Cultural Trust.
 - (b) Report of the Committee on a Secondary Schools Examination Council for India.
 - (c) Report of the Expert Braille Committee on Uniform Indian Braille;
 - (d) Report of the Committee in regard to the requirement of the Air Training in relation to the educational system of the country;
 and to consider recommendations, if any, from the appropriate standing committees in connection with (b) and (d) above.

- V. To receive and consider the views of the Inter-University Board in regard to the various matters referred to them.
- VI. (a) To receive a report on the working of the Government of India Overseas Scholarships Scheme.
(b) To receive and consider a report on problems of students going abroad for further studies with a view to both devising measures for ensuring that such students receive the necessary advice and guidance before going abroad and to ensure their welfare in the country of study.
- VII. To receive a report on the scheme sanctioned by Government of India to facilitate higher scientific and technical education among the Scheduled Castes.
- VIII. To receive and consider a report on the progress made in regard to the rehabilitation of students and teachers displaced in Pakistan areas, by the central and provincial governments, and to consider recommendations, if any, from the appropriate standing committee in connection therewith.
- IX. (a) To receive the recommendations of the Scientific Man-Power Committee appointed by the Government of India.
(b) To receive the findings of the Geological Education Committee set up by the Government of India and to consider recommendations, if any, from the appropriate standing committee in connection therewith.
- X. To receive and consider the interim report of the committee appointed by the Board on Curriculum of Basic (Primary and Middle) Schools and the Organisation of Training Colleges.
- XI. To receive and consider the report of the committee appointed by the Board to examine the report on educational development prepared by the Inter-Provincial Board for Anglo-Indian and European Education.
- XII. To consider the appointment of a committee to examine the existing financial resources for education, the programme for educational development in all provinces and states and to make suggestions to ensure that educational development is not held up for want of funds.
- XIII. To receive the report of the Reference Board on Scientific Terminology in India and to consider the further steps to be taken in this connection.
- XIV. (a) To receive a report in regard to the Second General Conference of the United Nations Educational, Scientific and Cultural Organisation held at Mexico City in November-December, 1947.
(b) To receive and consider the report of the committee appointed by the Board on the formation of a National Education Commission to cooperate with the United Nations Educational, Scientific and Cultural Organisation.
- XV. To consider the question of—
(a) organisation of immediate and vigorous plans for adult education on a country-wide basis, adult education being visualised as “social education” in the wider sense of the term;
(b) establishment of a few “Peoples Colleges” in selected areas;
(c) co-ordination of efforts in the matter of visual and auditory education;
and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.
- XVI. To consider certain suggestions in regard to the organisation of technical education.
- XVII. To consider the question of introduction of reforms in Marathi, Gujarati, and Kan-
nada Scripts.

PROCEEDINGS OF FOURTEENTH MEETING

- XVIII. To consider the question of encouraging university students and students seeking entry to universities to undertake various forms of social service, and recommendations, if any, from the appropriate standing committee in connection therewith.
- XIX. To consider certain suggestions in regard to the organisation of School Medical Services and School Clinics and to consider recommendations, if any, from the appropriate standing committee in connection therewith.
- XX. To consider :—
- (a) whether English should be retained in high schools from Class III to Class VI;
 - (b) the appointment of a committee to investigate the state of secondary education in India and to report on its aims and scope in the light of the present conditions and future requirements;
- and to consider recommendations, if any, from the appropriate Standing Committee in connection therewith.
- XXI. To consider the question of modification in the course of training of teachers for secondary schools and to consider recommendations, if any, from the appropriate standing committee in connection therewith.
- XXII. (a) To report the appointments made by the Chairman in the vacancies on the standing committees of the Board.
- (b) To appoint members of the standing committees of the Board on (a) Basic (Primary and Middle) Education (b) Secondary Education (c) Further Education and (d) General Purposes.
- XXIII. To receive a communication from the Government of Travancore in regard to the next annual session of the Central Advisory Board of Education.
- XXIV. To consider the appointment of a committee by the Board to visit the provinces once in five years or oftener, if necessary, to discuss the progress of development schemes and other matters of common interest.
- XXV. To consider the place of craft work in the scheme of basic (primary and middle) education and post-basic education, and in the light of this decision to consider the modifications, if any, deemed necessary in the Report of the Board on Post-War Educational Development in India, and to consider recommendations, if any, from the appropriate standing committee in connection therewith.
- XXVI. To Consider—
- (a) the organisation of Apprenticeship Training, and
 - (b) the provision of facilities for the training of students in Tele-Communications Engineering in the All India Radio.
- XXVII. To consider the scope and the functions of the Central University Grants Committee.

4. *Proceedings* :—The Board then adopted the following resolutions :—

Item I.—It was reported that the Proceedings of the Thirteenth Meeting of the Central Advisory Board of Education held at Bombay in January 1947 were confirmed by circulation to members and that copies were sent to provincial governments, local administrations, state governments, and universities and were also put on sale.

The Board adopted a resolution of condolence, all members standing, in memory of Sir Zia-ud-Din Ahmad, Sir Shafaat Ahmad Khan and Dr. T. C. M. Royan who were members of the Board and had passed away during the year.

The Board decided to place on record their sense of appreciation of the services rendered to the Board and to the cause of education in the country by Sir John Sargent

who had retired after about ten years of service as Educational Adviser to the Government of India.

The Board also placed on record the services of the other out-going members of the Board and welcomed those who had been newly appointed.

Item II (a) (i).—In regard to developments in basic (primary and middle) education, the Board noted that the information furnished by the provincial governments was on the whole inadequate. It was, however, explained that it had not been possible for the provincial governments to furnish necessary material in time on account of pre-occupations related to constitutional changes. The Board decided, that, in future, provincial governments, etc., should be requested to furnish requisite information by the middle of July. In this connection the Board agreed that the forms worked out by the standing committee would be suitable though provision should be made for the inclusion of information on specific problems which required guidance from the centre or provinces and states and experiences which would prove useful to other provinces and states. The Board decided that the standing committee should meet immediately after this information became available and make considered recommendations to the Board and also meet oftener, as may be necessary.

The Board hoped that the central government, through the Central Institute of Education or some other agency, would provide more helpful direction and guidance to the provinces and the states in the problems of basic education including its technique and methods, and the production of suitable literature for basic schools.

Items II (a) (ii) and XV.—The Board noted that the organisation of a comprehensive scheme of adult education had become imperative in view of the attainment of freedom by the country. They accordingly adopted the interim recommendations made by a special sub-committee for the removal of illiteracy and the further education of the literates. In doing so they wished to add "open-air theatres" to the means suggested for attaining the end. The Board also decided that the scheme of general education proposed for adults should include technical education in the work in which the adult concerned is employed so that it may be interesting and profitable to him to join the classes.

The Board also decided that adult education workers should be especially trained as the whole success of the scheme depended on them.

In regard to finances the Board agreed that a 50:50 basis for provincial and central contributions would be suitable though in the case of financially less prosperous areas a different proportion may be justified. The Board agreed that the report of the sub-committee and the views expressed above should be circulated to the central and provincial governments and their views obtained in time to enable the committee to make their final recommendations by March, 1948.

The information supplied by provincial governments, etc., was recorded.

Items II (a) (iii) and XVIII.—The Board in agreement with the recommendations of the standing committee, decided to reiterate their resolutions passed at the

Thirteenth Meeting to the effect that "The Government of India should establish an All India Council for Social Services and that the Council should prepare a comprehensive scheme for the development of social services" and that government should "also consider the desirability of sending abroad selected persons for special training in social service work".

The Board further decided to recommend that in making appointments to the public services, government should give some consideration to candidates who have social service to their credit.

The information supplied was recorded.

Item III.—The Board after a discussion on the difficulties, financial and otherwise, which provincial governments were facing in the full implementation of the Board's plans decided to record the information supplied. In doing so, the Board wished to emphasise the importance of education in the national regeneration of the country and expressed the hope that Post-War Educational Development Plans would be continued and that out of the total central grant an adequate portion would be earmarked for education.

Item IV.—The Hon'ble the Chairman reported that the proposal for an Indian Cultural Trust had been generally accepted though a few further steps remained to be taken *e.g.*, consultation with the provincial governments and with the other bodies interested in the subject. He added that the whole matter was under active consideration and that it was hoped to proceed with the scheme at an early date.

The Board decided that the provincial governments should be requested to submit their comments on the report relating to a Secondary Schools Examination Council for India, at an early date, and the action taken by the central government in this connection should be submitted to the Board at their next meeting. In scrutinising the causes of delay in cases like this, the Board felt that the provincial directorates do not possess the staff who could give the Director (of Public Instruction), the expert help that he requires in carrying out a proper examination of important proposals of this character and submit his views. The Board recommended that the provincial directorates should have the requisite additional staff for this purpose.

The Board in recording the report of the Expert Committee on a Uniform Indian Braille expressed satisfaction at the steps taken and proposed for the amelioration of the lot of the blind. They at the same time hoped that due attention would also be paid to the needs of the other handicapped, namely the deaf-mutes and mentally handicapped.

The Board were of the opinion that the question of the formation of an Air Training Committee may be postponed pending action by government on the recommendations of the National Cadet Corps Committee.

Item V.—In regard to the medium of instruction, the Board agreed with the views of the Chairman contained in his opening address, as to the importance of the

problem in the present context and recommended that a representative committee should be appointed by the Government of India :

- (i) To consider what should be the medium of instruction and examination at the university stage.
- (ii) To consider the place of the national language in secondary and higher education.
- (iii) To consider the place of English as a language in university education.
- (iv) To consider the stages by which English should be replaced by the national language or regional languages as medium of instruction.
- (v) To consider the steps to be taken for the preparation of textbooks and other requisites for implementing the recommendations made.

In regard to scientific terminologies the Board were of the opinion that where terms with a specific and unambiguous connotation do not exist in a particular language, the terms generally used in international scientific literature should be incorporated in the Indian languages.

The Board endorsed the recommendation of the Inter-University Board regarding the teaching and status of Physiology in educational institutions.

Item VI.—The Board recorded the information supplied in regard to the Government of India Overseas Scholarships Scheme and noted that the final report of the Special Committee set up by the Government of India to examine the purpose and scope of the Scheme was awaited and would be made available to them in due course.

The Board agreed that the establishment of Provincial and University Students Advisory Bureau was important. They accordingly accepted the 1st and 3rd suggestions made under category (a) in the memorandum submitted to the Board. In regard to suggestion No. 2 therein the Board felt that no compulsory restriction should be imposed on students seeking admission abroad on their own though they agreed that a central provincial organisation should be responsible for forwarding applications for admissions abroad, with its recommendations. Regarding suggestion No. 4, the Board felt that it would be difficult for the provincial directorates to undertake the supply of regular reports, but hoped that the Central Overseas Bureau would continue the useful work of disseminating information and guidance.

Item VII.—The Board received and recorded the report on the scheme for facilitating higher scientific and technical education among the Scheduled Castes.

Item VIII.—The Director of Public Instruction, East Punjab, gave an account of the problems relating to the refugee students and teachers displaced in Pakistan areas and the measures already adopted to meet the situation. There was a general desire on the part of all the provincial representatives to assist in solving the problems and the Board recommended that in order to give facilities to the students whose studies have been interrupted by unforeseen happening in the Punjab, Sind and elsewhere, the central and provincial governments be requested to consider all cases of refugee

students and teachers sympathetically, especially in the matter of (i) relaxing condition of domicile and migratory certificates (ii) granting fee concessions in necessitous cases and (iii) introducing the double shift system in schools and colleges wherever required. The Board further hoped that when more concrete demands were put forward by the affected areas they would evoke adequate response from the other areas and that speedy measures would be adopted by mutual consultation among the Directors of Public Instruction. In particular, the Board were of the opinion that the rules of recruitment through Public Service Commission may be relaxed to facilitate the employment of refugee teachers and that the conditions of service offered should approximate to those previously enjoyed by them. The Board also felt that some of the money being spent on refugee camp could more profitably be utilised for educational development work (*e.g.*, opening of new institutions) which, while contributing to nation building, would at the same time provide useful work for the displaced persons.

It was also suggested that wherever there was a large concentration of refugees, as in East Punjab, the opportunity should be utilised for their social and political re-education.

Item IX.—The Board endorsed the recommendations of the Scientific Man-power Committee and decided to recommend to the government that funds be provided immediately for implementing these recommendations in order of priority in which they have been set out. In doing so the Board hoped that an accurate and reliable estimate of requirements in respect of scientific man-power, say for the next ten years, would be prepared in consultation with the various Ministries of the Government of India concerned (*e.g.*, Transport, Railways, Industry and Supply) and provincial and state governments, so as to ensure that all the technical personnel trained would be properly employed.

The Board also recommended that scientific personnel should not, as far as possible, be drawn away from their research or other appropriate fields to do work of an administrative kind.

The information supplied regarding findings of the Geological Education Committee and the action taken thereon was recorded.

Items X and XXV.—The Board approved the interim report of the Committee on Curriculum of Basic (Primary and Middle) Schools and the Organisation of Training Colleges and hoped that the detailed curricula and the handbook so badly needed by the provincial and other authorities concerned would be made available very soon. The Board noted that the questions raised by the Government of Bihar regarding the place of craft work in basic schools and allied problems had already been dealt with in the interim report of the Committee and would be fully covered when the detailed curricula and the handbook were published.

Item XI.—The Board then considered the report of the committee appointed to examine the proposals for educational development prepared by the Inter-Provincial Board for European and Anglo-Indian Education and adopted the same. It was

decided that the report should be forwarded to the central, provincial and state governments for necessary action.

Item XII.—The Board then considered the appointment of a committee to examine the existing financial resources for education and the programme for educational development in all provinces and states and to make suggestions to ensure that educational development is not held up for want of funds. The Board noted that all the provincial and state governments were anxious that their programmes of educational development should not be cut short for want of funds. There was also a unanimous demand that out of any funds that should be made available by the central government for development work, a definite portion should be earmarked for education. The Board decided that the Chairman should appoint a committee of educational and other experts to go into the whole question.

Item XIII.—The Board received the report of the Reference Board on Scientific Terminology in India and adopted the same. In particular, the Board expressed themselves in full agreement with the recommendation of the Reference Board that the technical terms generally used in international scientific literature should be incorporated in the Indian languages with the necessary prefixes and suffixes, where words with a specific and unambiguous meaning do not exist in the Indian languages concerned (*vide* Item IV above).

Item XIV.—At the request of the Chairman, Mr. Ashfaque Hussain, one of the Advisers to the Indian Delegation to the Second General Conference of the United Nations Educational, Scientific and Cultural Organisation, held in Mexico City in November/December, 1947, gave a brief account of the part played by the Indian Delegation thereat. It was stated that a full report of the Conference was expected from the Leader of the Delegation Dr. S. Radhakrishnan, and would be made available to the Members of the Board. The information was recorded.

The Hon'ble Rajkumari Amrit Kaur, Chairman of the Committee appointed to consider the formation of a National Educational Commission to Cooperate with the United Nations Educational, Scientific and Cultural Organisation, then presented the report of the Committee. The Board adopted the report and expressed the opinion that the establishment of the National Commission was important if India were to derive the full benefit of her Membership of this international organisation. It was noted that the list of cultural and scientific organisations, which should be represented on the National Commission was still tentative. The Board decided that the list should be brought up-to-date in consultation with the provincial governments, etc., and appointed a committee consisting of the following members to frame the final list when the views of provinces, etc., had become available :—

1. The Hon'ble Rajkumari Amrit Kaur.
2. The Hon'ble Sri T. S. Avinashlingam Chettiar.
3. Dr. Zakir Husain, M.A., Ph.D.
4. The Hon'ble Mr. B. G. Kher.
5. The Hon'ble Dr. Shyama Prasad Mukherjee.

Item XV.—This has been dealt with along with item II (a) (ii) above.

Item XVI.—The Board considered certain suggestions put forward by the Government of West Bengal in regard to the organisation of technical education and decided to refer the matter to the All India Council for Technical Education in the first instance.

Item XVII.—The Board were of the opinion that the introduction of reforms in the Marathi, Gujarati and Kannada scripts was a matter of local significance and therefore for the consideration of the Government of Bombay themselves.

Item XVIII.—This has been dealt with *vide* item II (a) (iii) above.

Item XIX.—The Board then considered certain suggestions made by the Government of West Bengal in regard to the organisation of the school medical service and school clinics. The Board were not in favour of the scheme. They, however, felt, in agreement with the standing committee, the desirability and necessity of every teacher of a basic school going through a course of physical education as an integral part of his training. The Board also decided to recommend the establishment of centres for the training of teachers in physical education in the Centrally Administered Areas.

Item XX.—The Board in agreement with the standing committee, noted that they had already agreed that no provision for English should be made in the junior basic schools *i.e.*, up to Class V, and that the problem raised by the Government of Assam was of a local character to be decided in accordance with the principles accepted by the Board and adapted to the local situation.

The Board then proceeded to consider the state of secondary education in the country and in view of its importance in the whole structure of the educational system, decided to recommend that a commission may be appointed by the Government of India to review the present position of secondary education in India and to make recommendations in regard to :—

- (a) Aims and objects and scope.
- (b) Content and methods.
- (c) Organisation.
- (d) Examination or other methods of assessment of results.
- (e) Arrangements for the training of secondary school teachers.
- (f) Any other problems related to secondary education which the commission may consider relevant.

Item XXI.—The Board then considered the question of modification in the course of training for teachers in secondary schools, as suggested by the Government of West Bengal and decided that the question should be referred to the proposed Secondary Education Commission (*vide* item XX above).

Item XXII.—The Board noted the appointments made by the Chairman in the vacancies on the standing committees and decided to record the information.

The standing committees except the Women's Education Committee were then re-constituted with the following membership :—

I. *Basic Education Committee*

1. Sri Ananthasayanam Ayyangar.
2. Mrs. Zarina Currimbhoy.
3. Dr. Zakir Husain, M.A., Ph.D.
4. The Representative of the Government of Assam.
5. The Representative of the Government of Bihar.
6. The Representative of the Government of Bombay.
7. The Representative of the Government of C.P. & Berar.
8. The Representative of the Government of East Punjab.
9. The Representative of the Government of Orissa.
10. The Representative of the Government of U. P.
11. The Representative of the Government of West Bengal.

II. *Secondary Education Committee*

1. Dr. Zakir Husain, M.A., Ph.D.
2. Sir A. Lakshmanaswami Mudaliar, M.D.L.F.R.C.O.G., F.A.C.S.
3. Mrs. Renuka Ray, B.Sc., (Econ.) (London).
4. Prof. N. K. Sidhanta, M.A. (Cantab).
5. Syed B. H. Zaidi, C.I.E.
6. The Representative of the Government of Assam.
7. The Representative of the Government of Bihar.
8. The Representative of the Government of Bombay.
9. The Representative of the Government of East Punjab.
10. The Representative of the Government of Madras.
11. The Representative of the Government of Orissa.
12. The Representative of the Government of West Bengal.

III. *Further Education Committee*

1. Sri Ananthasayanam Ayyangar.
2. Sir V. T. Krishnamachari, K.C.I.E.
3. Pandit Govind Malaviya.
4. Dr. A. H. Pandya, D.Sc., A.M.I., C.E., M.I., Struct., E.M.I.E.
5. Sardar K. M. Panikkar.
6. Mr. G. P. Pillai.
7. Mrs. Renuka Ray, B.Sc., (Econ.) (London).
8. Mr. M. Ruthnaswamy, C.I.E., M.A., Bar-at-Law.
9. Mrs. Hannah Sen.
10. Prof. N. K. Sidhanta, M.A. (Cantab.).
11. Sardar Ujjal Singh, M.A., M.L.A. (Pb.).

IV. *General Purposes Committee*

1. The Rt. Rev. G. D. Barne, C.I.E., D.D., V.D.
2. Shri Rohini Kumar Choudhury.

3. Sir Mirza Mohammed Ismail, K.C.I.E., O.B.E.
4. Mr. A. P. Pattani.
5. Mr. M. Ruthnaswamy, C.I.E., M.A., Bar-at-Law.
6. Sri Mohan Lal Saksena.
7. The Representative of the Government of Assam.
8. The Representative of the Government of Bombay.
9. The Representative of the Government of C.P. & Berar.
10. The Representative of the Government of East Punjab.
11. The Representative of the Government of Orissa.

Item XXIII.—The Board received a communication from the Government of Travancore in regard to their next annual session and decided that the Chairman should fix the time and place of that session in consultation with such of the provincial and state governments as may be necessary. The Board noted that the Travancore Government wished to hold over their invitation to the year 1950.

Item XXIV.—The Board then considered the appointment of a committee to visit the provinces once in five years or oftener if necessary, to discuss the progress of development schemes and other matters of common interest. The general opinion was that the appointment of such a committee might be postponed at least for one year.

Item XXV.—This has been dealt with along with item X above.

Item XXVI.—It was decided to refer the question of apprenticeship training raised by the Government of Madras to the All India Council for Technical Education in the first instance.

Item XXVII.—The Board noted that the scope and the functions of the Central University Grants Committee had been modified to cover the activities of all universities and they hoped that adequate funds would be made available to the Committee to discharge its functions effectively.

In conclusion the Board expressed their sincere thanks for the generous hospitality extended to them by the Government of India and especially to the Hon'ble Maulana Abul Kalam Azad, Minister for Education, Sir Shanti Swarup Bhatnagar, Secretary to the Government of India and Dr. D. M. Sen, Deputy Secretary to the Government of India and other officers of the Government of India who had given so much of their personal time to make the session a success.

ANNEXURE A

Out-going Members

The Honourable Shri C. Rajagopalachari—(*Chairman*).

Sir John Sargent, C.I.E., M.A., D. Litt.—(*Educational Adviser*).

1. Sir Ziauddin Ahmed (Deceased).
2. Frank R. Anthony, Esq.
3. The Honourable Mian M. Ibrahim Barq.
4. Satya Priya Banerjee, Esq.
5. Jagannath Das, Esq.

6. The Honourable Khan Bahadur Syed Muazzamuddin Husain.
7. Rai Bahadur R. C. Kak.
8. Tamizuddin Khan, Esq.
9. The Honourable Mr. Mohd. Yahya Khan.
10. Gaganvihari Lal Mehta, Esq.
11. Dr. Mohan Sinha Mehta.
12. The Honourable Diwan Bahadur Sir K. Ramunni Menon, M.A. (Cantab.)
13. The Honourable Pir Illahi Baksh Nawaz Ali.
14. Diwan Bahadur T. C. M. Royan (Deceased).
15. The Honourable Dr. Ram Ugrah Singh.
16. Dr. (Mrs.) Malini B. Sukhthankar.
17. Lady Premilla V. Thackersey.
18. Mr. P. F. S. Warren.

New Members

The Honourable Maulana Abul Kalam Azad, Minister for Education—
(*Chairman*).

Sir S. S. Bhatnagar, O.B.E., F.R.S.—(*Educational Adviser*).

1. Shri M. Ananthasayanam Ayyangar.
2. The Honourable Dr. Gopichand Bhargava.
3. Shri Rohini Kumar Choudhury.
4. Mrs. Zarina Currimbhoy.
5. The Honourable Dr. P. C. Ghosh.
6. Dr. Zakir Husain, M.A., Ph.D.
7. Pandit Lakshmi Kanta Maitra.
8. Pandit Govind Malaviya.
9. Dr. A. H. Pandya, D. Sc., A.M.I., Strut, E.M.I.E.
10. Sardar K. M. Panikkar.
11. G. P. Pillai, Esq.
12. A. P. Pattani, Esq.
13. Principal Mata Prasad.
14. M. Ruthnaswamy, Esq., C.I.E., M.A., Bar-at-Law.
15. Shri Mohan Lal Saksena.
16. Mrs. Hannah Sen.
17. Syed B. H. Zaidi, Esq., C.I.E.,

(xv) FIFTEENTH MEETING—JANUARY, 1949

AT the invitation of the Government of the United Provinces, the Central Advisory Board of Education held its Fifteenth Meeting at Allahabad on 7th, 8th and 9th January, 1949.

2. The Hon'ble Shri Sampurnanand, Minister for Education, United Provinces, welcoming the Chairman and members of the Central Advisory Board of Education, said :—

“Maulana Saheb and Members of the Central Advisory Board,

It gives me the greatest pleasure to extend to you a cordial welcome on behalf of the Government of the United Provinces. I am afraid we have not been able to make as good arrangements for your stay here as we should have liked to. Among other reasons, I have only to point to the fact that our resources have to some extent had to be diverted to the service of those distinguished scientists who came here to attend the Indian Science Congress. I can only hope that the warmth of our welcome will to some extent at least make amends for the short-comings of our hospitality.

“It is in the fitness of things that this meeting should be held in the great city of Allahabad. Prayag has drawn seekers after Knowledge and Truth to the banks of the Holy Triveni, all down the ages. In recent years, the great University of Allahabad has been worthily upholding the noble traditions of the city, which can most appropriately be described as the educational capital of the province. The Education Department of the Government has its headquarters here. All the educational reforms and experiments which have been initiated since the first Congress Ministry came into power in 1937 have been associated with this place.

“The little brochure which we have ventured to place in your hands gives some idea of the work which we have attempted to accomplish during the last two years and hope to complete in the near future. In the very first year, we decided to make primary education available to all children of school-going age within ten years, popular enthusiasm has prompted us to reduce this period to five. The first 6,700 of the 22,000 new schools required for the purpose are already functioning with a complement of 9,000 teachers. Of course, the buildings are *kutchas*, most of them. We pay Rs. 1,000, the rest including the land being found by the people in the locality. We have recruited untrained teachers but they are receiving the elements of training under the Mobile Training Squads. To a certain extent, this means the sacrifice of quality to quantity but this was inevitable in the initial stages, if primary education was to become universal in the reasonably near future. The scheme of compulsory primary education for boys has been adopted this year by all urban local bodies in the province which number 88, with the help of funds especially allotted in the current year's budget for the purpose. We hope, in this way, that no boy of school-going age will be illiterate, in the cities and towns after 1949; in the rural areas after 1952. I am specifically referring to boys because I am afraid, social customs may

prevent us from implementing the scheme in an equally short time in the case of girls. We shall try our best, however, to shorten the time-lag as much as possible.

“In passing, I may observe that we, in this province, follow the principles and technique of education, basic and secondary, laid down in the Report of the Narendra Deva Committee set up by the United Provinces Government in 1938. The Committee had the benefit of the advice of a representative body of educationists including Dr. Zakir Husain. What is popularly called the Sargent Report closely follows the Narendra Deva Committee in its main recommendations but, for some reason, which I have not been able to understand, scrupulously avoids all reference to the fact.

“The number of training institutions has considerably increased and there have been great changes in the technique and the content of the instruction imparted in them. At the apex, stand the Central Pedagogical Institute and the Psychological Bureau. The two institutions have begun very well and we hope that they will prove of great assistance both to teachers and the taught. They should provide us with that scientific and rational basis without which education becomes a dull routine and a device for forcibly pumping unco-ordinated information by unsuitable methods into minds ill-equipped to receive it.

“We have this year completely reorganised our system of secondary education in accordance with the recommendations of the Narendra Deva Committee. There is separation, or bi-furcation as people generally call it, at the end of the junior school or senior basic course, into four types of senior secondary schools, the Literary, the Scientific, the Constructive and the Aesthetic. The scheme has received general support from educationists all over the province and I have no doubt that it will prove a success. We have opened a school in Allahabad for training those who will be in charge of various items of constructive work like Agriculture, Ceramics, Industrial Chemistry, etc.

“I would not tire your patience by reading out long lists of our educational institutions but would request you, none-the-less, to find some time for visiting our College of Domestic Science.

“Another subject which has been engaging our serious attention is physical education. We have made physical training a compulsory subject from this year and our Council of Physical Culture is steadily widening its sphere of influence, through money grants and technical advice, over the general population both in urban and rural areas. We do not believe in dividing knowledge into water-tight compartments with labels like eastern and western attached to them. We are intending to work out, at our College of Physical Education which I hope you will find time to visit, a system of physical training combining the best Indian traditions with modern advances in scientific knowledge.

“Closely allied to physical training is the subject of military training. The United Provinces Government first took up this question in 1938. We have formulated

a scheme of compulsory military training applicable to all students in classes IX to XII. You know the details of the Government of India's Cadet Scheme. We feel that the scheme drawn up in the United Provinces is superior to the Government of India's Cadet Scheme in many ways, although we cannot hope to equal them in equipment or training personnel. However, with great difficulty, we have prevailed upon them to allow us to work it in 11 districts, for students of the intermediate classes. Six thousand nine hundred young men are under training. We propose to hold a rally of 2,500 of our selected trainees in Lucknow on January 21. The Hon'ble Sardar Baldev Singh, Defence Member, has kindly consented to grace the function. I hope we shall be able to convince him of the soundness of our proposals and persuade him to allow it to be given a full and free trial, at least in this province.

"The subject of university education will take me very far afield. I shall, therefore, content myself merely with mentioning that we are proposing with the assistance of the Vice-Chancellors of our universities who have very kindly extended their full cooperation to me to embark upon a comprehensive scheme of University Reform. Mention might also be made, in passing, of the very great help we are receiving from our Universities Grants Committee with Pt. H. N. Kunzru as its Chairman and the important researches in many fields of Pure and Applied Sciences being carried out under the auspices of the Scientific Research Committee set up by the provincial government under the chairmanship of Dr. Krishnan.

"It would not be possible for me to speak at any length of the other directions, *e.g.*, improvement of classical education, the improvement of museums, the extension of education among Scheduled Castes and other backward communities, the expansion of adult education, in which we are trying to make our humble contribution to the uplift of the Indian people.

"I hope you will excuse me for the rather selfish motives which have prompted me to refer to these institutions. They are connected with the class of problems which present themselves for solution before those who are privileged to serve the country today in the sphere of nation-building effort. It is seldom that we get the opportunity to have in our midst so many men engaged in tackling, with greater knowledge and wider opportunity than we, these and similar questions. One great function of such meetings is to serve as clearing houses of experience. It is our intention to derive the fullest advantage from your presence here and we trust that you will not grudge us all the guidance and advice which your short stay here will permit. Our experience, such as it is, is, of course, entirely at your service.

"Education is, and quite rightly, a provincial subject. But, while scrupulously refraining from infringing the autonomy which the provinces enjoy in this field, there is much that the centre can do to help the provinces in discharging their increasingly heavy responsibilities. It can act, to repeat an expression I have used above, as a clearing house of ideas and experiences, an active agent for disseminating knowledge and making available to all provinces the experience gathered in one. It could

arrange for the exchange of specialists among the provinces, and for short-term visits to foreign countries of officers in the provinces engaged on special types of work. This last is very important. It is hardly profitable to send abroad young men fresh from college but experts at actual grips with problems could derive much profit by coming in contact with others engaged in similar work elsewhere. And, above all, the centre could help us with money. The finances of the provinces are not elastic and we are finding it difficult to meet our growing expenditure. Equipment may perhaps wait; education, at any rate in the primary stage, may be carried on under the open sky; but teachers must be paid. Ancient India relieved the teacher of all responsibility for providing for his material needs. It did not permit him to hoard money but, as a recompense, gave him precedence before every-one else in society. In the world of today, money holds the key to all power and position. The teacher has no money and, therefore, he gets scant regard in society. In the economic conditions obtaining today, the middle classes which form the backbone of society are being pulverised out of existence and the teacher is probably the worst hit of all. We may, if we choose, not allow him to voice his sentiments and may crush his resistance, if he dare raise his head in protest. The logic of administration may, at times, compel us to show such external harshness but the spreading of frustration and demoralization all round is no solution of our problem. No one who has a conscience feels happy about it. Unless prices come down, the teacher must be paid more. This is not the place to discuss the question of inflation and of ways to break its vicious circle. But the centre must help us with liberal grants. It is as vitally interested in the expansion of education, both horizontally and vertically, as the provinces. The central and provincial governments are partners in the business of serving the nation and the centre, as the senior partner, must come forward to help us in tiding over these difficult times.

“One word more and I have done. The widening gulf between material advancement and spiritual development must be bridged, if humanity is to live. That we are citizens of a secular state does not mean that we should deliberately insulate ourselves against that Living Presence which pulsates in and through and around all of us. If India has a message, a message handed down by her seers and sages through thousands of years and embodied in the life and teachings of Mahatmaji, it is that the power of the Spirit must make itself felt in the performance of even the most material of our actions. If this is to be so, we must have before our eyes a clear idea of *purusharth*, the goal of human existence, and so shape our whole system of education, its whole content and technique, as to subserve that end. Without a definite philosophy to guide it, education becomes merely an aimless exercise, at best suited to enable the individual to defeat his adversaries in a ceaseless, truceless, battle of all against all. I hope, Sir, that we who are actively engaged in the work of education in India will, under your wise guidance, be able to make a contribution in this direction, worthy of our ancient cultural and spiritual heritage.

“Once more I welcome you and thank you for deciding to hold your deliberations in our province.”

3. Her Excellency, Shrimati Sarojini Naidu, Governor of the United Provinces inaugurated the session of the Board.

She said :

“Maulana Saheb and Members of the Board,

I welcome you all to Allahabad a most historic city, a city of old traditions and a city of living monuments and a city to which eminent men of India belong, who have raised the prestige of India in the world. With a loving heart we all welcome you.

“We have just the outline of freedom before us and the details have yet to be filled in by those who are engaged in educating the young, who are educationists, teachers and researchers engaged in the service of moulding the minds of the young. The primary object of education in the past was to produce subordinate officials and clerks who would be able to carry on the foreign administration. Education was imparted to enable them to perform the minor tasks of administration. Any good that might have accrued from that education was not deliberate but secondary and it was meant for the purpose of foreign administration.

“This is free India and so education must be on a broad basis, on a well-considered basis, on a foundation that does not deal with sectarian considerations and communal prejudices. The first principle, on which education should be built, is to help the child to create his own world by drawing out of his mind, his talent and genius for any kind of vocation or industry.

“There are groups of education—pre-primary education, primary education and secondary education. Pre-primary education begins with the child when it is one year old. The first seven years of a child’s life are the creative years, when he forms impressions which he will never lose. Do you realise that a child’s education is the most important thing in his life? Do you realise that it is absolutely necessary that every child must be taught in his own mother-tongue, whatever might be the national or the provincial language? It is essential that the child must be taught in the language which his mother speaks; it is the language in which he had his first experience of the world, because it will form part of his life and the expression of his life. A minority may learn the provincial language and it is to its own interest to learn it, but no provincial language has the right or authority to kill the mother-tongue of any community, however small it may be.

“I hope you will realise this principle in making plans for the progress of education. I am told that some provinces are insisting that one language in the province should be the language of all communities. I think it is wrong. Till at least the primary stage, the mother-tongue of the child should be his medium of instruction and after that it is right, proper, necessary and urgent that the language of the province should be the common language of instruction for the people.

“Then there is the vexed question of what is going to be the national language. Nobody questions that a national language is necessary. But the national language dare not kill the language of any small minority within its border. The language

most commonly understood and spoken by the people in this great country should become the language of the entire nation, but the question will still remain whether it will also be the language of the masses of the people or only of the educated classes. Should the language understood by the man in the street be the national language or should it be abstruse and difficult with various big words used in it, so that it would be unintelligible to the man in the street? Should it be so difficult that a woman swinging the child's cradle cannot understand it? I say that it cannot then be the national language. It could be the learned language, it could be the language of the educated classes, but it could not be the language which the masses understood, whether it should be their own mother-tongue or not. The national language must approximate, as far as possible, to the language spoken and understood by the people. It may be difficult to produce literature in such simple form. But literature in whatever language it might be, must be understood by the masses of the people, so that they are able to realise the greatness of the culture of India. This is my idea of what modern literature should be.

“No steps to advance education could progress unless the educationists took the people with them and made them understand everything. No minority should entertain any fear about its language and no true educationist should allow this fear to continue. It is your duty to give an assurance to every community that no language which it has fostered and in which it has produced its literature can ever die under the equity and fostering care of national India. It should be the duty of all of us that every language of this country is preserved and fostered. There should be one national language. There might be variations in script. Urdu in U.P. has built up a rich tradition by which both Hindus and Muslims have enriched their lives. Some of the best writers of Urdu were Hindus and there are many Muslims who studied Sanskrit much better than many Hindus have done. There should be no fear in the heart of any body that the Urdu language would suffer. There should be no fear that any form of culture would be destroyed. This assurance must be given before communities, small or large, can settle down with a feeling of surety as citizens of free India. It is the educationists who can create this sense of security.”

Mrs. Naidu then paid a rich tribute to the Hon'ble Minister of Education, Government of India, and said that he was not only a great scholar and savant, but a fellow worker and comrade of Mahatma Gandhi; she was sure that in his hands the interest of the majority and the minority would be equally safe, for he would look at all problems with the large-hearted charity and tolerance that were Mahatma Gandhi's richest gifts to the world.

4. The Chairman of the Board, the Hon'ble Maulana Abul Kalam Azad, Minister for Education, then addressed the meeting. The English translation of his speech is given below :—

“Friends,

Twelve months have passed since we met last in Delhi. That was the first meeting of the Central Advisory Board of Education held after the achievement of independence. Naturally we were full of enthusiasm and wanted to proceed with

our programme of educational expansion as rapidly as possible. It was in this spirit that the Ministry of Education went ahead with its schemes and prepared a programme for realising our long cherished plan of expansion of education for the country.

Financial Crisis.—"You are, however, aware of the sudden deterioration in the economic condition of the country which faced us during the latter half of the year. The danger of inflation and a rising spiral of prices grew so great that the Cabinet was compelled to reconsider the position and appoint an Economy Committee. That Committee recommended a drastic cut in the expenditure of all the Ministries and pressed that all development programmes must be suspended or at least slowed down. I realise the importance of economy, but at the same time feel that education is a matter which cannot brook suspension or even delay. Nevertheless, as the economic situation grew graver, the Cabinet was forced to give precedence to the resolution of the financial crisis over all other activities of the government. Much against my will, I, therefore, agreed to slowing down of the tempo in our educational development but insisted that as soon as there was some improvement in the situation, education must be one of our first priorities for the resumption of the full development programme.

"Even with this slowing down, the present position marks a great improvement on the condition before 1947. Before the achievement of independence the education budget of the Government of India was in the neighbourhood of Rs. two crores. The first financial year of independence has seen a perceptible expansion in the education budget and the next year's budget—in spite of financial difficulties and drastic economy—will be well over twice the amount of pre-independence days. I am glad to say that the New Year has brought with it a gleam of brighter days. I am hoping that I will soon be in a position to announce that the government would go full steam ahead with the programme of expansion of national education in all its stages.

Basic Education.—"The first and foremost task of the national government is the provision of universal free and compulsory basic education for all. In your last meeting, you stressed its urgency. This was reiterated by the All-India Education Conference which met immediately thereafter. You will remember that I pointed out to the Conference that the programme of 40 years laid down in the Report of the Central Advisory Board seemed too long and should be reduced. I also suggested that its programme of construction of school houses required fresh scrutiny in order to bring the expenditure within the limits of our financial capacity. I am glad to say that the Conference accepted both the suggestions and recommended that an Expert Committee should be appointed to go into the question in order to suggest ways and means for reducing the period and the cost of buildings. Accordingly a Committee of Experts under the Chairmanship of the Hon'ble B. G. Kher was appointed and it has submitted its interim report. According to this report, universal compulsory basic education can be introduced within a period of 16 years by two five-year and one six year plans. The first five-year plan will aim at bringing such education to a major portion of the children of the country within the age group of 6-11. The second five-year plan will extend compulsion to the remaining children

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of the same age group so that at the end of ten years all children between the ages of 6-11 will be under compulsory instruction. The six-year plan will then extend the scope of compulsion to 14 so that at the end of 16 years the programme of 8 years' basic education for children between 6-14, as envisaged by the Central Advisory Board, will be completely realized.

“The Committee also went into the question of finances and suggested that the centre should provide 30 per cent. of the expenses while the provinces and local bodies should find the remaining 70 per cent.

The following total expenses would be incurred from year to year :—

Year (1)	Expenditure on Compulsory Education (2)	Incidental Expenditure (3)	Total Expenditure (4)
	Rs.	Rs.	Rs.
1949-50 . . .	9,38,38,000	4,69,19,000 50% of Col. (2)	14,07,57,000
1950-51 . . .	19,03,34,000	7,61,33,600 40% of Col. (2)	26,64,67,600
1951-52 . . .	29,26,57,000	8,77,97,100 30% of Col. (2)	38,04,54,100
1952-53 . . .	39,85,66,000	7,97,13,200 20% of Col. (2)	47,82,79,200
1953-54 . . .	50,84,25,000	5,08,42,500 10% of Col. (2)	55,92,67,500
1954-55 . . .	77,15,88,000	..	77,15,88,000
1955-56 . . .	104,73,44,000	..	104,73,44,000
1956-57 . . .	133,35,90,000	..	133,35,90,000
1957-58 . . .	154,95,58,000	..	154,95,58,000
1958-59 . . .	177,87,21,000	..	177,87,21,000
1959-60 . . .	202,63,63,000	..	202,63,63,000
1960-61 . . .	226,34,00,000	..	226,34,00,000
1961-62 . . .	251,25,38,000	..	251,25,38,000
1962-63 . . .	263,48,36,000	..	263,48,36,000
1963-64 . . .	276,32,49,000	..	276,32,49,000
1964-65 . . .	288,36,93,000	..	288,36,93,000

NOTES.—1. These figures take account only the provinces and exclude the states.

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

3. These figures have been calculated on the basis that compulsion will be applied to 40 per cent. of the age-group 6-7 during 1949-50 and advanced year by year so that at the end of the first five years 40 per cent. of the age-group 6-11 will be under compulsion. The second five-year plan will start with compulsion to the whole of the age-group 6-7 and 40 per cent. of the age-group 7-11. Here also compulsion will be extended year by year so that at the end of second five-year plan compulsion will be applied to the whole of the age-group 6-11. During the six-year plan, compulsion will be applied in the first year to 50 per cent. of the children in age-group 11-12 and extended year by year so that at the end of three years there will be compulsion for 50 per cent. of all children in the age-group 11-14. The second three years will extend compulsion to the remaining children till in six years all children in the age-group of 11-14 are brought under compulsion.

“The Ministry of Education have accepted this interim report and tried to provide funds in our next year’s budget on that basis. In view of the economic and financial dangers to which I have already referred, it has not, however, been possible to provide for the entire amount. Much against my will, I have been compelled to agree to a proposal to postpone consideration of this scheme for the time being. One factor which weighed with me was that the central contribution would be effective only if the provinces are in a position to provide their share of the expenses. The financial position of the country makes one doubt if the provinces can find the necessary funds. It has been decided to consider the question again sometime before March to find out how far we can carry out the plan. The government have, however, provided funds for the training of teachers so that, as soon as the economic situation improves, we can go ahead with the programme of basic education.

Social Education.—“We all realise the importance of basic education for the future welfare of the State. Equally important for immediate progress is adult education. In a Democracy, the provision of such education is all the more necessary as, without an educated electorate democracy cannot perform the functions expected of it. For this, we want not merely literacy, but mental development of the adults so that they can take an intelligent interest in the affairs of their country and the world. The scope of adult education has, therefore, been extended and to mark this change it is proposed to call it social education in future. The committee which you appointed to prepare a scheme of adult education for the country has submitted its report and has also suggested this change of name. The government have generally accepted the recommendations of the committee and I am glad to announce that, in spite of inflation and its attendant financial difficulties, we have been able to provide funds in next year’s budget for the implementation of the plan.

“I am also glad to inform you that a beginning has been made in the Province of Delhi with programmes of both basic and social education. Plans for the purpose were approved long ago but for reasons into which I need not enter they were not carried into effect. The Ministry of Education decided that there should be no further

delay and the scheme should be worked out in Delhi to serve both as an example and a challenge to other provinces. Accordingly, the Delhi Provincial Post-War Educational Development Board was formed. I have myself attended almost every meeting of the Board to ensure that programmes are put into effect as early as possible. In order to get over the difficulty of securing a sufficient number of trained teachers, it was decided to take trained refugee teachers from West Punjab and give them a short refresher course at Jamia Millia, Delhi. Two batches of teachers have already received their training and a third batch will soon start its course. Since then we have been able to establish two Training Institutes—one at Ajmer for men and the other at Delhi for women, and we hope that they will help to meet the demand for trained teachers for new basic schools as they are founded.

“The first set of 47 schools was started on the 1st of July, 1948, and the second set of 50 schools has started to work from the second half of November 1948. A third group of 50 schools will start from the 1st April 1949 and it is hoped that before the end of the financial year 1949-50 the entire area of Delhi Province will be covered by such basic schools.

“In order to make the programme of basic and social education one of immediate interest and utility to the villagers, it has been decided that these village schools will be not only places of instruction for the village children, but centres of community life in the villages. They will provide instruction to children, adolescents and adults and, in addition, serve as places of recreation and sport. It is also proposed to give the villagers practical training in some craft in order to improve their economic status and to organise sports and other forms of recreation for increasing their social and community sense. We have taken the help of the Ministries of Health, Labour, Information & Broadcasting, and Agriculture and prepared a composite syllabus which will be gradually introduced in these schools. The following 12-point programme will give a brief indication of the aims we have in view in the scheme of social and basic education :—

- (1) The village school will be a centre of instruction, welfare work, sports and recreation for the entire village.
- (2) Separate times will be allotted to children, adolescents and grown-ups.
- (3) Certain days in the week will be reserved exclusively for girls and women.
- (4) A number of motor vans fitted with projectors and loud-speakers are being secured to visit the village schools. Films and magic lanterns will be shown and recording of talks played. It is proposed that each school will be visited at least once a week.
- (5) Schools will be provided with radio sets and arrangements will be made for broadcasting special programmes for school children, adolescents and grown-up people in the light of the scheme of social education sketched above. About 140 sets have already been provided by the Ministry of Information & Broadcasting and more will be supplied as soon as possible.
- (6) Popular dramas will be organised in the schools and from time to time prizes given for the best plays produced.

- (7) There will be provision for teaching national and community songs.
- (8) Arrangements will be made for giving simple instruction in some craft or industry suited to the locality.
- (9) Lectures will be arranged in cooperation with the Ministries of Health, Agriculture and Labour to instruct villagers in the simple laws of Social Hygiene, methods of Agriculture, Cottage Industries and cooperative activities.
- (10) In cooperation with the Ministry of I. & B. suitable films and slides will be shown from time to time. Arrangements will also be made for visits of public men to speak to the villagers on problems of national importance. The help and assistance of public bodies interested in constructive work will be invited to give effect to the programme of social education.
- (11) Arrangements will be made for organising group games. Competition will be held from time to time between different schools and villages.
- (12) Periodic exhibitions, fairs and excursions will be organised.

Basic and Social Education in Delhi.—“Only a beginning has been made in our scheme of social and basic education in the villages but this in itself has been a revelation to me and to all those who have seen the scheme at work. For long it has been said that villagers have no realization of the importance of education. Their age-long inertia, sloth and poverty have been held as obstacles to the introduction of a scheme of national education. It has been feared that because of their ignorance and superstitions, they may even resist any scheme of compulsory education and force may have to be used for bringing education to their children. Experience in Delhi has completely dispelled these fears. I had always held the view that the villager in India has been misjudged in this respect. I have great pleasure in announcing that from the very first day of the programme, villagers in Delhi have responded with an enthusiasm that is beyond all expectations.

“One of the methods we propose to use extending social education as quickly as possible is the holding of educational *melas* or fairs from time to time. It is intended to organize sports during these *melas* as well as arrange for visits and lectures from prominent public men. In addition, the villagers are to be encouraged to produce dramas of their own as well as exhibit products of local industry and craft. They are also shown educational films and radio programmes are arranged for them. Two such *melas* have been held in Delhi—one in the month of November and the other only a few days ago. Villagers—men, women and children—have responded with an enthusiasm that has been most heartening. Villagers have been not only passive spectators but active participants. Each *mela* has called into activity latent energies of not only the village where it was held but of the entire locality. The experience of these two *melas* has confirmed me in my belief that the Indian villager is on the march today and is hungering for knowledge. He is ready and anxious for progress and the fault will be entirely ours if we fail to provide him with the means of education on all fronts. I earnestly hope that the provinces will take up the plan and organise at least one *mela* a month in every province.

Scientific Education and Overseas Scholarships.—“Since the last meeting of the Central Advisory Board of Education, the whole question of scientific and technical studies has been surveyed afresh. You will remember the scheme of Overseas Scholarships instituted by the old government for training our scientific and technological personnel. Experience showed that the Scheme required thorough overhauling and I appointed for the purpose a committee with Dr. B. C. Roy as its Chairman. I also felt that a general survey of our scientific and technological resources and requirements should be made and charged the Scientific Man-Power Committee with that task.

“Both these committees have recommended that immediate steps must be taken for strengthening the existing technological institutions in the country and starting new institutions for imparting instruction of the highest standard. They have rightly pointed out that it would be in the interest of the country to provide for such instruction within the country itself. This would gradually obviate the necessity of sending large numbers of students abroad. Till such time, however, as arrangements for imparting instruction up to the highest standard are complete, the despatch of students abroad must not cease.

“The government have generally accepted the recommendations of both these committees and drawn up a modified scheme of Overseas Scholarships which will aim both at strengthening the teaching personnel in our universities and scientific and technological institutions and providing the necessary staff for carrying through the industrial development of the country. I have no doubt that you have already examined the papers circulated to you and will, if necessary, make constructive suggestions to strengthen our hands in carrying through the above programmes.

Educational Finance.—“I have referred to the great financial difficulty with which the country is faced today. This has compelled us to show down our programme in many aspects of the educational development of the country. This is a contingency which I cannot but regret and the more so when I remember the extremely inadequate provision made for education of all types in India. When we compare the figures for educational expenditure in India with those in other countries, I cannot help feeling that we have in fact not yet made a beginning with a programme of national education in the truest sense of the term. I have already referred to the extremely meagre educational budgets of the pre-independence days. In spite of the progress made since then, I am sorry to say that the provision for education last year amounted to only Rs. 3,85,00,000, out of a total Central Budget of Rs. 395 crores (excluding the Railways), *i.e.*, less than 1 per cent. During the same year, the total of the provincial budgets shows a figure of Rs. 2,47 crores of which only about Rs. 30·5 crores was spent on education. Thus in the case of India as a whole, only a little over 5 per cent. has till now been spent for educational purposes and though the budget for 1949-50 will show a perceptible improvement, I must confess that the expenditure is not yet upto my expectations.

“These figures may be compared with the amounts spent on education in countries like the U. K. and the U. S. A. In the U. K., the State spends on education

£214,896,000 out of the total budgeted expenditure of £2,975,679,000. This represents about 7 per cent. of the total budget, but in addition, another 4 per cent. of the total expenditure is contributed by local bodies. Thus in the U. K., the proportion of expenditure on education to the total budget is about 11 per cent. In the U.S.A., the total national expenditure on education is the colossal figure of 12,050,000,000 dollars. The total budgeted expenditure of the Federal Government is in the neighbourhood of 40,000,000,000 dollars. Thus for a population of about 50 millions, the U. K. is spending the sum of about £300 millions, and for a population of about 140 millions the U. S. A. is spending 12,000 million dollars.

“It may also be mentioned that according to the Steelman Report, the U.S.A. propose to spend by 1957 one per cent. of the total national income—not the State Revenue—for purposes of research alone in universities and industries. This will represent a figure of something like 2,000 million dollars (approximately Rs. 750 crores). In addition, the U.S. Government propose to provide a sum of about 300 million dollars (Rs. 100 crores) for equalising the opportunity of secondary and university education for children of comparatively poorer parents. Similarly Great Britain is spending £76.5 million (Rs. 110 crores) for Fundamental and Applied Research.

“Not content with this, the British Government have now under consideration a proposal for further expanding the facilities for higher education by which from 1951 onward, over ninety per cent. of the places in the universities and institutions of higher learning will be free. In other words, the process of compulsory education which started in Great Britain in 1870 by providing universal free education at the primary stage and has continued since 1902 by the provision of free secondary education in the Grammar and the Country schools has now been brought to its final fruition by making even university education for all practical purposes free and universal. No one can for a moment suggest that Great Britain has not her own financial and economic difficulties. This has not, however, prevented the implementation of her educational expansion programmes, and I trust and hope that we in India also will not allow considerations of financial stringency to hold up for a day longer than is absolutely necessary the programme of universal compulsory and free basic education which is essential for building up the free and democratic India of our dreams.

University Education.—“I have so long spoken to you about basic and social education. University education is, however, of equal importance for the future progress of the land. The recent world war has raised in every country of the world new questionings about the aims and objects of higher education. Such enquiry is of even greater importance to us in the context of our newly won freedom. I will not, however, go into this question today, as we have appointed the universities Commission to examine the problem of higher education in all its aspects. You have pressed for the appointment of such a Commission for the last three years, and rightly so, for there has been no comprehensive survey of higher education in India since the Sadler Commission submitted its report. Even the Sadler Commission

confined itself primarily to one university but the Indian Universities Commission 1948, has been charged with an enquiry into the whole structure of our higher education in universities and other institutions of study and research. I am glad that we have as Chairman of the Commission so eminent an educationist as Prof. Sarvapalli Radhakrishnan. He is being assisted by able colleagues from India and abroad. I am particularly happy that distinguished educators of the U. K. and the U. S. A. have offered us their services in this venture. I am hoping that the Commission will submit their report before the end of the year.

Medium of Instruction.—"Before concluding, I will draw your attention to one other burning problem of the day. You recommended and the Government of India agreed that the medium of instruction in the primary stages must be the mother tongue. All provinces have accepted the principle, but I think you will agree that as yet only the general principle has been laid down. Difficulties have, however, been felt in working out the details and giving a practical shape to the principle. There is no problem where the mother tongue of the pupil is also the State Language, but where this is not the case, doubts have arisen on several points. It has not been clearly laid down at what stage the State Language should be introduced as a second language. Nor is it clear when it should replace the mother tongue as the medium of instruction in schools. These and allied questions should be examined in detail; and fair and practicable solutions found so that nobody may have any ground for grievance. The Government of India could have taken a decision themselves, but I feel that your advice in the matter will be invaluable, as you represent not only the provinces and the states but also the enlightened opinion of the country.

"I trust that you will give special attention to the problem during this session and define in a clear and unambiguous manner the detailed procedure for giving effect to an agreed principle. By doing so you will not only solve one of our most difficult educational problems but also render a real service to national unity.

"I will not detain you any longer and will now request you to take up the agenda of the meeting."

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

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

6. *Agenda* :—The Board then considered the following Agenda :—

- I. (a) To report that the proceedings of the Fourteenth Meeting of the Central Advisory Board of Education held at New Delhi in January, 1948, were confirmed by circulation to members and that copies were sent to provincial governments, local administrations, state governments, and universities and were also put on sale.

- (b) To welcome the new members of the Board and to record appreciation of the services rendered by those who have since retired.
- II. (a) To receive a report on the progress of the Educational Development Plans implemented or proposed to be implemented by the Government of India.
 (b) To receive a report on the progress of the Educational Development Plans implemented or proposed to be implemented by the provincial governments.
- III. To receive reports from provincial governments, etc., as to the action taken on the following Reports adopted by the Board at their last meeting :—
 (a) The Report of the Committee appointed to examine the proposals for Educational Development made by the Inter-Provincial Board for European and Anglo-Indian Education.
 (b) Report of the Reference Board on Scientific Terminology.
 (c) Report of the Committee appointed to consider the formation of a National Education Commission to cooperate with the United Nations Educational, Scientific and Cultural Organisation.
- IV. To receive and consider the views of the Inter-University Board in regard to the various matters referred to them.
- V. To receive and consider the Reports of the following Committees :—
 (a) Committee on Secondary Education. (See items XI and XVIII also).
 (b) Committee on Medium of Instruction. (See items XIV and XVIII also).
 (c) Committee on Adult (Social) Education.
 (d) Committee on the Ways and Means of Financing Educational Development.
 (e) Standing Committee of the Central Advisory Board of Education on Basic Education.
 (f) Committee on Physical Education.
 (g) Committee on Institute of Psychology.
- To consider also recommendations, if any, from the appropriate standing committees in connection with (a) and (c) above.
- VI. To report the action taken by the Government of India in regard to the recommendation of the Board on the appointment of Universities Commission to survey the work of existing universities in India and to plan the programme of future educational expansion.
- VII. (a) To receive a copy of the Final Report of the Overseas Scholarships Committee (Roy Committee) for information.
 (b) To receive an up-to-date report on the working of the Scheduled Castes Scholarships Scheme and the Aboriginal and Hill Tribes Scholarships Scheme and to receive a report on the action taken for the continuance of the above two schemes for a further period of five years beginning from 1949-50.
 (c) To consider the legislation of an 'Educational Statistical Act' in order to facilitate expeditious collection of the required Educational Statistics both by the provincial and the central governments.
 (d) To consider the Report of the Audio-Visual Education Committee appointed by the Government of India in April 1948 to prepare a scheme whereby visual education may become an organic part of our educational system.
- VIII. To consider a note on the question of the setting up of a Central Child Welfare Bureau.
- IX. To consider the Report of the Students' Welfare Committee, Calcutta University, regarding deterioration in the health of (Bengali) students and the measures suggested to combat it.
- X. To consider the urgent need of taking appropriate steps for evolving some uniform procedure to record correct age and to consider recommendations, if any, from the appropriate standing committee in connection therewith.

- XI. To consider the question of recognition by the Intermediate and Secondary Boards and the universities of the Technical High School Final Examination as equivalent to the Matriculation Examination or the Entrance Examination for purpose of admission into the universities and higher technical institutes.
- XII. To report the progress made in the field of technical education.
- XIII. To consider the question of imparting physical education in the universities and making arrangements on a more satisfactory basis in this regard.
- XIV. To consider the question of medium of instruction at the university stage, especially at the Honours, M.A. and Research stages with special reference to the effect on the maintenance of academic standards, freedom of communication and migration between scholars and students in different universities, and maintenance and development of the feeling of India's one nationality.
- XV. To consider—
 (a) The preparation of suitable literature for children in various languages.
 (b) The preparation of suitable types of visual aids (other than films) for use in schools.
 (c) The introduction of special lectures and tutorial instruction for the discharge of civic responsibilities of students.
 To consider also recommendations, if any, from the appropriate standing committees in connection with (a) above.
- XVI. To consider that in every province there should be experimental school for sub-normal children on linguistic basis and expert staff be engaged in each school.
- XVII. To consider the question of revision of scales of pay of university teachers so as to bring them more in line with those prescribed for administrative service under the government.
- XVIII. (a) To consider the questions of the medium of instruction and the script in secondary schools.
 (b) To consider the proposal of the Government of Madras that in regions where Hindustani is not the regional language, Hindustani may be taught in secondary schools in the Roman script and the script of Hindustani may be taught to the children at a later stage when they come to high school or college classes.
 To consider also recommendations, if any, from the appropriate standing committees in connection therewith.
- XIX. To consider the suggestion that in the compulsory core of subjects given in the Report by the Central Advisory Board of Education on Secondary School Leaving Certificate and Matriculation Examination, Elementary Mathematics and Elementary Science should also be included as subjects of examination.
 To consider also recommendations, if any, from the appropriate standing committee in connection therewith.
- XX. To consider the importance of establishing Anthropological Museums or of extending them where they exist already, in the universities to include pre-historic and biological as well as ethnological and sociological material which will illustrate the life of the people of the country, both past and present.
- XXI. To consider that to stimulate advanced studies and researches, to extend the bounds of each individual university and to bring the different universities closer together through mutual work and understanding, the Inter-University Board be requested to organise and to put into operation an annual programme of Exchange of University Teachers among the different universities of India.
- XXII. To consider the harm done by private coaching academies and to suggest measures to check it.

XXIII. (a) To report the appointments made by the Chairman in the vacancies on the standing committees of the Board.

(b) To appoint members of the standing committees of the Board on

- (i) Basic (Primary and Middle) Education,
- (ii) Secondary Education,
- (iii) Further Education, and
- (iv) General purposes.

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

7. *Proceedings* :—The Board adopted the following resolutions :—

Item I (a).—It was reported that the proceedings of the 14th meeting of the Central Advisory Board of Education held at New Delhi in January, 1948, were confirmed by circulation to members and that copies were sent to provincial governments, local administrations, state governments and universities and were also put on sale.

Item I (b).—The Chairman extended his welcome to the new members of the Board after which the Board recorded their appreciation of the services rendered by those who had since retired.

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

Item II (a) & (b).—The Board recorded progress made in the Central and Provincial Development Schemes and recommended that the pace of development of education at the centre as well as in the provinces should be accelerated.

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

Item III.—The reports from the provincial governments on the action taken on the following reports adopted by the Board at their last meeting were recorded :—

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

Item IV.—The Board recorded that the Inter-University Board had not communicated their views in regard to the various matters referred to them. The Board, therefore, request the Inter-University Board to communicate their views in future years

through the Educational Adviser to the Government of India, as otherwise considerations of these are likely to be delayed by a year.

Item V(a) and Item XIX.—The Board considered the recommendations of the standing committee regarding the Report of the Committee on Secondary Education in India, and resolved :—

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

Item V(b) and Item XIV.—The Board considered the Report of the Committee on Medium of Instruction.

Resolved that—

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

Item V (c).—Resolved that—

the Report of the Committee on Adult (Social) Education with the amendment suggested by the standing committee be approved.

Item V (d).—The Board considered the recommendations of the standing committee regarding the Report of the Committee on Ways and Means of Financing Education.

Resolved that—

- (1) sub paragraphs (iv), (ix), (x), (xi) and (xiii) of paragraph 36 of the Report be approved;
- (2) sub paragraphs (i) and (ii) of paragraph 36 of the Report be combined to read as follows :—
“The State must undertake the responsibility of providing universal compulsory education for children of 6-11 age-group within a period of

ten years without, however, detriment to facilities for Secondary and Higher Education. Special attention should be given to the question of such higher studies as will be necessary for increasing the industrial and agricultural potential of the country."

- (3) Sub paragraphs (iii), (v), (vi), (vii), (viii), (xii) and (xiv) be approved in the form shown below :—
- (iii) The basic initial salary of a trained teacher should be Rs. 40 per mensem in a graded scale.
 - (v) While the Central Advisory Board of Education are aware that the present condition of the country compels some of the provinces to resort to double shifts in schools, the Board consider that such practice is not conducive to the best interests of education and should be given up as soon as conditions permit.
 - (vi) Some increase in the fees in the post-compulsory stage of education may be permitted provided a substantial number of free places are available to meritorious pupils in straitened circumstances.
 - (vii) The Government may enact that an adequate percentage of the income of charitable trusts of all religious denominations should be allocated towards the expenses of education, provided the government may exempt certain specified types of trusts, for example, Medical Trust, etc. from the application of such law.
 - (viii) Students after appearing for their Matriculation or equivalent examination should, if required, serve as teachers for social education for such period and under such conditions as may be prescribed and government may enact necessary legislation for the purpose.
 - (xii) About 70% of the expenditure on basic education should be borne by the local bodies and provinces and the remaining 30% by the centre.
 - (xiv) The expenditure incurred on education by industrial or business concerns should also, if approved by provincial or central governments, be treated as establishment expenses for purposes of income-tax and steps taken to see that buildings and lands used exclusively for educational purposes be free of all taxes—governmental or local.

Resolved further that—

in addition to the measures suggested by the Committee on Ways and Means the Government of India should

- (a) examine how far the problem of educational finance can be solved by developing the productive side of the basic system of education;
- (b) undertake for the purpose an immediate study of the experience gained in Wardha, Bihar, C.P. & Berar and Orissa where the income from craft work of the pupils has met a part of the school expenditure, and

- (c) advise all provincial Education Departments to explore with due regard to the educational interests of the pupils this remunerative aspect of the basic education scheme.

Item V (e).—Resolved that—

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

Item V (f).—The Board took note of the Interim Report of the Committee on Physical Education and suggested that in preparing its final Report the Committee should keep the following two points in mind :—

- (a) In allocation of expenditure between central and provincial governments for the implementation of the programme of physical education, the contribution of the centre should be 50 per cent and not 90 per cent.
- (b) The cooperation of the Ministry of Defence should be secured for furthering the development of physical education in the country and full benefit be taken of the Physical Training Schools maintained at Poona and other centres by the said Ministry.

Item V (g).—The Board received the Report of the Committee on Institute of Psychology.

Item VI.—The Board expressed their appreciation of the action taken by the Government of India in implementing the recommendation of the Board by appointing the Indian Universities Commission.

Item VII (a).—The final Report of the Overseas Scholarships Committee (Roy Committee) was recorded.

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

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

Item VII (c).—The Board gave their general approval to the proposal for legislation for securing the necessary statistical information for educational purposes.

Item VII (d).—The Board recorded the Report of the Audio-Visual Education Committee.

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

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

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

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

Item X.—Resolved that—

- (a) an enquiry be made regarding the present procedure followed in the various provinces for recording the ages of school children; and
- (b) after replies are received, steps be taken to evolve a uniform procedure for recording ages as correctly as practicable in the circumstances.

Item XI.—Resolved that—

- (a) the certificates granted at the end of courses in technical high schools should be accorded appropriate recognition; and
- (b) the Government of India and provincial governments should draw the attention of appropriate authorities to take necessary action for recognition of such certificates for purposes of admission into universities and higher technical institutions.

Item XII.—The Board while appreciating the steps taken by the central government for the development of technical education, resolved that the government be requested :—

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

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

Item XIII.—The Board generally approved of the plan of the Allahabad University for imparting physical education to men and women students.

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

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

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

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

Item XVIII (a).—The Board considered the recommendations of the standing committee.

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

The Hon'ble Minister for Education, *U.P.*, reported that his Government recognised Bengali, Gujarati and Marathi as media of instruction at the secondary stage in addition to Hindi which was the recognised medium of instruction at that stage and agreed to extend the same facilities to Urdu-speaking children in terms of the recommendations of the Board.*

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

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

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

Resolved that—

the medium of instruction in the junior basic stage must be the mother tongue of the child and that where the mother-tongue was different from the regional or state language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher to teach all the classes, provided there are at least 40 such pupils in a school. The regional or state language where it is different from the mother-tongue should be introduced not earlier than class III nor later than end of the junior basic stage. In order to facilitate the switch over to the

*When the draft report was circulated to members, the Hon'ble Mr. Sampurnanand, Minister for Education, U. P., wrote to say that the position of the United Provinces Government had not been correctly brought out as regards item XVIII (a). He said that he had intended to convey at the meeting that Urdu unlike Marathi, Bengali and Gujarati was not the language of any particular province and no linguistic minority could, therefore, claim it as its language. In his opinion, its use as medium in secondary or higher basic schools would seriously handicap students taking it, in the Services and in their university studies where Hindi would become the medium in five years.

regional language as medium of instruction in the secondary stage, children should be given the option of answering questions in their mother-tongue for the first two years after the junior basic stage.

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

Item XVIII (b).—Resolved that the proposal of the Madras Government, that in regions where Hindustani is not the regional language, it may be taught in secondary schools, in the Roman or the regional script and the script of Hindustani taught at a later stage when the pupils come to high school or college classes, is an experiment which should be watched with interest.

Item XX.—The Board resolved to refer the question to the Inter-University Board.

Item XXI.—The Board resolved to refer the question to the Inter-University Board.

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

Item XXIII (a) & (b).—The appointments made by the Chairman in the vacancies of the standing committees of the Board were reported, and are recorded.

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

ANNEXURE A

New Members

- (1) Shri E. W. Aryanayakam.
- (2) Shri Nana Bhai Kalidas Bhatt.
- (3) Dr. Tara Chand, M.A., D.Phil. (Oxon.), (Educational Adviser).
- (4) The Hon'ble Rai Shri Harendra Nath Chowdhury.
- (5) Prof. Humayun Kabir, M.A. (Cal.), M.A. (Oxon.) (Secretary).
- (6) Dr. Raghuvira.
- (7) Justice Teja Singh.
- (8) Brigadier Mahadeo Singh.
- (9) Mrs. Ammu Swaminathan.
- (10) Shri Kashi Nath Trivedi.

Out-going Members

- (1) The Hon'ble Dr. B. R. Ambedkar, Ph.D., D.Sc., Bar-at-Law.
- (2) Shri Shanti Swarup Bhatnagar, F.R.S.
- (3) The Hon'ble Dr. P. C. Ghosh.
- (4) Sir Maurice Gywyer, K.C.B., K.C.S.I., D.C.L., LL.D.,
- (5) The Hon'ble Rajkumari Amrit Kaur.
- (6) His Excellency Sardar K. M. Panikkar.
- (7) Shri A. P. Pattani.
- (8) The Hon'ble Shri Mohan Lal Saksena.
- (9) Dr. D. M. Sen, O.B.E., M.A., Ph.D. (London).
- (10) Sardar Ujjal Singh.

(xvi) SIXTEENTH MEETING—JANUARY, 1950

AT the invitation of the Government of Orissa, the Central Advisory Board of Education held its Sixteenth Meeting at Cuttack on the 8th and 9th January, 1950.

2. The Hon'ble Pandit Lingaraj Misra, Minister for Education, Orissa, welcoming the Chairman and members of the Central Advisory Board of Education, said :—
“Your Excellency, Hon'ble President and Members of the Central Advisory Board of Education, Ladies and Gentlemen,

It gives me the greatest pleasure to extend to you all a most hearty and cordial welcome here this morning. Cuttack is indeed lucky to have this opportunity of coming into contact with so many leading educationists of our country, dealing with varied aspects of the instruction of our boys and girls and men and women, and drawn from all parts of our motherland. Our provincial capital is specially thankful to you, Sir, the President of the Central Advisory Board, for the wish you expressed that the meeting should take place here rather than elsewhere in Orissa. Had the venue of this meeting been somewhere else, as was originally planned, so large and distinguished a gathering might not have been possible, and many would have felt disappointed.

“Orissa became a separate province less than fourteen years ago, in 1936, and complete political integration of all the Oriyas occupying these areas did not take place till last year, 1949. Owing to a variety of reasons, education in our country has never so long been given the importance and attention it deserves, and in this matter, the plight of our province in 1936 was indeed sad. A population of 80 lakhs had to be satisfied with less than 8,700 educational institutions of all descriptions in which studied a little over 3,30,000 students. We had no university of our own, and just five colleges in the entire province, only two of which taught their students upto a degree stage. The number of high schools was 34, the rest of the 8,700 educational institutions being either primary, middle or special schools.

“The percentage of female scholars to the female population in 1937 was 1.43, the corresponding percentage of male scholars to the male population being 7.06. The percentage of literacy was 13.1 in case of males and only .8 in case of females. There were no institutions for fine arts or physical training or education of the defectives; no technical schools or colleges, and hardly any attempt at adult education, if we except the work carried on by a few Christian Missions by means of peripatetic teachers. The total expenditure on education by government and local bodies was a little over 39 lakhs of rupees.

“These figures, which may bore this audience, and in any case are depressing, have been cited by me to give you an idea of the magnitude of the problems confronting us when our province came into being. Ten years later, in 1946, things had become worse. The total percentage of scholars to population had dwindled from 4.12 to 3.5, the total number of institutions from about 8,700 to less than 7,800, and the

total number of scholars from 3,30,000 to less than 3,01,000. Only higher education showed signs of improvement. Utkal University was founded in 1943, and in its wake came a number of new colleges, and two of the older Intermediate Colleges were raised to the degree standard. Living, meanwhile, had become much more costly and the amount spent on education in 1946 was a little over 63 lakhs of rupees as against the 39 lakhs in 1936-37.

“With the end of the war and the advent of the popular and national government, our responsibilities have multiplied a hundred fold. Colleges and high schools have increased and are increasing. Post-graduate teaching in certain subjects has been started in the Ravenshaw College, and many more subjects remain to be affiliated upto the highest degree. With the merger of the Orissa States, government has had to take over not only the colleges in these states but also the high schools, the staffing and equipment of which has meant considerable additional expenditure. We are spending at present one crore and 26 lakhs of rupees on education out of an estimated revenue of 13½ crores of rupees.

“More than this, there is a whole series of problems which have till now received but scant attention and the solution of which is an urgent necessity. I may summarise these under five heads :—

- (i) The Hill Tribes and Scheduled Castes;
- (ii) Basic Education;
- (iii) Female Education;
- (iv) Social Education; and
- (v) Technical Education.

“I shall not dilate on these. Certain facts and figures should speak for themselves. With the merger of the states, the Hill Tribes, which constituted 13 per cent. of the population of British Orissa, now constitute 25 per cent. of the population of our province. These do not include the Scheduled Castes. The number of basic schools including training schools is now 100, as against the 16, which were closed down after a year's trial in 1941. Government is spending 4 lakhs of rupees annually over these, and needless to say, this is only a very inadequate beginning. Primary education is free throughout the province, but compulsory only in two small areas—in Parlakimedi and Banki. With a view to encouraging the education of girls, no fees are charged from them at the primary and middle school stages, and nothing even at the secondary school and college stages if their parents' income is too small to attract the notice of the Income-Tax Department. Girls whose parents do pay income-tax, pay only half their school and college fees. There is an officer in charge of social education and vigorous efforts are being made to educate our adults not only in literacy but in social education. 725 night schools with teachers trained in social education are now working in the province, besides a number of centres run by voluntary efforts of public workers. The need of the hour, particularly in Orissa, is trained technicians, and much remains to be done in this direction; the opening of Technical Schools, a Provincial Polytechnic, Engineering, Agricultural, Mining and other colleges.

“All this means money, and that is my excuse, Your Excellency, Hon’ble President, ladies and gentlemen, for taking up so much of your time this morning, with this long speech. Orissa, the scientists assure us, is not really a poor province. It is rich in natural and mineral resources, and it has a bright, indeed a dazzling future. But our gold is still underground, our electrical and other energies have still to be harnessed, and meanwhile our responsibilities are already upon us and we cannot wait. Within a few months, our men and women, whatever the percentage of their literacy or education, will be called upon to exercise their sovereign political rights. How can democracy function unless the people have been properly taught? There can be neither good government nor self-government without adequate training and real education, and these things cost money. And in this province, more perhaps than in any other, most educational institutions turn to government for help even for day-to-day existence, and there are very few private educational enterprises.

“The central government has in the past been very considerate and fairly liberal to us, and we have not been unmindful of our own obligations and responsibilities. I would plead with you earnestly that this country of ours is one, that the strength of a chain depends on its weakest link. In view of the magnitude of the problems with which this long neglected province has to contend, the encouragement and help we have been receiving from the centre should be continued and augmented. I can assure you that we shall spare no efforts to see that we spend wisely and economically whatever we receive.

“I have no doubt that your presence here will greatly stimulate not only the educated but also the lay public of our province. I hope that your stay will be as pleasant to you as I am sure it will be profitable to us.—Jai Hind.”

3. His Excellency Mr. M. Asaf Ali, Governor of Orissa, inaugurated the session of the Board. He said :—

“Hon’ble Maulana Sahib, Ladies and Gentlemen,

It is an occasion of great pleasure for me to welcome you all to the old capital of Orissa. You may rest assured that this welcome comes to you not merely from me, but from my Government and the people of this Province, and it is as hearty as the warm-hearted people of Orissa can make it. Many distinguished and learned educationists and scholars have recently favoured Cuttack by holding their annual deliberations here, and since you have also chosen it as the venue of your 16th Session, we have cause to congratulate ourselves on having in our midst the architects of the country’s educational and cultural fabric. I deeply appreciate the courtesy you have extended to me by inviting me to inaugurate your Session. I would not, however, presume to attempt an assessment of the great work you have accomplished and the greater tasks which you have before you. An evaluation of the issues you have gathered here to determine belongs to the province of far-seeing but practical idealists. But as a layman I venture to think that on the delineation and implementation of the long-range and immediate policies, which it is your privilege to consider and shape, will depend not merely the future of India, but also in due proportion according to India’s reaction to

international relationships that of the rest of the world. The future of the human race as a whole is subject to the evolution of a healthier and happier outlook and inter-dependent cooperation between the various peoples and powers of this globe.

“Although our country is directly and primarily concerned with the destiny of one-sixth of the entire human race, its geographical position and economic potential and cultural heritage make it a pivotal region of the Eastern hemisphere. In my humble judgment the role which our people are to play in the human drama which is being rehearsed on this earth very largely depends on the ideals no less than the realism of our educational experts to whom it is given to mould and fix the character and develop the mental and practical capacity of our rising and coming generations. What ideals should be set before human beings to fulfil their destiny, how their conduct and character should be shaped to secure peaceful progress in the world, and how their individual and collective self-confidence, initiative, inventive skill, keen intellectual curiosity and passion for ever higher achievements should be kindled into a self-consuming flame is a task, which, I venture to suggest, should be constantly on the agenda of educationists. While the world of today is daily becoming more and more complex in every field of human activity, the reduction of physical barriers between men and men to the minimum has brought the most distant part of this planet as close to one another as once upon a time were the closest neighbours of the ancient world. I may be excused for repeating what I said on this subject a little over a year ago before the American Academy of Political and Social Science at their 52nd Annual Meeting at Philadelphia. The subject assigned to me was “India’s Role in One World”, and I began by saying :

“The kind of one world in which India is to play her role is, as far as I can judge, a recent conception. Science, during the past quarter of a century, has overcome temporal and spatial impediments to such an extent that today it is possible for people living in the most distant parts of the world to be reached within a few hours by air, while the voice of the East and the West, the North and the South, can be heard across thousands of miles within a few seconds. Further, it may be possible before very long for television to bring the visual pictures of various parts of the globe to every home; and we must not forget that death and destruction can also be carried to the remotest parts of the earth within incredibly short time.

“All these developments have brought the oneness of the world into bold relief. However, while scientific progress has advanced by leaps and bounds, the concept of human and ethical values, which should stabilize the peace and steady progress of the whole of humanity seems to have left much to be desired, and the kind of one world which should function as an integral whole still lingers in the region of hope and fear.

“Perhaps the nearest description of the one world we hope for would be the knitting together of all human relationships and activities as well as the natural resources of this planet into one economic and ethical fabric with

a view to obtaining the maximum good of mankind with the fullest individual and collective freedom. After all, there are only three elements in the structure of civilized human society : (1) the natural resources of the globe, (2) human and auxiliary labour, and (3) human intelligence and skill. When these three elements are properly compounded, human needs are fulfilled with all the achievements which the civilized way of life demands and can produce.

“The first prerequisite of achieving such a result, in my opinion, is the definition and final acceptance by all human beings of fundamental human rights. So long as this foundation is not well and truly laid, and so long as fundamental human rights are not put beyond the pale of controversy, it will be futile to think of achieving one world

“Then, after examining the United Nations’ efforts at defining human rights without setting the final seal on them, I said :

“After all, real justice depends on universally accepted axioms and sanctions, and so long as international law has not crystallized in universally accepted principles, one world can hardly be expected to emerge from the realm of dream.”

“I will not strain your patience by indulging in long quotations from my address, but I may request you to bear with me for yet one or two other quotations. I defined India’s aims in the following words :

“I must assure you at the outset, that by her history, traditions and aspirations, India stands for peace throughout the world, which naturally means that, India stands for human freedom, both individual and collective, and constructive cooperation.”

“Again, after giving them a full description of divided India and her economic and cultural potential, I went on to say :

“India has the unique distinction of being one of the survivors of the ancient civilized world, having travelled down the stream of time, under the arcade of many historical vicissitudes, to take up the fearsome challenge of the atomic age. About five or six thousand years ago the entire civilized world consisted of only five or six regions and five or six powers. They were ancient China, India, Iran, Egypt and the whole of that land in which flourished Judea, Mesopotamia, Assyria, and all the big Chaldean and other Semitic empires of the day. Greece was not born, nor was Rome. In that civilized world India pulled its own weight.

“Most of those powers have disappeared. Only China and India have survived. There must have been something unique in their thought processes that enabled them to travel down the centuries while their contemporaries were disappearing. The seeds of the defunct civilizations reappeared in Greece and Rome, but even they disappeared only to reappear among you.....

History follows a certain rhythm of existence, consisting of birth, growth, decadence and disintegration which is always followed by resurrection through new seeds. This rhythm applies not only to the vegetable and animal kingdoms, it applies also to nations and great groups of people. They are born, they grow, they exercise their fullest powers, perhaps for a long span of years—perhaps for two or three centuries—and then decadence sets in and their decay results in a dispersal. This dispersal may carry away the individual groups or nations into the limbo, but the seeds are left behind to sprout again somewhere.

“India, however, has survived all these six thousand years; but India has known a great many changes, including stagnation for centuries. But now India is fully aware, it is wide awake, and all her ancient ideals are reviving. I feel that there is a revival not only of India but of the entire East. It is quite possible that the sun of civilization has completed its cycle and is beginning to rise in the East once again. Let us hope that it will be the dawn of one world, in spite of all the great disappointments and despair which face us today—in spite of all the fears which overhang the whole of humanity in heavy clouds. Let us hope that one world will not remain a mere idea, but will become a practical reality.”

“I then wound up by saying :

“I may therefore be permitted to say that India is destined to fill an important role in one world or even in a bifurcated world, in both the moral and the material fields of human activity. The eyes of one-sixth of the human race inhabiting this ancient land are fixed upon the horizon to hail the dawn of peace in a happier and better world, which, let us hope, will be one world!”

“I must once again apologise to you for adopting so long a quotation from one of my 70 or more addresses of a similar nature during my term as India’s Ambassador in the United States of America. But this is how I viewed India’s role right in the heart of the sounding-board of international reactions and aspirations. You, the master-builders of the character, capacity, aspirations and ideals of India’s rising and coming generations, are, I am convinced, inspired by a far more comprehensive conception of India’s future, and whatever policies and details you will settle during your present session will bear the impress of your idealism no less than your mastery of the hard details which go to the execution of practical plans. Here I may say that while all this is entirely within your exclusive province, it may not be out of place for me as the head of my administration to place before you an administrator’s point of view. An administrator is almost hourly engaged in studying the over-all picture of the actual and potential capacity and needs of the people and the material and cultural assets of the State committed to his care. With a fairly comprehensive background of national and international trends of events, he comes to his own conclusions regarding the immediate and long-range requirements of the people. None, I assure you, feels the peremptory urgency of universal and purposive education more keenly than an administrator who has to answer a multiplicity of social, cultural, economic, and political

problems of great complexity every moment of his life, not in theory but in actual and concrete action. He feels that but for insufficient appreciation of the practical problems of life among both the toiling masses and quite a large number of the educated and semi-educated classes of society within his charge, most of the processes of social and material development could be made infinitely easier. He feels like an engineer with a great vision of the fabric he wants to raise for providing material comforts to every member of society, but for want of skilled technicians he has to allow the work of months to take years and decades. He, therefore, passionately desires the training of the personnel required for the task which he, in cooperation with the people, has to face. He finds Nature's wealth lying in abundance all around him in the shape of land, forests, mineral deposits, draught and milch animals, immense water power flowing from perennial sources and winding its way through mighty rivers to the sea leaving vast tracts dry, and the sea with its limitless wealth in fish, chemicals and even physical power and much else in the way of economic potential. Nor does he find any dearth of unskilled and semi-skilled manpower. But he finds it almost despairingly hard to harness all this great heritage of man to quick processes for producing sufficient quantities of the bare necessities of life for feeding, clothing, and housing all. He knows that the highest amenities enjoyed by the most highly developed of civilized people can be produced with the material at his disposal, and yet for want of trained and skilled personnel, he feels constrained to move at a snail's pace. The one cry of his soul is "Give me practical scientists, give me inventive designers, give me engineers, give me technologists, geologists, mineralogists, physicists, chemists, botanists, marine and other biologists, architects, doctors, nurses and men who can improve and multiply the fittest livestock, and men who can increase the yield of the land". He watches with a bleeding heart the steady impoverishment of the physique and energy of the rising generation because of malnutrition and unbalanced diet. He notes a similar deterioration of the livestock which is the staff of the agriculturist's life. And he finds the labouring millions eking out a miserably low existence. He feels appalled by the threatened prospect of an ill-fed and ill-equipped race, faced with physical and mental poverty in addition to economic indigence. I am speaking of an Indian administrator in the present circumstances of India. What I am saying is true not merely of an administrator in Orissa, but of others of his fraternity throughout the land. Should he or should he not then turn to his educational experts and say "What is the earthly good of all the sciences and humanities, ethics and theology, history and literature, fine arts and the ceaseless clamour about culture, if the very physical foundation of a people's life is being tragically undermined, sapped and made precarious? Is it not time for you all to redefine and recast the aims and objects and methods of training the rising generation to make them fit for the real struggle of life, both individually and collectively? Is it not time to chart the immediate and long-range requirements of society and to fix the annual quotas of the trainees in different subjects of practical importance and make sure that the different departments of life, whether partly or wholly managed by government or by private enterprise, are supplied with the right type of trainees and everyone turned out of plainfully equipped educational institutions finds a ready opening for

making his or her contribution to society's progress to higher standards of living?" I have read the report of the University Education Commission with intense interest and great admiration and profit. It is undoubtedly a monumental effort to cover the entire field of education, and in my opinion its chapter on the aims of education deserves to be made a compulsory text for all the members of the faculties and the alumni of all universities in India. I am also gratefully aware of the central government's great effort to promote social and basic education, both of which are fully capable of dispersing the fog of ignorance. Ignorance is only a partial evil. But the dissemination of ill-digested knowledge and false ideas is capable of doing incalculable harm, because while knowledge can be power, those to whom it is given to map out the spirit of practical knowledge have to be extremely careful to see that this power is for good and not for evil. It is for those who are invested with the power to shape young lives during the formative period not to forget that knowledge howsoever wide will not be of much use in life, if the character of the recipient is not so shaped that he can make the best and the most beneficial use of his mental equipment for the good of society and the human race. In so far as basic education is concerned, I must plead for a little patience with my views, because I have been sorely disappointed by a majority of the trained personnel I have come across. Nor am I in a position to affirm that I have found the right kind of books either for the teachers or for the taught. The poor availability of good textbooks, even in institutions other than basic schools, is also one of the crying complaints of the day. It is time that the authorities concerned promoted the establishment of a Bureau of recognised authors for the production of authentic books of real merit. Again, social education in the hands of a highly qualified and trained band of men and women equipped with all the means of engaging the attention of the masses can be a powerful instrument of useful education. But here again I crave your indulgence for saying that while the instrument is well conceived, the necessary personnel and the means of mass instruction are among the immediate desiderata.

"As an observer looking from the administrator's standpoint at the results of the present-day education, I have a great deal more to say, but I shall not be presumptuous enough to assume that anything I could have said has not already engaged your attention, and therefore I will not claim any more of your precious time. Nothing more is left for me now but to wish you conspicuous success in your great task."

4. The Chairman of the Board, the Hon'ble Maulana Abul Kalam Azad, Minister for Education, then addressed the meeting. The English translation of his speech is given below :—

"Friends,

This is the third meeting of the Central Advisory Board of Education since India attained her independence. It is now necessary in the light of experience we have gained in the last three years to consider carefully and dispassionately our hopes and plans for the education of free India in the coming years. It was but natural that after the attainment of freedom we should have considered ambitious programmes for

the expansion of our national education. This was necessary as education is one of the most important of our nation-building activities. We had also to make special efforts to wipe out the deficiency in education created by over a hundred years of foreign rule. It was in this spirit that the Ministry of Education prepared a programme of work for the next 10 years.

“It was obvious that we had to build our educational structure from its very basis and improve it both qualitatively and quantitatively. The number of our literates was and is lamentably low. Even the literacy that is imparted is not of the highest quality. In view of the demand for all-round expansion and improvement, it becomes necessary to fix an order of priority, so that our limited resources are not frittered away in attempting too many things simultaneously. You will remember that it was with this object in view that the Ministry of Education, with your general support, proposed that our immediate objectives should be four, namely :—

- (i) the provision of basic education on a universal free and compulsory basis for all our school-going children;
- (ii) the provision of adult education in order to wipe out the colossal illiteracy of our masses;
- (iii) improvement and expansion of technical education in order to solve the problem of man-power for industrial and technical development; and
- (iv) reorganisation and improvement of university education from a national point of view.

“The Post-War Development Plan laid down that it would take 40 years to implement a scheme of basic education and cost the nation a sum of Rs. 8,000 crores at the rate of about Rs. 200 crores a year. You will remember that after attainment of Independence we all felt that the period was too long and exigencies of our national economy demanded reduction in the cost. Nor was this all. We realised that the lack of finances was not the only obstacle in our way. A truly national system of education demanded the creation of a new spirit among our educated men and women, so that they would regard the spread of education as a national obligation for all. The question of buildings had also to be faced from a new angle, for if we waited for the construction programme envisaged in the Post-War Plan, the introduction of compulsory universal free education would be deferred indefinitely. We, therefore, felt that we must utilise whatever accommodation is available in the land and employ the entire educated personnel of the land either on a voluntary basis or through some form of social conscription. It was with this end in view that we prepared a plan of junior basic education to be implemented in ten years and at a greatly reduced cost.

“In the field of adult education, we revised our programme so that it became one of social education for training in citizenship and aimed at making at least 50 per cent. of illiterate adults literate in the course of the next 10 years.

“You have considered these Reports last year and generally approved of the recommendations. I agree with your views and feel that in the light of the modifications

suggested, we may prepare our programme on the basis of cooperation between the State and the people, so that the State on the one hand should extend the facilities and services necessary and the people on the other supplement on a voluntary basis the efforts of the State.

“To improve our standards of technical education, the programme that we had envisaged was the establishment of four higher technological institutes in addition to the strengthening of existing institutions. Considerations of finance did not permit us to start with all the four, but we thought that at least a beginning must be made. The Eastern Higher Technological Institute near Calcutta was taken in hand without ever waiting for the construction of all the necessary buildings. The scheme is in progress and I hope that the next academic year will see the first batch of teachers and students working in this Institute. Simultaneously, it has been our aim to strengthen existing institutions by improving their quality and increasing their capacity.

“In the field of university education, the Indian University Education Commission under the Chairmanship of Professor Radhakrishnan was asked to submit its Report within 9 months. You will be glad to know that it has already done so. The Report is before you and one of the main functions of this meeting of the Board will be to consider the recommendations of the Commission.

“I have even at the risk of some repetition recapitulated these points, so that we may be in a position to judge where we are. You will appreciate that so far as planning is concerned, the Ministry is ready with its programme in all the four fields mentioned by me. I would, therefore, like to draw your attention to the obstacle which stands in the way of their immediate implementation.

“You will remember that in 1947 the problem of refugees from Western Pakistan absorbed almost all the energies and a major portion of the finances of the nation. There was, therefore, no hope of adequate funds for educational expansion in the immediate future, but even in spite of these difficulties, the budget for 1948-49 saw an increase in provision for education. During 1948-49, our schemes for educational reconstruction reached a stage fit for implementation. It was my hope that the 1949-50 budget would enable us to make a beginning with the programme.

“In spite of our best efforts, we were, however unable to provide sufficient funds even for the very modest programme of expansion which we had framed. Our intention was to provide for an amount of Rs. 11 crores for 1949-50, as this would enable us to start the basic education programme and undertake preliminary work for social education. Our financial position, however, allowed us to provide only about Rs. six crores. We accepted the situation, as we hoped that at least during 1950-51, conditions would improve sufficiently to enable us to carry out the Schemes which had been so carefully prepared and so repeatedly revised in order to cut down cost.

“To our great disappointment even this expectation is now belied. Within six months of the adoption of this year's budget, we have had to face a financial crisis of

such magnitude as to force a reduction of ten to twenty per cent. in the already approved budgets. This was followed by devaluation and still further difficulties with the result that our current year's budget has been severely curtailed. Instead of going ahead as we had originally planned, we suddenly realised that we had to retreat. For 1949-50, we had to surrender about Rs. 153 lakhs out of a total budget of about Rs. 588 lakhs. The result is that a country with a population of almost 350 millions and with hardly 14 per cent. literates cannot provide more than Rs. 4½ crores from its Central Revenues for Education !

“The problem before us today is not what schemes we should prepare for national education. These are already there. We have to consider whether we can take any forward step at all in the immediate future. It is true that education is a provincial subject but in the existing circumstances, the problem of education cannot be solved unless the centre assumes appropriate responsibility for expansion and growth. We are as keenly conscious of this as all of you and this makes the present situation even more painful to us. There are no two opinions about the need for provision of education on an expanded and improved scale. The programmes are also ready, but in spite of the urgency, we cannot go ahead because of shortage of funds.

“I may bring to your notice the policy which the British Government have adopted in a similar situation. In a recent circular, the Ministry of Education of that Government have said :

“Local education authorities will be aware that the economic difficulties of the country have called for a close review of government expenditure. They will also have noted the announcements that the government do not contemplate any major change in policy which would result in a reduction in the scope of the services for which the Minister of Education is responsible.

“The Minister wishes to make it clear in particular that—

- (a) there is to be no going back on reforms already instituted or on the plans by which the number of teachers in primary and secondary schools will be increased with increasing school population ;
- (b) there is to be no cut in the extent of the building programmes already approved to meet the increasing number of children, the needs of new housing estates and of technical education. Every effort, however, must be made to reduce costs. A separate circular is being sent to authorities on these points and on the measures which have to be taken to reduce capital investment for other educational purposes ;
- (c) schemes for further education, including plans for County Colleges, not yet completed should be proceeded with and submitted in due course; and
- (d) arrangements for maintaining an adequate number of university awards should proceed concurrently with termination of the Further Education and Training Scheme, and discussions between universities and local education authorities on the adoption of a new procedure for local awards based on paragraph 34 of the Working Party's Report should continue”.

“There is however, no point in merely discussing these difficulties and obstacles. What we have to do is to devise ways and means so that funds may be found for education and other constructive projects. There is no immediate prospect of a large increase in our revenues. Funds can therefore be found only by diverting a large proportion of our available resources to education and other nation-building activities. As you are aware, the main burden on our finance today is due to the expenditure on import of food, rehabilitation of refugees and defence. It is obvious that welfare services cannot be expanded till these burdens are lightened. There is every hope that the expenses on the food account will be diminished and ultimately disappear. The expenditure for rehabilitation cannot be curtailed till our displaced people have been re-established on a sound basis, but it is diminishing with the flux of time. There remains defence. During the British regime, we have always complained that the defence expenditure was excessive. After the attainment of freedom, it was therefore natural to expect savings in this field, but circumstances took a turn, where in spite of all our efforts, the expenditure on defence had to be further increased. Government are, however, keenly alive to the situation and I can assure you that we are examining every possible avenue of saving and economy.

“The need for education is accepted in principle by every one. It is necessary to wipe out the illiteracy of 150 years and make our people efficient, productive, and responsible citizens of a democratic State. The new Constitution gives power to the people, but if this power is to be exercised with wisdom and foresight, it is necessary that the people must have the requisite knowledge. Even from the point of view of increasing the economic and industrial efficiency of the people, it is essential that our educational facilities must be expanded. As a famous economist has said, there are no poor or rich countries but only countries in which the people use their resources and countries in which they do not. Some parts of Africa are among the richest in the world in natural resources and yet the other parts of the world, poor in natural resources, have been developed and enriched through the knowledge and industry of their people. India will have to decide to which category her people should belong”.

5. *Agenda* :—The following agenda came before the Board for consideration :—

- I. (a) To report that the proceedings of the Fifteenth Meeting of the Central Advisory Board of Education held at Allahabad in January, 1949, were confirmed by circulation to members and that copies were sent to provincial governments, local administrations, all state governments and universities.
- (b) To welcome the new members of the Board and to record appreciation of the services rendered by those who have since retired.
- II. (a) To receive a report on the Progress of the Educational Development Plans implemented by the state governments.
- (b) To receive a Report on the Progress of the Educational Development Plans implemented or proposed to be implemented by the Government of India.
- (c) To receive a Report on the progress made in the field of technical education.
- (d) To receive a Report on the progress made with the modified Overseas Scholarships Scheme.

PROCEEDINGS OF SIXTEENTH MEETING

- (e) To receive a Report on the Government of India's scheme for the grant of scholarships to Scheduled Castes and other Backward Classes during 1949-50.
- (f) To receive a Report on the publications of the Central Bureau of Education including those relating to educational statistics.
- III. To receive Reports from Government of India and provincial governments, etc., as to the action taken on the recommendations of the Board at their last meeting.
- IV. To consider the views of the provincial governments on item X of the Agenda for the last meeting regarding the evolving of a uniform procedure for recording correct age.
- V. To consider the views expressed by universities on Item XXII of the last year's Agenda regarding the harm done by private coaching academies and the measures suggested to combat the evil.
- VI. To report the action taken on Paragraph 36 of the University Teachers' Committee Report regarding prohibition of private practice by Government Medical Officers.
- VII. To receive and consider the views of the Inter-University Board in regard to the various matters referred to them.
- VIII. (a) To receive and consider the Report of the Universities Commission.
(b) To consider the Report of the Committee on Medium of Instruction.
- IX. To consider Bihar Government's scheme of introducing compulsory primary education.
- X. To receive and consider the Reports of the following :—
(a) Education Ministers' Conference held on the 19th and 20th August, 1949.
(b) Education Ministers' Conference held on the 19th and 20th February, 1949.
and
Meeting of provincial officers of social education held on the 25th July, 1949.
(c) Committee on the curriculum in basic schools held on the 10th and 11th October, 1949.
(d) Standing Committee of the Central Advisory Board of Education on Basic Education held on 19th November, 1949.
- XI. To consider the report of the Committee regarding the care and prevention of Juvenile Delinquency in India and its further development.
- XII. To consider the scope of Social Welfare Work in India and its organisational set up.
- XIII. To consider the formation of a Central Council on Blindness and Provincial Councils on Blindness as recommended by the Joint Committee of Education and Health in 1944.
- XIV. To consider the proposal to abolish the system of capitation fees charged by some educational institutions from students coming from other provinces or states.
- XV. To consider changes in the constitution of the standing committees of the Board.
- XVI. To consider the changes in the compulsory physical work for students.
- XVII. To report the decision that teachers should retire at the age of 55 years.
- XVIII. To fix the venue of the next meeting of the Board.

6. *Proceedings* :—The Board adopted the following resolutions :—

Item I (a).—It was reported that the proceedings of the 15th meeting of the Board held at Allahabad in January 1949 were confirmed by circulation to members and that copies were sent to provincial governments, local administrations, state governments and universities. Copies will also be put on sale.

Item I (b).—The Chairman welcomed the new members of the Board. The Board recorded their appreciation of the services of those members who had since retired.

Item II (a).—The Board considered the recommendation of the standing committee regarding the progress of the Provincial Educational Development Plans. The Board while recording the progress felt that information from some of the provinces was lacking in details. The Board, therefore, recommended that the provinces may be requested to supply more detailed information and in time so that it may be placed before the ensuing meeting of the Board.

Item II (b).—The Board recorded the progress made in the Central Development Schemes.

Item II (c).—The Board considered the recommendation of the standing committee regarding the progress made in the field of technical education during the year 1949. The Board recorded the progress and resolved that—

In future, information regarding the centres where the All India Diploma and Certificate Examinations in technical subjects were held and the number of students taking the various examinations may also be given in detail.

Item II (d) and (e).—The Board recorded the Reports on the progress made with the modified Overseas Scholarships Scheme and the Scheme for the Grant of Scholarships to Scheduled Castes and other Backward Classes during 1949-50.

Item II (f).—The Board considered the recommendation of the standing committee relating to the publications of the Central Bureau of Education. The Board recorded the Report and recommended that—

The Bureau should also publish charts illustrating educational statistics and to avoid duplication, brochures on university education in India should be prepared in close cooperation with the Inter-University Board who were also working in the same field.

Item III.—The Board considered the recommendation of the standing committee regarding the action taken by the central and provincial governments, etc., on the recommendations of the Board at their 15th meeting. The Board resolved that—

Attention of the provinces, etc. may be drawn to the fact that reports on action taken on the recommendations of the Board were in many cases neither complete nor sent in time and that this made further examination and recommendations for the Board difficult.

The Board noted that the Ministry of Education had already prepared a detailed syllabus for basic schools and were also to prepare a handbook for basic teachers. The Board, however, were not satisfied with the progress made in this direction and recommended that preparation of textbooks for basic schools was a very important item and should receive greater attention both of the central and provincial governments.

Item IV.—The Board considered the recommendations of the standing committee regarding the evolving of a uniform procedure for recording correct age and resolved that—

It is desirable to introduce compulsory Birth Registration either by legislation or otherwise throughout the country, but if in the present circumstances this was not practicable, the following procedure of recording the age of a child should be followed pending the introduction of such steps :

On admission to the school the child's date of birth as given by his parent or guardian should be entered in school Admission Register. In cases where registration of birth exists, it should accord with the entry in the birth register. At the end of the primary stage in cases where no registration of births exists, this date should again be confirmed by referring it to the parent or guardian of the child. After it is confirmed or changed in accordance with rules prescribed for the purpose and after reference to the parent or guardian, no further change should be permitted.

Items V and VI.—The Board felt that these two items should be considered along with the Report of the University Education Commission.

Item VII.—The Board noted the reply of the Inter-University Board that as the meeting of the Inter-University Board was usually held towards the end of December, it would be difficult to send the views of the Inter-University Board on matters referred to them by the Central Advisory Board in time to be placed before the Board which usually met in early January. The Board recommended that the Inter-University Board may be requested to change the time of their meeting so that their views may be sent to the Government of India by the 30th November each year.

The Board noted the reply of the Inter-University Board regarding the exchange of university teachers.

Item VIII (a).—Dr. Tara Chand gave a brief survey of the Report of the University Education Commission. The Board welcomed the publication of this Report and recorded their appreciation. As, however, a majority of the members felt that they had not the time to give sufficient thought to such an important matter as the remodelling of the higher education in the country as suggested in the Report, they would like to postpone discussion of the Report till they were able to study it in detail and give their comments. After prolonged discussion on the suggestion that consideration of the Report should be postponed the Board decided that a special session should be held in April for exclusive consideration of the Report.

Item VIII (b).—The Board were of the opinion that the Report of the Committee on Medium of Instruction should be considered at the same time as the Report of the University Education Commission.

Item IX.—The Board considered the recommendation of the standing committee regarding the Bihar Government's memorandum on the economic advantage of an 8-year basic school.

The Board welcomed the experiment but felt that they were not yet in a position to express a definite opinion on the scheme, if it were to be introduced on a large scale. The Board, however, recommended that the experiments in Bihar should be carefully watched and similar experiments may be made in other provinces wherever possible.

The Board also recommended that the Government of India should make further investigation in this direction and report the results to a committee of experts, the members of which were to be nominated by the Chairman of the Board. The Report of this committee should be placed before the Board at their next meeting.

Item X.—The following reports were considered and recorded :—

- (a) Report of the Education Ministers' Conference held on the 19th and 20th August 1949.
 - (b) Report of the Education Ministers' Conference held on the 19th and 20th February 1949,
- and
- Meeting of Provincial Officers of Social Education held on the 25th July 1949.
 - (c) Report of the Committee on the Curriculum in Basic Schools held on the 10th and 11th October 1949.
 - (d) Report of the Standing Committee of the Central Advisory Board on Basic Education held on 19th November 1949.

Item XI.—The Board recorded the Report of the Committee regarding the care and prevention of juvenile delinquency and its further development.

Item XII.—The Board noted that a council consisting of representatives of provincial governments and certain social service institutions is proposed to be set up by the central government.

Item XIII.—The Board considered the recommendation of the standing committee regarding the setting up of Central and Provincial Councils on Blindness and resolved that :

Central and provincial councils for the welfare of handicapped children should be set up and as a first step in this direction councils for the blind and the deaf and dumb may be established.

Item XIV.—The Board considered the recommendations of the standing committee relating to the abolition of capitation fees and resolved that :

The system of charging capitation fees from students belonging to other provinces was not in keeping with the spirit of national unity and the provincial governments therefore may be requested to re-examine the question.

Item XV.—The Board considered the recommendation of the standing committee regarding the Constitution of the Standing Committees of the Board. The Board

recommended that in future there should be two standing committees of the Board—Basic and Secondary Education Committee and Further Education and General Purposes Committee. Each committee should consist of not more than 25 members and should meet twice a year. The tenure of these committees should be co-terminus with that of the Board.

Item XVI.—The Board considered the recommendation of the standing committee relating to compulsory physical work for students. The Board recognised the importance of such work and recommended that the Government of India may appoint a committee to consider the question in detail and draw up a programme for such work. The Board also recommended that both teachers and students should participate in such a scheme.

Item XVII.—The Board considered the recommendation of the standing committee on the age of retirement and recommended that in the case of a government teacher the present age of retirement, *i.e.*, 55, should continue, but in the case of a non-government teacher the age of retirement may be extended from 55 to 60 though the extension should not be automatic. Each case of extension should be reviewed and a teacher should be retired if he so desired or if the school authorities felt that he should retire on grounds of efficiency, health, etc.

Item XVIII.—It was decided that Delhi should be the venue of the Special Session of the Board.

The Board felt that owing to financial stringency throughout the country there had been a reduction in the educational budgets both at the centre and in the provinces. The Board agreed that whatever may be the financial condition of the country, education must get first priority and resolved that :

The Board view with concern the drastic reduction in educational budgets and recommended that the central and provincial governments should give the highest priority to the educational needs of the country and should place adequate grants at the disposal of the Education Ministries for the implementation of their schemes.

ANNEXURE A

New Members

Hon'ble Shri P. K. Deshmukh, Minister for Education, Central Provinces and Berar.

Hon'ble Shri K. Madhava Menon, Education Minister, Madras.

Hon'ble Sardar Narotam Singh, Education Minister, Punjab.

Hon'ble Col. Pir Mohd. Khan, Minister-in-Charge of Education, Jammu & Kashmir.

Hon'ble Shri Prem Narain Mathur, Education Minister, United States of Rajasthan.

Hon'ble Shri Balwant Rai G. Mehta, Education Minister, United States of Saurashtra.

Hon'ble Shri P. Govinda Menon, Education Minister, Travancore & Cochin.
Hon'ble Shri Kalu Ram Virulkar, Education Minister, Madhya Bharat.
Prof. Humayun Kabir, Joint Secretary, Ministry of Education.
Shri L. R. Sethi, Deputy Secretary, Ministry of Education and Secretary, Central
Advisory Board of Education.

Out-going Members

Hon'ble Dr. Gopichand Bhargava, Premier, Punjab.
Shri T. S. Avinashilingam Chettiar, former Education Minister, Madras.
Shri S. V. Gokhale, former Education Minister, Central Provinces and Berar.
Shri Nana Bhai Kalidas Bhatt, former Education Minister, United States of
Saurashtra.
Shri V. T. Krishnamachari, former Prime Minister, Jaipur State.
Shri G. P. Pillai, of Travancore State.
Shri Kashi Nath Trivedi, former Education Minister, Madhya Bharat Union
Government.
Syed B. H. Zaidi, former Chief Minister, Rampur State.
Prof. P. N. Banerjee, former Vice-Chancellor, Calcutta University.
Mr. M. Ruthnaswamy, former Vice-Chancellor, Annamalai University.

(xvii) SEVENTEENTH MEETING—APRIL, 1950

A SPECIAL session of the Central Advisory Board was held at New Delhi on the 22nd and 23rd of April 1950 to consider primarily the Report of the University Education Commission.

2. After welcoming the members of the Board the Chairman said that the special session of the Board was held to consider primarily the Report of the University Education Commission. This Report was to have been examined at the last meeting of the Board held in January 1950, but the members then felt that they had not given sufficient thought to this important question and they had suggested that it might be taken up in April, 1950. The Chairman hoped that the members had now had time to study the various recommendations of the Report so that decisions might be taken at the meeting. Some of the recommendations, such as the appointment of a whole-time Vice-Chancellor for a university, were more important than others and required a good deal of consideration. He continued that the recommendations may be roughly divided into two groups. Certain recommendations involved an immediate increase in expenditure, whereas others did not. The Board should, however, examine, all the recommendations on their merit, irrespective of their financial implications. The Chairman emphasised the fact that even if certain recommendations involved additional expenditure, the money should be found to implement them because they were of great importance and urgency.

The Chairman continued that there was another problem which called for the Board's earnest and immediate attention, *viz.*, the question relating to the spread of Hindi, specially in non-Hindi areas. He explained that, according to the Constitution, English should have to be entirely replaced by the Federal Language within a period of 15 years. If this was to be accomplished, extensive preparations for this change-over had to be made as early as possible throughout the country and particularly in those areas where the regional language was not Hindi. It was, therefore, an urgent matter for the Board to consider ways and means for popularising Hindi. As regards the employees of the central government, the Chairman felt that a course in Hindi for a period of 6 months to a year may be instituted for those who were not conversant with Hindi. Under the British rule the government used to encourage English Officers in India to learn the language of the area where they were posted; prizes were awarded to persons who attained proficiency in the various languages. Similar methods might well be adopted to encourage those government employees whose mother tongue was not Hindi.

3. Dr. Tara Chand then addressed the meeting. He pointed out that since 1919 when the last University Education Commission had reported there had arisen a number of complaints against the standards of teaching, scholarship and discipline in the Indian universities. Moreover, with the recent political and constitutional changes in the country, university education had to be remoulded. It was, therefore, imperative

that a commission should be set up to investigate the matter in all its aspects and to make recommendations. The members of the Commission which began to function in December 1948 visited all the universities and discussed problems with the staffs, the members of the university bodies and others interested in higher education. They received memoranda both from the universities and individuals. All questions were then considered in detail in the light of these discussions and the memoranda received. The conclusions were embodied in the Report. The Report was sent to all the state governments, universities and the Inter-University Board for their comments. Unfortunately, very few comments had been received so far, but the Board could no longer wait for these comments. While the Board would obviously have to consider the whole Report, Dr. Tara Chand drew special attention to those portions which related to matters on which government would have to take some decision, such as matters relating to the future organisation of the universities, the medium of instruction in the universities, classification and the salaries of staff, etc.

4. *Agenda* :—The agenda before the Board was as given below :—

- I. (a) To receive and consider the Report of the University Education Commission.
(b) To consider the Report of the Committee on Medium of Instruction.
- II. To consider the views expressed by universities on Item XXII of the last year's Agenda regarding the harm done by private coaching academies and the measures suggested to combat the evil.
- III. To report the action taken on paragraph 36 of the University Teachers' Committee Report regarding prohibition of private practice by government Medical Officers.
- IV. To consider what steps should be taken to encourage and popularise Hindi in non-Hindi states.
- V. To consider the venue for the next meeting.
- VI. To consider constitution of standing committees of the Central Advisory Board of Education.

(The numbers given to the recommendations of the Commission are as given to the recommendations summarised at the end of each chapter of the Report.)

5. *Proceedings* :—The Board then took up the consideration of the Report of the University Education Commission, chapter by chapter and adopted the resolutions given below :—

CHAPTER I

Historical Retrospect

This Chapter deals with the history of higher education in the country and makes no recommendations. There is, therefore, no observation of the Board relating to this Chapter.

CHAPTER II

The Aims of University Education

The Board generally approved the recommendations of the Commission regarding assistance to Backward Communities and abolition of communal radios in colleges.

CHAPTER III

Teaching Staff : Universities & Colleges

(i) The Board approved the recommendations (1) to (5), (8), (9) and (11).

(ii) In regard to recommendation (6) the Board were of opinion that, in order to attract well qualified persons, the scales of salaries for university teachers should be revised as recommended in the Report. The central and state governments should endeavour to implement these recommendations as far and as early as possible. It was also made clear that the scales of salaries recommended were throughout consolidated, including the dearness allowance.

The Board further observed that in the first sentence of the 5th sub-para of para 13 in this Chapter the words "for a term not exceeding five years" should be substituted for "for a term of three to five years".

(iii) As regards recommendation (7) the Board recommended that the scales of salaries suggested for affiliated colleges with or without post-graduate classes should also be given effect to as far as possible. If, however, it was found impossible for any reason to implement this recommendation in any college, the Board were strongly of opinion that a deviation from these scales should be permitted only with the previous approval of the university concerned.

The words "(2 each in college)" should be omitted from recommendation (7) where they are entered against "Senior Posts".

(iv) In regard to recommendations (6) and (7) the Board further observed that the new scales of salaries could not be extended to the existing staff automatically, but that every case should be considered on merits.

(v) With reference to recommendation (10), extending the age of retirement of Professors, the Board agreed that it should not apply to persons in government service as it will give rise to administrative difficulties.

CHAPTER IV

Standards of Teaching

(i) The Board approved the recommendations (3) to (12).

(ii) The Board recommended that the words "University Courses" in recommendation (1) should be substituted by "Degree Classes" and the words "*i.e.*, after the completion of 12 years of study at a school and an Intermediate College" may be deleted.

(iii) In view of the Government of India's proposal to set up a Secondary Education Commission to examine the system of secondary education in the country, the Board felt that no decision should be taken at this stage on recommendation (2). The matter may first be considered by the proposed Secondary Education Commission.

CHAPTER V

Courses of Study—Arts and Sciences

(i) The Board approved the recommendations (2) to (5).

(ii) The Board recommended that the words "after a successful completion of 12 years of schooling or its equivalent, that is" may be deleted from recommendation (1).

CHAPTER VI

Post-Graduate Training and Research : Arts & Sciences

(i) The Board approved recommendations (1) and (3) to (14).

(ii) The Board observed that a *viva voce* examination is not sufficient to test a candidate's general knowledge of the whole field of the subject and that a written examination, as well as, on some subjects, a practical test may be necessary. The words "an examination to test" should therefore be substituted for the words "a *viva voce* examination to test" in recommendation (2). It will be for the universities to decide what the nature of such an examination should be for different degrees.

CHAPTER VII

Agriculture

(i) The Board approved the recommendations (1) to (5) and (7) to (14).

(ii) It was felt that all agricultural colleges should be associated, where possible, with the new rural universities. The Board, therefore, recommended that the word "New" should be deleted from the recommendation (6) where it qualified agricultural colleges.

Commerce

The Board approved the recommendations (1) to (3).

Education

The Board approved the recommendations (1) to (7).

Engineering and Technology

(i) The Board approved recommendations (1) to (7), (11) and (12).

(ii) It was agreed that in recommendation (8) the word "American" should be deleted before the word "Industries" and the words "of technological advanced countries" added after the word "Institutions".

(iii) The Board recommended that the words "including Cottage Industries" should be added after the words "new industries" in recommendation (9).

(iv) The Board decided that the words "controlled or" should be deleted from the recommendation (10) before the word "dominated".

Law

(i) The Board approved recommendations (1) to (3), (5) and (7) to (9).

(ii) The Board recommended that the recommendation (4) should read as follows :

"that a two-year degree course be offered in legal subjects, to be followed by a period of practical training prescribed by High Court".

(iii) The Board decided that recommendation (6) should be deleted.

Medicine

The Board approved the recommendations (1) to (8).

New Profession

The Board approved the recommendations made under this Section.

Professional Education

(i) The Board made the following general recommendations relating to Professional education :—

- (a) There should be an All India Council for each professional subject to prescribe proper standards.
- (b) All institutions for professional education, except those which form part of a university should be under the control of the Ministry of Education or of the State Department of Education concerned. In other words all educational institutions should be under a common educational authority and not under different government departments.

CHAPTER VIII

Religious Education

(i) The Board approved the recommendations (2) to (4).

(ii) The Board were of opinion that the words “may provide” should be substituted for the words “start work with” in recommendation (1).

(iii) It was decided to add “comparative study of religions” as subject no. 14 under (iii) and (iv) of Chapter V, Para 14 of the Report.

CHAPTER IX

Medium of Instruction

(i) The Board approved the recommendations (3), (4) (ii), (5), 6(i) and (7).

(ii) It was agreed that recommendation (1) should be substituted by article 351 of the Constitution, which reads as follows:—

“It shall be the duty of the Union to promote the spread of the Hindi language to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure this enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in other languages of India specified in the 8th Schedule and by drawing wherever necessary or desirable, for its vocabulary primarily on Sanskrit and secondarily on other languages”.

(iii) After considerable discussion recommendation (2) was accepted by the Board, with two members dissenting.

(iv) The Board were of opinion that the word “Higher” should be deleted before the word “Secondary” in recommendations 4(i) and 6(ii).

NOTE :—Discussion of this chapter also disposed of the item 1(b) of the agenda. (Report of the Committee on Medium of Instruction at the University Stage).

CHAPTER X

Examinations

The Board generally approved the recommendations (1) to (8).

CHAPTER XI

Students, Their Activities and Welfare

- (i) The Board approved the recommendations (1) to (11) and (13) to (48).
- (ii) The Board recommended that the words "Degree" and "leading to a doctorate" should be deleted from recommendation (12).

CHAPTER XII

Women's Education

The Board generally approved the recommendations (1) to (8).

CHAPTER XIII

Constitution and Control

The Board generally approved the recommendations (1) to (11).

CHAPTER XIV

Finance

The Board generally approved all the recommendations (1 to 6) in this Chapter and added that the recommendations of the University Education Commission, as accepted by the Board, would be totally unfruitful if the financial support of the Government of India was not forthcoming. They, therefore, urged the Government of India to make a definite beginning from 1951-52.

CHAPTERS XV AND XVI

Banaras, Aligarh and Delhi Universities and Other Universities

In regard to the recommendations contained in these chapters the Board endorsed the Commission's recommendation (1) in Chapter XV in respect of Aligarh and Banaras Universities. With regard to the other recommendations in Chapters XV and XVI the Board resolved that the central government should take up the matter with the individual universities and states concerned and take such steps as may be necessary.

CHAPTER XVII

New Universities

The Board approved the recommendations (1) to (5).

CHAPTER XVIII

Rural Universities

The Board approved the recommendation of the Commission in this Chapter.

After completing the consideration of the Report of the University Education Commission the Board desired to place on record their warm appreciation of the Commission's work.

Item I (b).—Please see note above under Chapter IX of the Report of the University Education Commission [Item I (a)].

Item II.—The Board recorded the views of the universities in regard to the private coaching institutions.

Item III.—The Board recorded the replies from the state governments relating to the private practice by government Medical Officers.

Item IV.—*The* Board then took up the question of encouraging and popularising Hindi particularly in non-Hindi areas. Dr. Tara Chand explained that certain suggestions including the following were already before the Government of India but that the latter would welcome further suggestions from the Board :—

- (1) For all examinations for recruitment to Central Services there should be a compulsory paper in Hindi.
- (2) All employees of the central government should be required to pass a test in Hindi.
- (3) There should also be prizes for such government servants whose mother tongue is not Hindi and who acquire proficiency in the language.
- (4) Special efforts should be made to spread Hindi in non-Hindi speaking areas and the Government of India should support such efforts.

A general discussion followed and the following further suggestions were made by several members :

- (1) If Hindi is to become effectively and quickly the Federal Language it should, to begin with, be such as can be commonly understood.
- (2) A distinction should be made between the written and spoken Hindi. While the latter should be easy so as to be commonly understood, the former should draw more and more from Sanskrit so as to bring Hindi closer to the languages of non-Hindi speaking areas, such as Bengal, Assam and Maharashtra.
- (3) Every university, especially those in the non-Hindi areas, should open a Hindi Department so that university students who wish to study the language may have the necessary facilities.
- (4) Universities should undertake publication of Hindi books on the subjects taught in the graduate and post-graduate classes. The Government of India should, if necessary, render financial help to these universities for this purpose.
- (5) A prize may be instituted by the Government of India to be awarded to the author of the best Hindi publication for the year.

Item V.—The Board accepted the invitation of the Hon'ble Minister for Education, Travancore and Cochin to hold the next meeting at Trivandrum.

Item VI.—The Board considered their recommendation relating to the consti-stitution of the standing committees, made at their last meeting in January 1950 and resolved that there should be three standing committees, *viz.*, Basic and Secondary Education Committee, Higher Education Committee and General Purposes Committee. Each Committee should consist of 15 members to be nominated by the Chairman of the Board and meet, if necessary, twice a year.

The meeting then adjourned with a vote of thanks to the Chair.



Shri B. G. Kher

(xviii) EIGHTEENTH MEETING—JANUARY, 1951

THE Hon'ble Shri P. Govinda Menon, Minister for Education, Travancore-Cochin welcoming the members of the Board said :

“Members of the Central Advisory Board of Education,

I have great pleasure to welcome you all to this ancient city and capital of Travancore-Cochin. Most of you come from distant parts of our large motherland and having travelled long distances must be in need of some rest and peace. This city, I hope, will give you the needed atmosphere to restore you to your normal health and mental peace. Kerala has always been a place of some attraction to visitors from all parts. Situated on the gentle slopes of the Western Ghats and lashed by the waves of the Arabian Sea, Trivandrum has many attractive features of appearance, artistic grace and climatic comforts to keep inviting visitors. Besides, to provide variety there are various places in and around this charming city which have importances of their own. The lands-end of India, Cape Comorin, is close by Sucheenram, a temple of grace and fame, is still closer by; Padmanabhapuram and Udaya Giri associated with the adventures of European Sailors of the 16th century are in proximity—Kelady the birth place of Shankaracharya, is not far off. The natural harbour of Cochin is hardly 130 miles away. The high ranges with their graceful hills and dales, and rivers and rivulets, and health resorts, are a rich pasture of even the most fastidious of tourists. The game sanctuary at Edapalyam is a treat indeed even to the torpid. You are welcome to the repast. I know that you are not here to rest or to enjoy. Work and sacrifice are the lot of patriotic Indians of the day, and I realise well the purpose for which you have travelled this long distance and assembled in this city. But there are places where the pressure of work will be lightened by the pleasure of the atmosphere, and you will presently find that the tasks that face you will sit very lightly on you during the days of your sojourn in the place because of the natural pleasantness of the environment.

“It is in the fitness of things that this distinguished gathering should be assembled in this capital of Travancore-Cochin. Delhi, the capital of India, is far away from here. India is a continent and these outlying parts are only like specks, when day-to-day activities of our country are taken into consideration. Loyalty, love and respect function properly only in known circles, and it is the duty of those in the front rank of our country to keep themselves in touch with even the remotest, by constant contacts and consultations.

“There are also matters of pure educational interest which call the gathering to this place. Travancore-Cochin is in the front rank of states in the educational activities of our motherland. The State has a population of over 75 lakhs, and 15 lakhs of these are school-going children. Within the 5-10 age range about 70 per cent. of the children attend schools. There is an efficient system here for the education of these children. There is over another quarter of a lakh of youth, receiving instruction

in the colleges. There are 29 colleges, about 500 high schools with middle schools attached, about 700 middle schools without the high schools, about 4000 primary schools and about 120 special schools meeting different interests in this small State of Travancore-Cochin. The special schools are for communities variously handicapped like certain sections of the Brahmins, the Muslims, the Backward Classes, and the physically and mentally handicapped. The school to give training in the basic system, schools for Sanskrit and schools for training teachers also come under this category.

“We are spending about two crores and sixty-five lakhs of rupees besides the grant to the University of Travancore, on education.

“It is indeed a privilege to meet you all, such distinguished practical men who are at grips with the actual problems of the day. We are ourselves at the grips with several of them. It is a help and a prop to have here other minds at grips with similar problems.

“One of the major problems we have taken up for tackling in the State is the problem of the “Private School Teachers”. Private schools in this region have a long and glorious history of service behind them. Recently a rush for quantity at the risk of quality has taken place, and the country has been covered with a number of institutions which have created problems difficult of solution. These are further complicated by the present economic situation in the country. When money had greater value than today and when people could have lived on small income, it was not difficult for the teachers to get on with the incomes they were receiving. But that position has changed. The growth of the schools has increased the number of teachers in the profession, and the number of families dependant on the profession has also increased consequently. Their problem has now become the problem of major section of the population of the country. It could therefore be put off no longer. The government examined the question from the various sides, and prepared a scheme in consultation with all interested in the matter. The scheme requires private managements to remit 80 per cent. of the fee collection of their schools into the Treasury towards the salary of teachers. The remaining 20 per cent. is left with the managements for contingent expenses. The teachers are given a satisfactory scale of pay uniformly in all the institutions and a Provident Fund benefit. The teacher is to receive his pay from the managements, who, in their turn, have to draw the same from the Treasury by means of bills countersigned by the Inspectors under whom the schools function. The money required to pay the teachers over and above the 80 per cent. of the fee collections will be met by the government. This amount will be about Rs. 30 lakhs a year. To stabilise the appointment and recruitment of duly qualified teachers, it was also announced that the Director of Public Instruction and the Public Service Commission would annually call for applications, select qualified hands and publish a list of all eligible persons from which the managements will choose and appoint their teachers. The scheme was well meant and well thought out. Over 500 schools have already come into the scheme and it is hoped that the remaining would soon follow.

“Another scheme we have taken in hand is the introduction of the basic system of education in the State. There are already a few basic schools. They are private institutions and none of them has enough number on its staff. We have, therefore, started a school for training teachers for the basic schools. The Headmaster and teachers of this school are trained at Sevagram, and we expect to open a number of basic schools as qualified teachers come out of this institution.

“Social education has been taken up in all earnestness. In these days of adult franchise, the problem has become one of pressing necessity. The printed word is the main method of enlightened contact. Platform, radio, film, etc., are all means, but they are temporary means and no lasting contact can be established by them. Present-day governments live on the voice of the people. All sorts and conditions are making their demands on this voice, and no live government can afford to ignore this voice. The word and the printed and readable word at that should be the instrument that keeps a people and their government in contact. We are starting very soon a Research, Demonstration and Training Centre, and teachers trained in the technique of imparting instruction to adults, will soon come out of this institution fitted to take up this task. We have further been able to establish a network of libraries and night schools all over the State.

“A scheme of compulsory education is well on the move. Our idea is to make the scheme State-wide within ten years. This scheme is now working in nine taluks in the State, and its further extension is being held up for want of funds. Preliminary statistics are being collected in the two taluks of Chittoor and Shencotta, and it is hoped that the scheme will be extended there in the coming year.

“A large problem facing us is the provision of noon meals at least for the poor school-going children. In Cochin area a very successful scheme is under work, and the poor school children are being given their free mid-day meal. In the Travancore area, in seven out of nine taluks under compulsory system, free noon meals to the necessitous are being supplied. The problem, however, is large, and is perhaps the largest problem that faces the scheme of introduction of compulsory education.

“It is our aim to see that in due course every boy and girl receives education up to the age of 11. We have already taken a step in this direction by making the rate of fee in the middle school exceedingly low.

“We have a scheme for the education of the Backward Classes in the State. It is happily progressing and we expect very measurable fruits from our endeavour in this line in the near future.

“The State is keenly conscious of the importance of technical education and we shall very soon be having a Central Polytechnic.

“In the field of university education we have taken long strides. The University College, Trivandrum and the Maharaja’s College, Ernakulam are just two of our larger institutions offering instruction in a variety of subjects and coaching students for the

higher degrees. The Central Research Institute of the University is doing very useful work. We have an efficiently run Engineering College in Trivandrum, and we hope to start a Medical College early next year.

“Ladies and gentlemen, I have perhaps, tried your patience by giving a catalogue of our efforts, hopes, and fears.

“In the wake of the attainment of freedom has come the demand and need for a truly national system of education. With the fervent hope that your deliberations here will take us a long way towards this goal, let me once again accord to you a hearty welcome.”

2. His Highness the Rajpramukh of Travancore-Cochin inaugurated the session of the Board. He said :—

“Mr. Chairman, Members of the Board, Ladies and Gentlemen,

It is a matter of sincere gratification to me to inaugurate the Session of the Central Advisory Board of Education which is being held in Trivandrum. From the point of view of education, this State must have its attractions to educationists from all over India on account of the very high degree of literacy of the population of this State—perhaps the highest in India.

“We are now at a turning point in the progress of education in our country and educationists had been for some years feeling the need for the re-orientation of the system of education, and as far as university education is concerned, the “Radhakrishnan Committee” has been able to formulate definite proposals. I find that at the last meeting of the Board, this report was considered in detail and the Board substantially accepted the Committee’s far-reaching recommendations. Now that the recommendations of the Committee have been accepted, let us hope that they will immediately be implemented and we will be able to achieve the results envisaged therein very soon.

“I am glad to see that all other aspects of education are also being rightly brought under the review of the Board; for instance, the system of basic education, which to a great extent we owe to Gandhiji, is being pushed forward with renewed vigour. I also find that recently a large number of great National Laboratories have been organised in different parts of the country for research on scientific lines and that higher and lower technical institutions are also being set up. But if I might say so, definite and substantial benefits and steady progress in any field of useful activity can only be achieved in an atmosphere of peace and tranquillity. At the same time, I have no doubt that care will be taken to prevent the likely dangers of quick expansion and overlapping and that waste of money and energy will be prevented by proper planning effected as a result of free exchange of ideas.

“One other thing which I would like to mention before I conclude is the urgent necessity for remodelling secondary school education with a view to the proper development of character and the inculcation of discipline in the pupils ; for, it cannot be

gainsaid that the secondary school is the stage at which character building can effectively be undertaken. I am informed that the constitution of a Secondary Education Commission, which is recognised to be necessary, has only been postponed for the time being because of financial considerations. But I am sure that this difficulty will soon be solved and the proposal put into practice.

“Now I shall leave you to your agenda and in so doing, I wish you success in your deliberations and may I express the hope that the various problems of education which are confronting us today will be tackled by you with courage and imagination?”

3. Dr. Tara Chand, Educational Adviser to the Government of India, addressed the Board as follows:—

“MEMBERS OF THE BOARD,

I have been asked by the Chairman, Hon'ble Maulana Abul Kalam Azad, to convey to you his deep regret for his inability to attend this meeting of the Board. He was eagerly looking forward to meet all the members assembled here and to participate in your deliberations, but he was prevented by unforeseen circumstances to leave Delhi and he sends to you his apologies for his absence.

“He has also asked me to request Hon'ble Sri B. G. Kher, Chief Minister and Minister of Education of the Bombay State, to take the Chair at this meeting of the Board. I have no doubt you will agree with me that on this occasion when we have to discuss difficult problems of education which are causing us all anxiety no choice would be better. I hope that under his able guidance we will be able to devote our minds successfully to the solution of these problems.

“Had Maulana Sahib been here he would have told you how serious these difficulties are. When we started the financial year in April 1950 we were full of hope that at last the country had turned the corner and the central government would be in a position to help in the implementation of the schemes which we had planned—schemes of basic and social education, of expansion of technical education, improvement of higher education and survey and scrutiny of secondary education, besides others.

“The first shock to these hopes came from the terrible happenings in Bengal and soon after we began to hear the rumblings of hope shattering financial troubles. The result was that the plans which the states had drawn up reckoning upon the help promised from the centre had to be slowed down or abandoned, and naturally this caused a great deal of disappointment—if not resentment. We are not yet out of the woods and past experience has taught us to be cautious in the framing of educational schemes for the future.

“In spite, however, of the enormous obstacles which adverse financial conditions have created, it is a pleasure to record that in every state educational progress has been maintained although the pace of advance has not been as rapid as we wished. Every state is spending an increasing proportion of its revenue on education and is alive to the urgency and importance of improving both the quality and quantity of

education. And the experience of one state serves as an example and stimulus to other states.

“This is as it should be. India is one and indivisible and so are its problems, specially those of education. For the coherence, solidarity and strength of the nation largely depend upon common attitudes of mind and common ideals which all strive to realize together and education is the means for the attainment of these ends.

“And if I may, shall I say that the Government of India look upon this all India Advisory Board as the extra-constitutional Parliament for the formulation of these ideas and ends? Although the Board has no legal or statutory authority, it has a moral authority which the Government of India has treated as binding and which I hope the state governments are treating in the same manner. The authority of the Advisory Board is derived solely from the willing consent and cooperation of its members—among whom are responsible education ministers and accredited leaders of education in India. The cooperation of the Ministers gives that touch of realism and of what is capable of translation into practice without which our decisions would be like castles in the air, and the presence of eminent educationists guarantees that the Board will not allow itself to be overwhelmed by consideration of administrative convenience and will keep steadily before its gaze the goals towards which society should move.

“Education is an all-India affair, and education is an organic whole. It is difficult to determine priorities in its different aspects. We cannot say that for this year or during the next five years we will pay less attention to higher education or secondary education and concentrate only on basic and social education. Higher education and secondary education need as great and as immediate attention as primary education, for if our universities are neglected we will be neglecting the education for leadership in all departments of national life and obviously that will be disastrous. Secondary education is the hinge upon which depends the health and soundness of higher education for which it produces feeders and the strength and efficiency of primary education for which it prepares teachers.

“Without a well planned system of technical education which produces personnel for industry at all stages—skilled workers, supervisors, technicians, designers and inventors, we cannot build up a sound structure of industry and without rapid development of industry we cannot defend ourselves, we cannot fight famine, poverty, disease and ignorance.

“Basic education and social education are complementary. Without progress in basic education the blot of mass illiteracy cannot be wiped out, but without social education, mere basic education which benefits children only, the advance towards universal literacy is bound to be slow. Again we are realising more and more that social education is not a simple affair. Imparting of literacy is essential, but imparting of skills and know-hows of rural and urban economic and social life are equally important, and now we are becoming acutely conscious of the fact that if social education is to succeed, it must be education for an integrated social life by which the individual

is adjusted and harmonised to a social whole which is dynamic and progressive, and therefore these springs and motives of social education must lie not in a state organised machine, but in the realisation of its utility by the individual and in the independent striving by the individual and his group for betterment—moral as well as material.

“I hope these and other questions which are coming before you, will receive our earnest attention, and now may I request Hon’ble Sri B. G. Kher to take the chair.”

4. The Hon’ble Sri B. G. Kher then took the Chair and addressed the Board. He said :

“Kerala is a unique part of the country with all its beauty of backwaters and of its landscape with groves and groves of cocoanut palms, bananas and paddy fields, its interesting social customs and the advance it has made in education even amongst women. As I drove from Alleppy to Trivandrum I noticed throughout the journey large batches of school boys and girls with their books and little brass tiffin vessels and with earnestness on their faces. You will agree with me that this is a good place for an Educational Conference to meet.

“The three standing committees of the Central Advisory Board of Education have met and considered a number of important matters. The Standing Committee on Basic and Secondary Education had before it the case of secondary education in the different states and methods of greater uniformity and co-ordination in regard to standard and duration; also the question of acute shortage of textbooks and other suitable literature for basic and social education and of training social education teachers. The Higher Education Committee had to consider *inter alia* the recommendation of the University Education Commission pertaining to higher education with special reference to the requirements of rural areas and also the reorientation of the traditional indigenous institutions such as Pathshalas in the modern set-up of education, and the General Purposes Committee had before it the question of steps to be taken for the promotion of a youth movement in India and of Inter-State understanding and also the proposal to introduce Gandhian literature as a compulsory subject to be taught in all schools and colleges.

“You have got a heavy agenda before you. I cannot deal in my opening remarks with all the items on the agenda nor is it necessary to do so. Of the four immediate objectives the Central Advisory Board had placed before it the first two *viz.*, (i) the provision of basic education on a universal free and compulsory basis for all our school-going children; (ii) the provision of social education in order to wipe out the colossal illiteracy of our masses; touch the lives of masses of people of the present generation most vitally. We cannot borrow any ready-made system of education from other countries.

“Our task is to grow our own national system of education. It has been said that national systems of education as well as national constitutions or national literatures are the outward expression of national character and as such, represent the nation in distinction from other nations. The growth of the nations has been compared with

the growth of an individual and in this growth our past heritage and our environment—physical and social—as also our educational institutions are important factors. Basic education can stand the scrutiny of any experts and has rightly been adopted as a solution of the peculiar educational problems of India. The training of teachers is the first hurdle which we have to overcome and one of the items on our agenda is to consider the question of the acute shortage of textbooks and other suitable literature and to set up a committee. In addition to textbooks we require juvenile literature and it is suggested that a small committee of experts in basic and social education to advise government on general policy and on the preparation of such publications should be set up. I hope you will agree that this is a very important matter.

“Another question which is engaging the attention of the Board as also of all the state governments is the question of secondary education and the necessity to devise methods for greater uniformity and co-ordination at least in regard to standard and duration. The Government of India is not now in a position, it appears, to establish a Secondary Education Commission which it had hoped to do.

“What should be the duration of secondary education will have to be considered and incidentally what is the proper age of admission to a university and the standard of education. In this connection you will consider the questions which constitute item No. 8 on your agenda.

“As regards the medium of instruction of higher education the Board has already decided that English should be replaced as early as practicable by an Indian language and that English should be studied in high schools and in the universities in order that we may keep in touch with the living stream of ever-growing knowledge. With this change in the point of view from which English is to be studied in future the content of both primary and secondary education is bound to undergo a change for the better. I am hopeful that on the completion of 7 years’ basic education a student will have acquired the standard of knowledge which he now acquires at the Secondary School Leaving Examination or Matriculation stage and that at the end of his secondary education he will have acquired knowledge which a student now acquires only at the Intermediate Examination stage and he will be more efficient and self-reliant. Therefore the necessary books and literature in regional languages must be got ready as early as possible.

“In the 17th (Special) Meeting of the Board the Chairman discussed the question relating to the spread of Hindi specially in the non-Hindi areas. As English has to be entirely replaced by the federal language within a period of 15 years he emphasised the necessity of extensive preparations for this change-over and he suggested some measures. I understand that so far as the State in which we are meeting is concerned, they have appointed a Special Officer for the spread of Hindi and they are taking active measures for teaching it in schools.

“I would like to refer in this meeting to an important matter which is already over-due for consideration by the Board. With the advance of higher education a

large number of young men who have spent considerable time and money in acquiring higher education legitimately expect, if not very lucrative, at least some, employment which will help them to live and maintain those who depend upon them. If the State does not provide occupation and means of sustenance for them their energies are bound to be guided into anti-social channels. One hears complaints of indiscipline and unhealthy and premature political activities on the part of students. It is necessary that there should be some guidance from your Board for the leisure time activities of students, particularly the age-group of 14—20. Healthy recreation, sports, scouting, work camps, holiday camps will have to be provided as an outlet for the energies of the students while vocational guidance, employment bureaux and adjusting the educational systems to the needs of society are some of the directions in which the problem of educated unemployment will have to be tackled without delay. Research must be undertaken for finding out the aptitudes of children and free advice provided. This question is also engaging the attention of Unesco and I hope that if not in this, in some other session special time will be devoted to the consideration of this important subject.

“There is a proposal to introduce Gandhian Literature as a subject to be taught in all schools and colleges and a small committee may go into this question.

“It is not possible for me to deal with all the important problems affecting our work but there is no doubt that it will not do for us merely to point to financial stringency as the cause of all our failures. The self-supporting aspect of basic education which is the foundation of our whole educational system must in future engage our more careful attention. In my opinion in our great desire to convince the opponents of basic education about its necessity and benefits we have been rather apologetic in regard to emphasising its self-supporting aspect which Mahatma Gandhi considered as an essential part of his scheme.

“On this occasion I will not do more than refer to it as pointing to a direction progress in which it will provide us with solution for most of our difficulties.”

5. The agenda before the Board was as follows :

- I. (a) To report that the proceedings of the sixteenth and seventeenth meetings of the Central Advisory Board of Education held at Cuttack and New Delhi in January and April 1950 respectively, were confirmed by circulation to members and that copies of the approved proceedings were sent to state governments and universities.
- (b) To welcome the new members of the Board and to record appreciation of the services rendered by those who have since ceased to be members.
- II. (a) To receive a report on the progress of the educational development plans implemented by the state governments.
- (b) To receive a report on the progress of the educational development plans implemented or proposed to be implemented by the Government of India.
- (c) To receive a report on the progress of basic (primary & middle) education.
- (d) To receive a report on the progress made in the field of technical education.
- (e) To receive a report on the progress made with the Modified Overseas Scholarship Scheme.

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- (f) To receive a memorandum of the Government of India Scheme of Scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes.
 - (g) To receive a report on the activities of the Central Bureau of Education.
 - (h) To receive a report on the work of the Committee on Children's Literature appointed by the Government of India.
- III. To receive reports from the Government of India and state governments as to the action taken on the recommendations of the Board at their 16th & 17th meetings.
 - IV. To receive and consider the views of the Inter-University Board in regard to the matters referred to them.
 - V. To receive a report on the action taken by the Chairman of the Board to constitute the standing committees in accordance with the Board's resolution on the subject passed at their seventeenth meeting.
 - VI. To receive a report on the action taken by the Government of India in regard to the rehabilitation of students and teachers displaced from Pakistan.
 - VII. To consider the question of secondary education in the different states and devise methods for greater uniformity and coordination at least in regard to standard and duration.
 - VIII. To consider the suggestion that, in the conditions prevailing in India today, it will accelerate the progress of education and literacy in the Union if Forms III and VI examinations in South India and similar examinations, if any, elsewhere are thrown open to candidates without any age restriction.
 - IX. To consider steps to be taken for the promotion of a Youth Movement in India.
 - X. To consider steps to be taken for the promotion of inter-state understanding.
 - XI. To consider the question of acute shortage of textbooks and other suitable literature for basic and social education and to set up a small committee of experts in basic and social education.
 - XII. To consider the difficulties experienced in regard to the relationship between the government and local bodies in regard to the administration of elementary education.
 - XIII. To consider the question of medium of examination in non-language subjects in examinations for the admission of boys into preparatory institutions for the Army, Navy and Air Force and the Merchant Navy.
 - XIV. To consider further the recommendations of University Education Commission pertaining to higher education with special reference to the requirements of rural areas.
 - XV. To consider the question of training social education teachers.
 - XVI. To consider a proposal to introduce Gandhian Literature as a compulsory subject to be taught in all schools and colleges.
 - XVII. To consider the reorientation of the traditional indigenous institutions such as Pathshalas in the modern set-up of education.
 - XVIII. To consider the question of abolition of corporal punishment in schools in India.
 - XIX. To consider the report of the Expert Braille Committee regarding the revision of the Indian Braille Code in accordance with the recommendations of the international Braille Committee convened by the United Nations Educational, Scientific & Cultural Organisation.
 - XX. To consider recommendations from the United Nations Educational, Scientific and Cultural Organisation for the improvement of education during 1951.
 - XXI. To fix the venue and dates of the next meeting of the Board.

6. *Proceedings*.—The Board then proceeded to the consideration of the business on the agenda

Item I (a).—The Secretary reported that the proceedings of the 16th and 17th meetings of the Board held at Cuttack and New Delhi in January and April, 1950, respectively, had been confirmed by circulation to members and that copies had been sent to state governments and universities. Copies would also be put on sale.

Item I (b).—The Chairman welcomed the new members of the Board (Annexure A), and the Board recorded appreciation of the services of those members who had since retired. (Annexure B).

The Chairman then referred to the sad and untimely death of Shri Gopi Nath Bardoloi, late Chief Minister of Assam and one of the most active and devoted members of the Board. All members stood in silence for a minute as a token of respect to the memory of the deceased member.

Item II (a).—The Board received a report on the progress of the educational development plans implemented by the state governments :—

- (a) The Board also noted that very little was contained in the progress reports from the state governments about anything other than purely academic activities. It was, therefore, resolved that—

Progress reports from the state governments should deal with all educational and cultural activities, and, for this purpose, the Government of India should clearly indicate to the state governments the lines on which those reports should be submitted.

- (b) It was further resolved that—

The Scheduled Castes and Backward Classes may be encouraged by award of stipends but there should be no special hostels, schools or classes exclusively for them.

- (c) The Board noted the scheme of Young Farmers' Clubs organised by the Government of the Punjab and directed that it may be circulated to all other states for information and such action as may be desirable and possible.

- (d) The Board recommended that the Government of India should take in hand the preparation of a brochure giving a statement of the work which is being done in the country in the field of physical education.

Item II (b).—The Board received a report on the progress of the educational development plans implemented or proposed to be implemented by the central government :—

- (a) The Board recommended that if the Central Institute of Education was to justify its existence it should function mainly as a post-graduate institute for advanced research in Education and not merely as a Teachers' Training College, except to provide for the needs of the Part C and D States.

- (b) The Board recommended that the Scientific Terminology Board, appointed recently by the Government of India, should have before it all the work that has been done already in different parts of the country by the state governments, universities and literary organisations.
- (c) The Board recommended that the following suggestions may be referred to the proposed Conference on Hindi :—
 - (i) Comparative vocabularies of basic and cognate Hindi words prevalent in different states may be compiled and
 - (ii) an adequate number of periods should be devoted to the teaching of Hindi in secondary schools in non-Hindi speaking states.

Item II (c).—The Board received a report on the progress made in the field of basic (primary and middle) education :—

- (a) The Board noted that the progress made in the states with regard to basic (primary) education was not as satisfactory as it might be because funds provided by the Government of India and the state governments were quite inadequate. It was, accordingly, resolved that—

The Board strongly urges upon the Government of India and state governments to make more funds available for this essential national purpose.

- (b) The Board, noting the progress made with regard to basic education, reiterated its resolution passed at their 16th Meeting that the Government of India should further investigate the productive aspect of basic education and report the results to a committee of experts, to be nominated by the Chairman of the Board.
- (c) The Board also resolved that in future the per capita cost on basic and primary education respectively, should be reported by the state governments.

Item II (d).—The Board received a report on the progress made in the field of technical education :—

- (a) The Board considered the decision of the All India Council for Technical Education arrived at their meeting held on 24th and 25th July, 1950, regarding the Council acquiring statutory authority to affiliate technical institutions and confer degrees in Engineering, Technology and Commerce and resolved that :

The right of universities to impart technical education and to affiliate institutions should not be curtailed or prejudiced in any manner.

Item II (e).—The Board received a report on the progress made with the Modified Overseas Scholarships Scheme and recommended that the candidates sponsored by the state governments and universities other than the central universities, should also be eligible for Overseas Scholarships under the same conditions as the candidates sponsored by the universities and institutions under the central government.

Item II(f).—The Board received a memorandum on the Government of India scheme of scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes.

Item II(g).—The Board received a report on the activities of the Central Bureau of Education :—

- (a) The Board noted with regret that only three states had so far sent in the information for 1949-50 which should have been received three months ago and resolved that the attention of the states should be drawn to the need for sending promptly and carefully the information and statistics required for compiling reports on education in India.
- (b) The Board recommended that the educational statistics regarding progress of education in India for the year 1949-50 be brought out first and those for previous years may be published later.

Item II(h).—The Board considered and adopted the report of the Committee on Children's Literature appointed by the Government of India.

Item III.—The Board considered the action taken by the various state governments and the Government of India on the recommendations of the Board made at their 16th and 17th meetings.

- (a) It was resolved that—

The Board regrets to note the position in regard to levy of capitation fees. The states concerned may once again be urged, in the interest of national unity and harmony and justice to students in less flourishing states, to abolish capitation fees in respect of students not sponsored by state governments.

- (b) The Board noted that the response so far from the states regarding the suggestions of the Board made at their 17th meeting in connection with encouraging and popularising Hindi specially in non-Hindi States was satisfactory but that the suggestion No. 6 made by the Board might be reconsidered in the light of Article 351 of the Constitution.

Item IV.—The Board noted that the dates for the present meeting of the Board had been fixed in order to meet the convenience of the Inter-University Board, but no comments or recommendations had so far been received from them.

Item V.—The Board noted the action taken by the Chairman of the Board to constitute the standing committees.

Item VI.—The Board received a report on the action taken by the Government of India in regard to the rehabilitation of students and teachers displaced from Pakistan.

Item VII.—The Board considered the question of secondary education, with particular reference to the need for greater uniformity and co-ordination, at least in regard to standard and duration, and reiterated the resolution passed at their 15th Meeting that the question of secondary education was of such vital importance and

involved such important and urgent issues that a Secondary Education Commission should be appointed by the Government of India at a very early date.

Item VIII.—The Board considered the desirability of relaxing the age limit for public examinations at the school stage and resolved that as a temporary measure only age restrictions on private candidates for sitting at these examinations should be withdrawn.

Item IX.—The Board considered the question of how best to promote a well organised Youth Movement, which will provide useful and constructive activities for the youth, and resolved that an expert committee may be appointed by the Chairman to consider the desirability and feasibility of such an organisation.

Item X.—The Board endorsed the suggestions made by the Hon'ble Minister for Education to the state governments regarding promotion of inter-state understanding and resolved that they may be requested to reconsider those suggestions sympathetically.

Item XI.—The Board considered the question raised in regard to the supply of textbooks and other suitable literature for basic and social education and resolved that a committee may be appointed by the Chairman to examine the whole question of literature for social education.

Item XII.—The Board considered the question raised in regard to the difficulties experienced in regard to the relationship between the state governments and local bodies in respect of the administration of elementary education and noted that a committee may be appointed by the Chairman to examine the question thoroughly.

Item XIII.—The Board considered the question of medium of instruction in non-language subjects in examinations for the admission of boys into preparatory institutions for the Army, Navy, Air Force and Merchant Navy and resolved that—

The question of teaching of English in secondary schools should be examined by the Government of India in relation to its bearing on the question of recruitment to the services from all points of view and in consultation with the Defence and Home Ministries and a report placed before the Central Advisory Board of Education at their next meeting.

Item XIV.—The Board considered the question of higher education with special reference to the requirements of rural areas and recommended that the Government of India may appoint a committee to enquire into the experiments that are being carried on throughout India in rural education at the collegiate stage.

Item XV.—The Board considered the question of training of social education teachers and resolved that it should be investigated by the same committee as recommended under item No. XI above.

Item XVI.—The Board considered a proposal to introduce Gandhian Literature as a compulsory subject to be taught in all schools and colleges. They felt that it would

be undesirable to introduce compulsion in a matter like this, but they recommended that the attention of the state governments should be drawn to the obvious desirability of the life and teachings of the Father of the Nation being studied in all educational institutions.

Item XVII.—The Board considered the question of reorientation of traditional institutions, such as Pathshalas, in the modern set up of education and recommended that the attention of the state governments may be drawn to the desirability of putting institutions such as Pathshalas on a sound basis.

Item XVIII.—The Board considered the question of abolition of corporal punishment in schools. They did not think it necessary to make any recommendation on the subject but resolved that the attention of the state governments may be drawn to the question.

Item XIX.—The Board considered the report of the Expert Committee on Braille regarding the revision of the Indian Braille in accordance with the recommendations of the International Braille Committee convened by the United Nations Educational, Scientific and Cultural Organisation. They also had before them a supplementary memorandum regarding another conference to be convened shortly by Unesco. It was resolved that—

The Expert Committee on Braille may be authorised to accept any minor changes which it may consider necessary as a result of the forthcoming conference being convened by Unesco, but no important changes should be accepted without the previous approval of the Board.

Item XX.—The Board received a summary of the recommendations from the United Nations Educational, Scientific and Cultural Organisation for the improvement of education during 1951.

Item XXI.—The Board decided to hold the next annual meeting at New Delhi in January, 1952.

Dr. Shyama Prasad Mukherjee moved a vote of thanks to the Chair which was carried amidst applause. The Chairman made a suitable reply and thanked the members for their cooperation.

7. The Chairman moved a vote of thanks to the Travancore-Cochin Government for the excellent arrangements they made for the meeting and for the stay of members. The resolution was carried amidst applause.

ANNEXURE A

New Members

1. Dr. H. J. Bhabha.
2. Hon'ble Shri Omeo Kumar Das, Education Minister, Assam.
3. Dr. P. S. Deshmukh.
4. Dr. S. R. Sen Gupta.

5. Dr. Amarnath Jha.
6. Hon'ble Shri B. N. Jha, Education Minister, Rajasthan.
7. Hon'ble Shri G. B. Kotak, Education Minister, Saurashtra.
8. Pandit Sundar Lal.
9. Smt. Hansa Mehta.
10. Hon'ble Shri M. S. Mehta, Education Minister, Madhya Bharat.
11. Dr. Shyama Prasad Mukherjee, M.P.
12. Hon'ble Shri B. Ramakrishna Rao, Education Minister, Hyderabad.
13. Hon'ble S. Gian Singh Rarewala, Education Minister, Pepsu.
14. Shri M. Satyanarayana, M.P.
15. Hon'ble Shri T. Siddalingiah, Education Minister, Mysore.
16. Shri M. S. Thacker.
17. Maj. Gen. K. S. Thimayya.
18. Mr. K. Zachariah.
19. Syed Ashfaque Husain, Deputy Secretary, Ministry of Education and Secretary, Central Advisory Board of Education.

Out-going Members

1. Late Shri Gopinath Bardoloi, Chief Minister and Education Minister, Assam.
2. Mirza Mohd. Ismail.
3. Pandit Govind Malaviya.
4. Shri P. N. Mathur, former Education Minister, Rajasthan.
5. Shri Balwant Rai G. Mehta, former Education Minister, Saurashtra.
6. Dr. A. H. Pandya.
7. Dr. Raghuvira, former Member of Parliament.
8. Mrs. Renuka Ray.
9. Maj. Gen. Mahadeo Singh.
10. Shri Kalu Ram Virulkar, former Education Minister, Madhya Bharat.

(xix) NINETEENTH MEETING—MARCH, 1952

THE Chairman of the Board, the Hon'ble Maulana Abul Kalam Azad, welcoming the members addressed the meeting. Summary in English of his speech in Hindi is given below :—

“FRIENDS,

This is the fifth annual meeting of the Central Advisory Board of Education since the attainment of independence. We have also just concluded the general election in the country and a new government is about to be formed. It seems to me a fitting occasion to review the work that has been done during the last five years and draw up our plans for further expansion of education in the country.

“You will remember that on the very first occasion that I had the pleasure of addressing you, I placed before you a five-fold programme for the expansion of education in the country. This, I said, must include—

- (a) universal compulsory basic education for all children of school-going age,
- (b) provision of social education for our adult illiterates,
- (c) improvement in the quality and expansion of the facilities of secondary and higher education,
- (d) provision of technical and scientific education on a scale adequate to the nation's needs, and
- (e) measures for enriching the cultural life of the community by encouraging the arts and providing facilities for recreation and other amenities.

“You are all aware that these last five years have been a period of immense difficulty and stress. In fact we have, throughout this period, been living from one crisis to another. We can, however, find some satisfaction in the fact that in the midst of these vicissitudes and crisis, the progress of education has been maintained, even though the rate of progress has not been as rapid as we could wish. I must also confess that when the first government of free India was formed, our enthusiasm was unbounded. We therefore planned educational development on a scale which, on account of various factors, could not be sustained, and we have perforce had to slow down our progress.

“I will now review very briefly some of the achievements attained in different fields during the last five years.

“In the field of elementary education, you will remember that the central government have, on the recommendations of the Kher Committee, accepted a sixteen-year programme in place of the original programme of forty years. We decided that the scheme should be first tried out in the Centrally Administered Areas as an experiment and example for the rest of the country. Accordingly the programme is now in full operation in the Delhi State. A beginning has been made in Ajmer, and it is proposed to follow up the programme in other Centrally Administered Areas. The other

states have not yet been able to give full effect to the programme but they are also proceeding with the gradual conversion of ordinary primary schools into junior basic schools. Facilities for training of teachers in basic education have considerably expanded and are expanding. I have advisedly referred to the programme in the Centrally Administered Areas as an experiment. We must always remember that no educational system can be regarded as final or sacrosanct. We must never shut the door on the development of improved methods and techniques.

“I would like to make special reference to the establishment of the Central Institute of Education. This is meant primarily as an institute of research and has already opened out several promising lines of experiment and enquiry. One interesting experiment it has undertaken concerns the adaptation of basic education to the needs of the urban community. Another experiment seeks to find out cheap media of audio-visual education suited to the requirements of our rural areas.

“In the field of adult education, these five years have brought about a welcome change in the conception of the nature and purpose of such education. Instead of concentrating on literacy, as was generally done in the past, we are now planning education for the adult on broader and more liberal lines. One of your committees laid down that the aim of such education is not merely to impart literacy but to give the adult training in all aspects of citizenship. To mark this change in conception, the nomenclature has also been changed, and we now describe it as social education. This new conception, which has been accepted by all the states, is in consonance with the principle of fundamental education as enunciated by Unesco and is now being implemented throughout India.

“In this connection I might make a special mention of the scheme of social education which has been worked out for Delhi. Our aim is to eradicate illiteracy from the state in the course of the next three to five years. A janata college has been established for training promising young men from villages in rural leadership. A new type of public library has been set up in cooperation with Unesco with a progressive and many-sided service for adults, children and women. It will cater not only to the needs of the Delhi citizens but serve as a centre of social education for developing new techniques in this field of work. I am sure its progress will be watched with interest not only throughout India but in the whole of South East Asia where it is the first venture of its kind.

“Delhi has also developed a scheme of Travelling Exhibitions and Educational Melas which have evoked considerable interest and enthusiasm among the rural people. A caravan of jeeps and other vehicles takes the exhibition to the villages and serves to stimulate interest among men as well as women. This is followed by intensive literacy work by a band of teachers who are especially allocated to the area and conduct social education classes for a period of a month to six weeks. After this intensive campaign, the work of continuation classes is entrusted to local teachers and social workers who are being gradually trained in the janata college.

“You are aware that our system of secondary education has been almost entirely academic and literary. During the last five years, some of the states have, however, introduced the principle of diversification not only by establishing agricultural and technical high schools but also by including as options many vocational subjects in the ordinary schools. The problem of diverting a large proportion of children from purely literary education to various vocations and professions is receiving increasing attention at the centre and in the states. You have been rightly pressing that the whole problem of secondary education, in its various aspects, should be surveyed by the establishment of a Secondary Education Commission on an all India basis. I am happy to inform you that the government have accepted your recommendation and we hope that the Secondary Education Commission—which will have among its members experts from foreign countries as well—will start work in autumn this year.

“What I have said about secondary education also applies largely to university education. Till recently, our courses did not offer a sufficient variety or choice. Besides, the old system of university education was devised mainly to train up young Indians to serve the ends of an alien administration. Now, however, the need of university trained men for purposes of administration, defence, commercial and industrial expansion has increased manifold. On your advice, the government appointed the University Education Commission under the distinguished chairmanship of Professor Radhakrishnan. The recommendations of that Commission have already been endorsed by you and have been generally accepted by the government. Legislation has already been undertaken to give effect to some of these recommendations so far as they affect the three Central Universities of Aligarh, Banaras and Delhi. In accordance with these recommendations, Viswabharati has been constituted into a fourth Central University. It has also been decided to set up a University Grants Commission and I hope that it will start functioning in the coming financial year. We have in hand certain proposals for the improvement of standards in universities throughout the country and better coordination of facilities for education at the university level. Considerable grants have also been made to the universities for developing facilities in research and post-graduate education in the sciences. We are now considering what steps can be taken to help universities in developing their libraries and laboratories and improving facilities for the study of the humanities.

“It is, however, in the field of technical education that I can report the greatest progress during the last five years. On the recommendations of the All India Council for Technical Education and the Scientific Man-Power Committee, large grants have been made to universities and other higher technical institutions. In the first phase of the development programme, fourteen technical institutions in different parts of the country were selected and capital grants amounting to over Rs. 1½ crores and loans of over Rs. 32 lakhs were approved in 1949 for improving their capacity and their standards. Out of the amounts promised, over Rs. 90 lakhs as grants and Rs. 30 lakhs as loans have already been paid. During the same period over Rs. 135 lakhs have been paid as capital and almost half a crore of rupees as recurring grants to the Indian Institute of Science, Bangalore. As a result of these grants, the Institute is in a position today

to undertake post-graduate teaching and research in many of the fundamental branches of science and technology. The Delhi Polytechnic has also been greatly developed and will serve as the Faculty of Technology of the Delhi University.

“Last but not least, the Indian Institute of Technology at Kharagpur, which will impart teaching of the highest standard and provide facilities for research in many of the most important aspects of engineering and technology, was formally opened in August last year. The staff, which has been recruited for the Institute from many countries, includes some of the best experts available in the field. I have no doubt that the establishment of this Institute will form a landmark in the progress of higher technological education and research in the country.

“One of the main drawbacks in our system of technical education in the past has been the domination of a theoretical bias in many of the courses. In order to remedy this, steps have been taken to give young graduates facilities for practical training in industry and government technical establishments. Stipends and scholarships at different levels have been created to encourage promising young students to pursue further studies in their respective fields of science and technology.

“I should like to take this opportunity to acknowledge gratefully the assistance that we have received through the Unesco Technical Assistance Programme, under which the services of several distinguished technical experts have been made available to us and we have also received the offer of 9 scholarships and fellowships for our students and of equipment worth over \$100,000. Similarly under the Colombo Plan, we have received an offer of six mobile Cinema Vans which will be very useful in our expanding programmes of audio-visual and social education. In addition, a number of our teachers and other educational workers have been given the opportunity to receive training or participate in study tours under the Fulbright and allied schemes. All these are evidences of international cooperation in the field of education which are welcome not only on their own account but also because they help to promote better international understanding which is so surely needed today.

“You will see from the report which was submitted to the outgoing Parliament (a copy of which is included among your papers) that activities in other fields of education have also maintained a steady development. I can refer here only to a few of such activities.

“In the field of education of the handicapped, as a result of almost ten years' work, a Bharati Braille has been evolved for use throughout the country. A National Centre for the Blind has been set up at Dehra Dun, and we are trying to enlist the assistance of U.N.O. to develop it into an international centre.

“Steps have been taken to encourage the use of various forms of audio-visual aids on an increasing scale for purposes of education. A conference was held last year with an expert from Unesco for planning out a coordinated programme of audio-visual education for the country as a whole. Many of the state governments sent their representatives and a comprehensive programme of development is under preparation.

“Another interesting development during the period under review has been the institution of a system of cultural scholarships for helping students from different Asian and African countries to study in India. We felt that just as we were sending our students to Europe and America for studies in fields for which facilities do not exist in India, we should, in our turn, offer facilities to students of areas which lack in the facilities that we possess. The scheme also covers persons of Indian origin who have settled in these areas or in British colonies in different parts of the world. A beginning was made with 50 scholarships a year about three years ago. As a result of the success of the scheme, we are planning to increase the number to 100 scholarships a year from the coming financial year.

“I must also refer to the expansion in facilities for the education of students from the Scheduled Castes, Scheduled Tribes and Backward Classes. You will remember that till 1948-49, only about Rs. 3,50,000 were being spent for the purpose. The scheme has expanded rapidly. I am happy to inform you that about Rs. 15 lakhs were spent during 1951-52 on scholarships to such students. We propose to expand the scheme further, and a provision of Rs. 17½ lakhs has been made in next year's budget. We realize that even this is not adequate but I am sure that you will agree that to raise the figure from Rs. 3,50,000 to Rs. 17½ lakhs in the course of three years is not an inconsiderable achievement and is an earnest of the government's solicitude for the welfare of these classes. I can also assure you that we intend to add to the amount at the earliest possible opportunity.

“The last five years have also seen considerable increase in our international contacts in various fields. India is one of the Founder-Members of Unesco and has taken an increasingly large share in its manifold activities. The first Unesco Seminar in Asia on Rural Adult Education was held in India during 1949. The First Asian Youth Welfare Seminar was also held here in 1951 in cooperation with the Technical Assistance Administration of the United Nations. We also had in December last the Unesco Symposium on “The Concept of Man and The Philosophy of Education in East and West” in which leading thinkers from various countries of the world participated.

“Another important scheme which may be mentioned here is the launching of a systematic and coordinated five-year plan for the development and propagation of Hindi. You will remember that a Conference of all University Vice-Chancellors was convened in 1948 to discuss the question of change in the medium of instruction at the university stage. On the recommendation of that Conference and also as a result of consultations with other expert bodies, the government decided that the transition from English to an Indian language or languages should be spread over a period of years. To promote the objective, a Board of Scientific Terminology in Hindi has been set up with distinguished personnel for the preparation of a dictionary of basic scientific, administrative and other technical terms. Ten expert special committees in the various fields of science as well as a Committee of Philologists have also been set up for early execution of these plans. To give secretarial and other assistance to these committees

a new Hindi Section has been created in the Ministry. On the non-official level, a central organisation called the Hindi Shiksha Samiti, has been set up to advise the Ministry on matters relating to propagation and development of Hindi, especially in the non-Hindi speaking areas.

“I have given you a very brief survey of the developments that have taken place in the last five years. This can, however, be best measured if we look at the progressive increase in the funds allotted to education in our central and state budgets. 1947-48 was the Partition year. Figures for that year are not complete or fully reliable. But in 1946-47, *i.e.*, the year immediately preceding Partition, all the present ‘A’ States and the then Centrally Administered Areas together did not spend even Rs. 20.5 crores for education from government funds. The central budget for the year was considerably less than Rs. 2 crores. As opposed to this, the budget for 1951-52 for the ‘A’ States and the same Centrally Administered Areas amounts to about Rs. 47 crores. The budget of the Ministry of Education has also been raised to about Rs. six crores and we are planning for further expansion in the future.

“I must not, however, tire your patience by going into details about the various other activities of the Ministry during this period. Even the brief survey I have made will indicate to you that in spite of serious handicaps, progress has been maintained in all departments. While we can take legitimate pride in what has been done in the face of tremendous difficulties, no one is more conscious than myself of the fact that much yet remains to be done. I will not claim that the edifice of our system of national education has been built but I will claim that with due regard to the limitations set by the financial and other difficulties that we have had to face, the work that has already been accomplished is not inconsiderable and compares quite favourably with what was being done before 1947.

“Our resources, both material and human, are limited. If therefore we are to use them to the best possible advantage, we must have a clear picture in our mind of our order of priorities. In framing a national plan, we must therefore allot to education the important position which it deserves. I consider that planning education on a national scale is perhaps even more important than national planning in economic and industrial development. Economic and industrial development creates material goods. These can be used by people in different parts whatever be their source or origin. Education, on the other hand, trains the citizens, and if this training fails to inculcate the right attitudes and ideals or encourages fissiparous tendencies, the security and welfare of the community is at stake. Our reconstruction of national education must therefore aim at creating a unity of purpose among all our nationals and developing in them a common outlook which will transcend and harmonize in an attractive pattern the differences in history, background, language and culture that exist among various sections of the people.

“I am happy that a National Planning Commission has been set up to ensure that our material and human resources are put to the best use in the development of

the country. Such a Commission can indicate the objectives and prepare the blueprints but the fulfilment of the programme will depend upon the quality and character of our people. This quality and character can be improved only through a system of creative education in which all individuals are given the opportunity of developing their capacities to the fullest extent. I feel that national planning must therefore aim not merely at the utilisation of our existing resources but at the creation of a new type of mind. We want in India of the future men and women of vision, courage and honesty of purpose who will be able to play their part worthily in every field of national activity.

“This is what makes creative education so important for the future welfare of the nation. What is needed is not only an expansion in the facilities but also an improvement in the quality of education. This would mean an immense educational effort which unfortunately we cannot carry out on a nation-wide scale for lack of adequate finances. We must however do all we can to raise the standard of teaching and transform the educational ideology of our institutions at all levels. We can work out pilot projects on these lines in selected areas in each state. The Planning Commission has, in consultation with the Education Ministry, recommended the adoption of such a selective approach through the organisation of community projects which aim at developing improved methods and techniques in the fields of primary, basic, secondary and teachers’ education. Well-planned and systematic work on these lines is imperative. Unless the younger generations develop the necessary ability, character and idealism, all the schemes that we are preparing for the progress of the country will remain only paper projects. I am therefore convinced that one of the main tasks before us in the next five years is the development of our education in a way which will give us the citizens we need for creating a better and happier India.”

2. *Agenda* :—The Board was invited to consider the following agenda :—

- I. To welcome the new members of the Board and to record appreciation of the services rendered by those who have since ceased to be members.
- II. To report that the proceedings of the eighteenth meeting of the Central Advisory Board of Education held at Trivandrum in January, 1951 were confirmed by circulation to members and that copies of approved proceedings were sent to state governments and universities.
- III. To receive the following reports:—
 - (a) Report on the progress of the educational development plans implemented or proposed to be implemented by Government of India.
 - (b) Report on the progress of the educational development plans implemented or proposed to be implemented by the state governments.
 - (c) Report on the progress of basic (primary and middle), education.
 - (d) Report on the activities of Central Bureau of Education.
 - (e) Report on the development of audio-visual education in India.
 - (f) Report on the progress made in the field of technical education.
 - (g) Memorandum on the Government of India Scheme of Scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes.
 - (h) Report on the Government of India’s Overseas Scholarships Scheme.
 - (i) Report on the Cultural Scholarships Scheme.

CENTRAL ADVISORY BOARD OF EDUCATION

- (j) Report on education of the handicapped.
 - (k) Report on work of Indian National Commission for Cooperation with Unesco.
 - (l) Report on the work of Department of Archaeology.
 - (m) Report on the work of Department of Anthropology.
 - (n) Report on the work of Department of Archives.
 - (o) Report on the work of National Library, Calcutta.
 - (p) Report on the work of rehabilitation of students and teachers displaced from Pakistan.
- IV. (a) To receive reports from the Government of India and state governments as to the action taken on the recommendations of the Board at their 18th meeting.
- (b) To report the action taken on the recommendations of the Central Advisory Board of Education made at their 13th meeting held at Bombay in January, 1947 regarding air education.
- V. To consider the reports of the following committees of the Central Advisory Board of Education :—
- (a) The Committee on the Promotion of Youth Movement in India.
 - (b) The Committee on the Productive Aspect of Basic Education.
 - (c) The Committee on the Curriculum in Basic Schools.
 - (d) The Committee on the Production of Social Education Literature.
 - (e) The Committee on the Relationship of State Governments and Local Bodies to the Administration of Primary Education.
- VI. To consider Report of other committees appointed by the Government of India.
- (a) Report on the proceedings of the Conference of Professors of Psychology held at New Delhi in January, 1951.
 - (b) Report of the Conference of Professors of Philosophy.
 - (c) Report on work in connection with preparation of Scientific Terminology in Hindi and the popularization of Hindi in non-Hindi speaking states.
- VII. To consider the question of setting up an All India Educational Service.
- VIII. To consider the question of encouraging private studies among women and the affiliation of outside non-official institutions conducting correspondence courses to the central universities.
- IX. To report the action taken on the recommendation of the Central Advisory Board of Education at their 18th meeting held at Trivandrum in January, 1951 regarding teaching of English in secondary schools in relation to its bearing on the question of recruitment to services.
- X. To consider the medium of examination at the Matric stage for students who have studied in their mother-tongue which is different from the regional language prescribed as the normal medium of examination.
- XI. To consider proposals for establishing a minimum Health Service in schools.
- XII. To consider the question of the integration of basic and primary education.
- XIII. To consider the introduction of a paper in General Knowledge in School Final and University examinations.
- XIV. To consider the difficulties, created by the diminution of private endowments, donations, subscriptions to non-government educational institutions and the steps that can be taken for ensuring availability of funds for these institutions.
- XV. To consider the difficulties experienced in the adequate and punctual supply of paper for school textbooks.

- XVI. To consider measures to check growing indiscipline in schools.
- XVII. To consider certain proposals regarding the transfer of pupils from one state to another.
- XVIII. To consider the question of setting up an *ad hoc* committee of the Central Advisory Board of Education for Early Childhood Education and its affiliation to the World Council of Early Childhood Education.
- XIX. To fix the venue of the next meeting of the Board.

3. *Proceedings* :—The Board adopted the following resolutions :—

Item I.—The Chairman welcomed new members of the Board and expressed his appreciation of the services rendered by those who have ceased to be members. He referred specially to the outstanding contribution made to the work of the Board by Shri B. G. Kher who was due to retire shortly from the Chief Ministership of the Bombay State.

The names of new and retiring members are given at Annexure 'A'.

Item II.—It was recorded that the proceedings of the 18th meeting of the Board held at Trivandrum in January, 1951 had been confirmed by circulation to members.

Item III(a).—(i) The Board considered the report on the progress of the Educational Development Plans of the Government of India and suggested that detailed information regarding research work done in the Central Institute of Education and about the staff and development plans of the Lady Irwin College may be furnished to the members of the Board.

(ii) The Board recommended that special measures may be taken for training the staff of basic training colleges in the Central Institute of Education.

(iii) The Board recommended that the Chairman of the Central Advisory Board of Education may nominate a committee of the Board to be in touch with the Planning Commission with regard to the Development Plans.

Item III(b).—(i) The Board discussed the suggestion that state governments as well as the Centre should give block grants to the universities for a period of five years so that they could plan ahead with confidence. The Chairman informed the Board that a University Grants Commission would be set up in the very near future to examine this and allied questions and explained what type of constitution was contemplated for it.

(ii) The Board noted the progress in respect of development plans of the state governments and suggested that, in presenting the material regarding the development of educational schemes, the states be requested to make special mention of any variations from general recommendations of the Board and that information should be presented as far as possible in a tabular form.

(iii) The Board recommended that more than one meeting of the standing committees may be held during the year to consider, among other things, various development plans, and that necessary steps should be taken by the states to supply the required information promptly to the Ministry.

Item III (c).—The report was noted.

Item III (d).—The Board received the report and recorded its appreciation of the work done by the Central Bureau of Education.

Item III (e).—The Board received the report and noted its contents. It recommended that greater use should be made of the folk dramas, dances, ballad singers, etc., in the development of audio-visual education.

Item III (f).—The report was noted.

Item III (g).—The Board appreciated the fact of the increased grants made in recent years for scholarships to scheduled and backward classes and expressed the hope that even larger allocation of grants will be made in the future for this purpose, particularly scholarships to backward classes.

Item III (h).—The Board desired more information on the number of scholarships and fellowships offered under different technical assistance programmes and approved the Revised Overseas Scholarships only to teachers of universities and comparable institutions.

Item III (i).—The report was noted.

Item III (j).—The Board recommended that in view of the limited funds available, the centre and the state governments should try to utilise to a larger extent the services of non-official and voluntary agencies for providing education to different types of handicapped children.

Item III (k).—The Board received the report and noted its contents. They expressed the view that while some new members may be included in each delegation to the General Assembly of Unesco, there should always be a certain proportion of old members so as to give continuity to the work of the delegation.

Item III (l).—The Board received the report and noted its contents.

Item III (m).—The Board received the report and noted its contents.

Item III (n).—The Board received the report and noted its contents.

Item III (o).—The Board received the report and noted its contents.

Item III (p).—The Board received the report and noted with satisfaction the work done for the rehabilitation of students and teachers displaced from Pakistan. It, however, expressed its concern at the sudden withdrawal of the grants that were being given to educational institutions by the Rehabilitation Ministry and recommended that government should consider steps to make alternative arrangements for giving financial aid to them till such time as the state governments are progressively able to meet the expenditure involved. The Board also drew the attention of the government to the following points :—

- (a) need for temporary modification of the rules of retirement of teachers employed by local and private bodies in view of the exceptional circumstances created by the Partition,

- (b) recovery of dues to university teachers by the Punjab University for paper setting, examining and other similar work,
- (c) rehabilitation of displaced educational institutions, and
- (d) payment of the Provident Fund of teachers.

Item IV (a).—The Board received reports from the Government of India and state governments regarding action taken on the recommendations of the Board at their 18th meeting.

- (i) With regard to the recommendation II (a) para. (b), the Board noted the action taken and recorded its appreciation of what the central and state governments are doing to help the cause of the backward students. They however desired fuller information regarding facilities that are provided for Scheduled Castes, Scheduled Tribes and Backward Classes separately by different states. This schedule should be in accordance with the schedules mentioned in the Indian Constitution.
- (ii) The Board expressed the view that the progress of basic education needs to be accelerated.
- (iii) With regard to the recommendation of the Board on Item XIV about the appointment of a committee by the Government of India to enquire into the experiments that are being carried on throughout India in rural education at the collegiate stage, the Board recommended that this committee should also consider the question of suggesting changes in the syllabus and curricula of the existing universities in such a way as to meet the requirements of both rural and urban students and make facilities for higher education available to both types of students on equal terms.
- (iv) The Board considered the recommendation on Item XV and noted the action taken. The Board expressed the opinion that basic education centres should also be utilised for training social education workers.

Item IV (b).—The Board recorded the action taken on the recommendation of the Central Advisory Board of Education made at the 13th meeting held in 1947 and recommended that the attention of the states should be devoted primarily to the development of aero-model clubs in schools.

Item V (a).—The Board received the report and noted its contents. It emphasised the need for opening annual training camps to train scout leaders including guides. It also stressed the need for starting olympic organisations for the promotion of athletic activities.

The Board also recommended the opening of youth hostels and providing travel and other facilities for students and advised that special attention should be paid to the needs of children leaving school at the age of 12 and suitable organisations set up for their educational and other needs.

Item V (b).—The Board received the report of the committee and expressed the view that the element of craft work in basic education is of such educational

importance and value that, even if no economic considerations were involved, it is necessary to replace ordinary primary education by basic education in a planned manner. In carrying out this programme, special attention of the state governments should be drawn to the fact that a system of education cannot be considered as basic education in the real sense unless—

- (a) it provides an integrated course including both the junior and the senior stages ; and
- (b) it places adequate emphasis on craft work in both its educational and productive aspects.

Item V (c).—The Board received the report of the Committee on the Curricula of Basic Schools and approved the syllabus together with the modifications suggested in the third meeting of the Committee.

Item V (d).—The Board considered the report of the Committee on the Production of Social Education Literature. It approved the recommendations of the Committee and expressed the view that the social education pamphlets in Hindi sponsored by the Ministry and published through the Jamia Millia should be given greater publicity than they are receiving at present. Further, the Board recommended that the centre may utilize the machinery set up by the state governments in addition to existing official and non-official agencies for expanding the production of social education literature in Hindi.

Item V (e).—The Board accepted in broad outline the recommendations of the Committee on Relationship of State Governments and Local Bodies to the Administration of Primary Education and desired that these may be forwarded to the state governments for their information and guidance, so that they may implement them in the light of their special circumstances and problems.

Item VI (a).—The Board commended the report and expressed the hope that adequate encouragement will be given to implement the recommendations of the Conference of Professors of Psychology.

Item VI (b).—The report was recorded as it was received too late for consideration.

Item VI (c).—The Board received the report and recorded its appreciation of the work done.

Item VII.—The Board considered the memorandum and desired that the Ministry of Education may, in consultation with the Hon'ble Ministers of Education in the states, examine again the desirability and possibility of forming an All India Educational Service.

Item VIII.—The Board recommended that the question first be referred to the Inter-University Board for expression of their opinion and then considered by the Board at its next meeting.

Item IX.—The Board recommended that the Ministry of Education may take the question again with the Ministry of Defence with reference to the situation created by exclusion from the competitive examinations for admission into the Prince of Wales Military College or the Dufferin Training Ship (and similar institutions where the age of admission is round about 12), of candidates from the large number of middle vernacular schools in the country, in which English is not taught.

Item X.—The Board expressed the view that the medium of examination at all stages should be the same as the approved medium of instruction.

Item XI.—The Board approved of the suggestions contained in the memorandum regarding the establishment of a minimum health service in schools.

Item XII.—The Board pointed out that this was covered by their recommendation on Item V (b).

Item XIII.—The Board recommended that the question of introducing a paper on General Knowledge in school final and university examinations be referred to the Secondary Education Commission.

Item XIV.—The Board noted the seriousness of the situation and expressed the view that the recommendations of the Kher Committee on “Ways and Means of Financing Educational Development” which have a bearing on this problem be considered and given effect to by the state governments.

Item XV.—The Board resolved that the Government of India be requested to consider the question of supply of paper for textbooks and other educational purposes.

Item XVI.—The Board recommended that the question of discipline among students should be referred for consideration to the proposed Secondary Education Commission.

Item XVII.—The Board resolved that the question of transfer of pupils from one state to another be referred to the proposed Secondary Education Commission.

Item XVIII.—The Board accepted the suggestion that the proposed *ad hoc* committee on early childhood education should be a committee of the Central Advisory Board of Education, to be appointed by the Chairman.

Item XIX.—The Board decided that the next venue of the meeting should be decided by the Chairman of the Board.

4. The Chairman conveyed his thanks to the members of the Board and the members placed on record their thanks to the Chairman for guiding their deliberations.

ANNEXURE A

New Members

1. Hon'ble Shri Phool Chand Gandhi, Education Minister, Hyderabad.
2. Shrimati Sucheta Kripalani,

3. Hon'ble Shri Nathuram Mirdha, Education Minister, Rajasthan.
4. Hon'ble Shri Jadavji K. Modi, Education Minister, Saurashtra.
5. Hon'ble Shri Dinabandhu Sahu, Education Minister, Orissa.
6. Dr. S. N. Sen, Vice-Chancellor, Delhi University.
7. Major General M. S. Wadalia.
8. Shri K. G. Saiyidain, Joint Educational Adviser to the Government of India
—(*Secretary*).

Out-going Members

1. Shri B. N. Jha, former Education Minister, Rajasthan.
2. Shri G. B. Kotak, former Education Minister, Saurashtra.
3. Pandit Lakshmi Kanta Maitra.
4. Shri Lingraj Misra, former Education Minister, Orissa.
5. Shri B. Ramakrishna Rao, former Education Minister, Hyderabad.
6. Shri Narotam Singh, former Education Minister, Punjab.
7. Major General K. S. Thimayya.

(xx) TWENTIETH MEETING—NOVEMBER, 1953

Chairman's Address (Maulana Abul Kalam Azad)

“FRIENDS,

I am glad to welcome you again to this the twentieth meeting of the Central Advisory Board of Education. I regret that it has not been possible to call this meeting earlier. When it became clear that it could not be held before August or September, I decided that we should wait till the Report of the Secondary Education Commission had been published and made available to the members for consideration. This, as you know, was submitted at the end of August and the Board will, therefore, have an opportunity to consider it at this meeting. I have, however, directed that in future the meetings of the Central Advisory Board should be held every year in the third week of January.

“All educationists are concerned at the evident lack of adjustment today between the educational system and the needs of the community. The problem has assumed gigantic proportions today but its origin must be traced to the beginning of modern education in India.

“When the modern system of education was fashioned for the country, sufficient attention was not paid to our needs and ideals. There was no National Government and hence the system of education that was built up looked more to the needs of the government than to the needs of the people of the country. Though the East India Company, on becoming the rulers of the country, accepted the need of providing education in the modern sciences, the main need of the Company was to train up a number of English-educated persons who could help it in carrying on the administration of the country. Education was therefore organised to ensure the supply of an adequate number of English-educated Indians and the attention of the government was concentrated on providing higher education needed for training such personnel. Since, however, it is impossible to have students at a higher stage unless they have gone through the stages of elementary and secondary education, the Company made some provision for education at these stages as well, but, nevertheless, the emphasis was on higher education and the other stages were subsidiary and subservient to it.

“So long as the number of persons educated in English was not larger than that required by government there was no problem of the educated unemployed. This situation continued till the beginning of the 20th century. An English-educated Indian was then almost sure of a job but already a situation was developing when the supply of Indians with university education was tending to become larger than the demand. Government service could not absorb all educated Indians nor was there any development of commerce and industry which could profitably use such personnel. In the last few decades this problem has been growing steadily more acute. We, therefore, find a growing volume of criticism against the prevalent system of education and one cannot deny that this criticism is, to a large extent, justified. If the result of education

is to a situation where society is not able to utilise the services of the educated, the only defect which must be remedied. Increasing stress is now being placed on technical education but the situation has not eased as there was no clear development of national industries. The result was that there was growing unemployment among persons educated not only in the academic disciplines but also in various technical subjects. We find that the surplus over requirements is increasing every day. Since there is no alternative mode of utilising this body of educated personnel, the result is a growing volume of dissatisfaction in society and a sense of frustration among young men and women who have received the highest training available in the country.

"It is, of course, true that if we consider India's total population, the number of persons who are receiving higher education is by no means too large. If only $3\frac{1}{2}$ lakhs of students are in the universities in a population of over 350 millions, no one can say that the number of university students is too great. Since, however, the present state of the country's development in Agriculture, Industry and Commerce does not enable us to provide gainful employment even for this small number, it has become a burden for society. Today, our universities are like factories which are turning out products that do not conform to the demands of the society in either number or quality. It is, therefore, necessary to carry out changes in higher education which will, by carrying out improvements in both directions, enable society to utilise the talent and training of the men and women who are receiving education beyond the school stage.

"The need for educational reform has been voiced from every side but those who plead for such reform do not generally have any clear or concrete picture before them. There is a general desire that something should be done for the reform of education but few know what that "something" ought to be. It is therefore necessary to survey the whole field of education and prepare a comprehensive plan of positive reconstruction of education so that we can maintain for the country the progress that has been envisaged after the attainment of independence.

"I would, in this context, like to place before you my conception of the function of education in society. Every individual has a right to an education that will enable him to develop his faculties and live a full human life. Such education is the birth-right of every citizen. A state cannot claim to have discharged its duty till it has provided for every single individual the means to the acquisition of knowledge and self-betterment. For education up to this standard, the question of requirements of society does not arise, nor can we provide facilities only in accordance with existing demands. Every individual, unconditionally and without qualifications, is entitled to education up to this stage. To my mind, the requisite standard for such education is the secondary stage and I am convinced that regardless of the question of employment, the state must make available to all citizens the facilities of education up to the secondary stage.

"Beyond this stage, the position is somewhat different. When we consider the facilities for higher education in a state, we must match the facilities to the needs of

society. Any maladjustment between demand and supply at this stage would create problems which the state must at all costs seek to avoid. Apart from any other reason, the provision of higher education is so expensive that no state can afford to increase the number of persons receiving such education beyond what it can absorb. In the field of economics, there is always close correlation between demand and supply. Any deviation from such correlation leads to social crises. In the field of higher education, we must accept the same law and fashion the supply according to the demands of society.

“Since the attainment of independence, Government of India have been conscious of the need of preparing a comprehensive blue-print for educational reconstruction. Some steps in that direction have already been taken. You are aware that during these five years we appointed two high-power commissions to enquire into the problems of university and secondary education and make recommendations for their improvement and reform. The problem of elementary education has also been repeatedly considered and there is a consensus of opinion that it should be of the basic pattern. Government have already taken a decision in this behalf and the time has come when similar decisions must be taken in the field of university and secondary education.

“I have already said that the provision of secondary education must be universal and without any reference to any special needs of society. This, however, demands a reform of the system which will entail that the vast majority of the people find in it a satisfying and complete stage of education. The Commission whose report has recently been published and which you are going to consider today has already recommended that secondary education should be reorganised. It must be the completion of education for the vast majority of the people. At present it is only a stepping-stone to education in universities. In future it must be for the majority the entrance to life in various industries, crafts and professions and serve as an entrance to higher education only for a select minority. For a proper and healthy development of society, it is necessary that the vast numbers who are in elementary and secondary schools accept the responsibility of various traditional occupations in accordance with their taste, aptitude and training. There must also be unambiguous recognition by society that all professions are socially valuable and a person is to be honoured who performs the duties of his station with competence and sincerity. If we are to ensure equal respect for various professions and provide that the majority seek such professions at the end of secondary stage of education, it is necessary to reorganise secondary education to provide for a variety of diversified courses. I think that one of the most valuable recommendations of the Secondary Education Commission is the insistence that every student at the secondary level must learn some one craft irrespective of the fact whether he or she aims at adopting it as a profession or not.

“Such a reorganisation of secondary education presupposes and will be facilitated by a further expansion and improvement of basic education. I have already stated that it is the government's accepted policy that education at the elementary level shall be of the basic pattern. The real object of basic education is to train up children as members

of a community and develop in them habits of cooperative action for the social good. While the ideals of basic education have been accepted by the centre and the states, I regret to say that the implementation of the programme has not been as rapid as we could wish. Greater emphasis must be placed on the early conversion of all elementary education to the basic pattern, but we must, at the same time, remember that this can succeed only if basic education is conceived in an imaginative and creative way. One of the reasons for the inadequate response of the state and the community to the appeal of basic education has been the rigidity of outlook of some of the advocates of this pattern of education. We have to recognise that all education is and must always be an experiment. Basic education is a great experiment and we have to recognise that it has not yet been carried out on a sufficiently wide basis. We must be prepared to develop, modify and adapt it to meet the divergent needs of town and village, of industrial and agricultural areas and of the different parts of country some of which are coastal, some mountainous and some riparian and some arid or semi-arid. We must also recognise that there are differences in taste and aptitude of children and there are some who are more practical-minded while others have a greater predilection for abstract or artistic activities.

“The most important consideration for the reform of university education appears to be to limit the number of students who enter their portals. I have already said that the present number of such students cannot be regarded as excessive but we have to ensure that with the expansion of elementary and secondary education there is no inordinate increase in these numbers till the necessary agricultural, industrial and commercial development has taken place to sustain a larger number of highly trained personnel. The chief aim of university education must, therefore, be consolidation and improvement.

“One of the important measures for reform of university education is the need to dissociate the possession of a degree from the conditions of service. At present nobody can hope to get a responsible post without a degree. The result is that every one wants to enter a university, not for the pursuit of knowledge but in order to secure a passport to a job. The result of such insistence has been that instead of an emphasis on study and self-improvement, educational institutions have tended to emphasise the securing of a degree by some means or other. Not only have educational standards been lowered and all kinds of malpractices encouraged but students have missed the very purpose of education and concentrated on the acquisition of a degree without considering the means to it. It is not surprising that in this background students have continually pressed for an increase in the percentage of passes. Universities also have consciously or unconsciously fallen in line and without adequate attention to standards striven to increase the number of passes in various examinations. There has been in consequence, a slackness both in admission to universities and in examinations conducted by them.

“After considering all aspects, it is today my considered judgment that, except for professional services, the possession of a degree should not be a pre-requisite for

appointment to government service. I can understand that we may have to make an exception in the case of professional jobs. In the case of an engineer, a medical man, a technician or a teacher, it is not enough that the practitioner has merely the necessary theoretical knowledge. In their case the discipline of studying such subjects for a number of years under proper guidance and supervision is essential for the successful performance of their duties. Leaving aside such professional services, I do not see any justification for insisting on a degree for appointment to other posts, specially where such posts are filled up by Public Service Commissions on the results of examinations specially conducted for the purpose. I realize that the Union Public Service Commission or the State Public Service Commissions, as constituted today, cannot cope adequately with the volume of work which will devolve on them if this proposal is implemented but we can meet this difficulty by establishing two or more Boards for recruitment of personnel at different levels. It appears to me almost self-evident that since such Boards do, in any case, conduct examinations for recruitment to the services, the demand for the possession of a degree is very largely unnecessary. For example, in the case of jobs for which it is necessary today for a candidate to be a B.A., we may lay down that a candidate's general ability and knowledge should be equal to that of a graduate, so that while we ensure that we get the right people for right jobs, the present unhealthy emphasis on degrees will be replaced by that on ability.

“With the increase in the number of elementary and secondary students, this will mean that a smaller proportion will be provided with facilities for education at higher stage. The corollary to this is that ability, and ability alone, must be the criterion for entering into universities and other institutions of higher learning. Today very often it is financial position of the family which decides whether a student is to go to the university or not. With limitation of numbers, we must ensure that poverty is not a ban on entering into a university. This demands a much larger provision of stipends and scholarships for meritorious students. The additional expenditure will have to be met by the state and we must explore different alternatives to find the necessary resources. One suggestion which occurs to me is that the less meritorious but more affluent student may be required to pay higher fees. In any case the fees in our universities are exceedingly low. There would be a case for increasing these fees provided the number of scholarships and stipends are simultaneously increased to ensure that poor but meritorious students are not shut out of universities.

“It appears to me that increasing emphasis will have to be placed on providing higher education in the field of Agriculture, Medicine, Engineering, Technology and Science. This does not, however, mean that we can afford to neglect the Humanities. No nation can survive if it neglects the discipline of the spirit. We must therefore ensure that increasing emphasis on science and technology does not lead to any reduction in the facilities for education in the liberal arts. The Government of India are fully aware of the importance of encouraging higher education in all these fields, and a small beginning has been made by providing a number of scholarships for

encouraging research in science and industry, and you will be glad to hear that from the current year it is proposed to institute similar scholarships for research and further studies in the Humanities as well.

“The educational picture I have is that of universal education of the basic pattern for all children of school-going age, followed by a diversified secondary education. Thereafter we must have for a select minority facilities for higher education in all fields of arts and science and see that this is of the highest standard.

“We have been emphasising for years the need for educational reform, but so far no practical step could be taken in this direction. We can no longer afford to delay and must immediately set in motion an effective machinery for reform. The University Education Commission’s Report has been with us for the last four years and we have recently received the Report of the Secondary Education Commission as well. We must now seriously consider how best to implement the recommendations of these two Commissions as soon as possible. I would like you to give first priority to this question in your discussions.

“It was important in this connection to create an effective and permanent agency to supervise the standards of university education and co-ordinate them. Accordingly the Government of India are setting up a University Grants Commission of which the formal announcement will be made very soon. The Commission will be a statutory body. The necessary Bill will be presented in Parliament in the coming Budget Session. But since it is necessary that the Commission should begin to function without delay, the government have decided to set it up immediately on the basis of a Resolution passed last year. After the Bill is passed, the Commission’s scope and powers will be extended in conformity with it and its composition enlarged.”

1. On a motion by the Chairman, the Board observed two minutes’ silence in memory of the late Dr. S. P. Mukherji.

2. The Board passed the following Resolution proposed by Dr. Amar Nath Jha:

“The Government of India are very anxious that the recommendations made by the University Education Commission should be implemented as early as possible. Ever since this Report was published, they have been exercised about this matter, particularly because, except in the case of the central universities, not much progress has been made in the actual implementation of its important recommendations. The contemplated appointment of the University Grants Commission is one of the measures for raising the standards of the university education and for ensuring its properly planned and co-ordinated development.

“The Central Advisory Board of Education, therefore, authorises the Chairman to appoint a committee consisting of members of the Central Advisory Board of Education and other distinguished educationists to survey the progress so far made in the implementation of the recommendations and to suggest further steps which should be taken by the governments and the universities in this behalf.”

2. *Agenda*:—The agenda before the Board was as follows:—

- I. To record appreciation of the services rendered by those who have ceased to be members since the last meeting of the Board and to welcome the new members.
- II. To report that the proceedings of the nineteenth meeting of the Central Advisory Board of Education held at New Delhi in March, 1952 were confirmed by circulation to members and that copies of the approved proceedings were sent to the state governments and universities.
- III. To consider the following :—
 - (a) Report on the progress of the Educational Development Plans implemented or proposed to be implemented by the Government of India.
 - (b) (i) Report on the progress of the Educational Development Plans implemented or proposed to be implemented by state governments.
(ii) Report on the progress of Education of Scheduled Tribes and Scheduled Areas in various states with particular reference to the Educational Development Schemes under Article 275 of the Constitution and Welfare of the Tribal People in Part 'C' States.
 - (c) Report on the publications of the Central Bureau of Education, including those related to educational statistics.
 - (d) Report on the development of audio-visual education in India.
 - (e) Report on the progress made in the field of technical education.
 - (f) Report on the Government of India Scheme of Scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes.
 - (g) Report on the Government of India's Overseas Scholarships Scheme.
 - (h) Report on the education of the handicapped.
 - (i) Report on the work of Rehabilitation of Displaced Students and Teachers from Pakistan.
 - (j) Report on the Five-Year Plan of Educational Development.
 - (k) Report on the developments in basic (primary and middle) education.
- IV. Reports from the Government of India and the state governments about the action taken on the recommendations of the Board at their 19th meeting.
- V. Report of the Secondary Education Commission.
- VI. To consider the Report of the following committees :—
 - (a) Report of the Committee on Rural Education at Collegiate Stage.
 - (b) Report of the Indian National Committee on Early Childhood Education.
- VII. Report on the work done in connection with the preparation of Scientific Terminology in Hindi and propagation and development of Hindi.
- VIII. Report of the nomination by the Chairman of five members to represent the C.A.B.E. on Indian National Commission for Unesco.
- IX. To consider the situation created by the proposed replacement of English by regional languages and/or Hindi as medium of instruction at the universities and the place of English in our national life.
- X. Teaching of English in universities and secondary schools.
- XI. Recommendations of the Conference of university teachers of Hindi regarding teaching of Hindi in the universities (In accordance with Minister's directive on a Parliament Question).
- XII. The settlement of disputes between managements and teachers for ensuring security of tenure for teachers in non-governmental schools and colleges.
- XIII. The feasibility of conscripting matriculates for one or two years to serve as teachers on a small allowance in rural primary schools.

- XIV. The progress of free and compulsory education in the country and the special measure to be devised to achieve the target of providing compulsory and free primary education by 1960 as provided in Article 45 of the Constitution.
- XV. The desirability of changing the medium of competitive examinations for preparatory schools for the Armed Forces, where the maximum age limit is below 17 years, from English into the regional languages enumerated in the Constitution of India.
- NOTE.—This point was not considered by the Board last year because the memorandum sent by the Defence Ministry referred to the use of English as a medium of instruction at these institutions and not as a medium for the competitive examination for recruitment.
- XVI. The desirability of preparing a National Emergency Plan for the Training of Teachers in certain specific subjects as well as in general educational methods on the lines of the Emergency Teachers Training Scheme tried in the United Kingdom after World War II.
- XVII. The proposal that courses in sex education and social hygiene be introduced in all training schools and colleges for teachers and facilities of study be provided through refresher courses to teachers in service and other social workers.
- XVIII. The Modified Scheme of Elementary Education, Madras.
- XIX. The appointment of teachers from educational institutions by the central and state governments.
- XX. Report of the Expert Committee on the establishment of new universities.
- XXI. To fix the venue of the next meeting of the Board.

3. *Proceedings*:—The Board then considered the Agenda and adopted the following resolutions :—

Item I.—The Chairman welcomed the new members of the Board and expressed his appreciation of the services of those members who have since retired (Annexure 'A').

Item II.—It was reported that the proceedings of the 19th meeting of the Central Advisory Board of Education held at New Delhi in March, 1952, had been confirmed by circulation to members.

Item III.—The Board considered the report on the progress of Educational Development Plans implemented or proposed to be implemented by the Government of India and recommended that a separate section dealing with basic education should be set up in the Central Ministry of Education.

While appreciating the idea of introducing merit scholarships in public schools, the Board recommended that the Government of India should request the state governments to introduce similar scholarships, particularly in the public schools situated in their respective areas. In the award of scholarships, preference should be given to deserving students, coming from lower income group.

The Board suggested that a note on the scheme of merit scholarships in public schools as well as that of direct grants to public schools, giving the necessary details, should be circulated among the members of the Central Advisory Board of Education.

With regard to the Cultural Scholarships Scheme applicable to young workers, the Board recommended that the subject of literature should be considered separately from other subjects like Fine Arts, Music, Dance and Drama.

Item III (a).—The Board considered the report on the progress of Educational Development Plans implemented or proposed to be implemented by the state governments and recommended that :

- (i) the summary of the reports submitted by the various state governments on basic education should be adequate and should contain important statistical data;
- (ii) the present form on which the state governments furnish their reports should be modified so as to include data on the productive aspect of basic education;
- (iii) the Board appointed a sub-committee consisting of Sarvashree E. W. Aryanayakam, D. C. Pavate and J. C. Mathur (convener) to suggest necessary modifications;
- (iv) the primary teachers should be provided with suitable residential accommodation at a reasonable rent; and
- (v) the scales of pay of teachers should be revised and made attractive so that able men are recruited at all levels of education. Children of teachers should be given free education in the schools in which their parents are serving.

The Government of India should formulate a general policy in this direction.

Item III (b).—The Board considered the report on the progress of education of Scheduled Tribes and Scheduled Areas in various states, with particular reference to the Educational Development Schemes under Article 275 of the Constitution and the Welfare of the Tribal People in Part 'C' States, and recommended that steps should be taken to construct roads in Scheduled Areas as well as residential accommodation be provided at state governments' cost for pupils in Scheduled Areas.

Item III (c).—The Board considered the report on the publications of the Central Bureau of Education. It was of the opinion that

- (i) the Government of India should consider reduction in the price of the publications to enable educational institutions and teachers to purchase them in larger quantities;
- (ii) the graduate teachers under training should be advised to buy *The Education Quarterly* and other Indian education journals for their own library; and
- (iii) the state governments should be asked to buy these publications in bulk and distribute them to educational institutions under their control.

Item III (d).—The Board considered the report 'Audio-Visual Aids in India' and emphasised the need for the Government of India to help in the preparation of

films in the regional languages. The Board also recommended that some of the films for children should be in cartoons.

Items III (e), (f) and (g).—The Board considered the report on the education of the handicapped and recommended that in addition to providing vocational training for the handicapped, the state governments should take necessary steps for providing sheltered workshops for their employment. Further, a central survey should be made of the handicapped in the country so as to devise a more comprehensive and concrete scheme for their rehabilitation.

Item III (h).—The Board considered the report on the work of rehabilitation of students and teachers displaced from Pakistan and recommended that the Government of India should consider paying at least a part of their dues to displaced teachers after making adequate investigation of their claims, without waiting to settle this matter with the Government of Pakistan.

In the matter of grants to the universities by the Government of India, the universities in the partitioned provinces should be accorded preferential treatment.

Item III (i).—The Board considered the report on the Five-Year Plan of Educational Development and expressed the hope that effective steps would be taken by the Government of India and the state governments to accelerate the progress of education during the remaining two years of the Plan period.

Item III (j).—The Board recorded the report on the development of basic education in primary and middle schools.

Item IV.—The Board recorded the reports of the Government of India and the state governments on the action taken by them on the recommendations of the Board made at its 19th meeting.

The Board recommended that the state governments should promote hobbies and establish Scout and Guide organisations, youth hostels etc., and stress the importance of athletics and of the N.C.C. in their schools.

The Board recorded its appreciation of the research work done at the Central Institute of Education, Delhi.

Item V.—The Board considered the report of the Secondary Education Commission and resolved as follows :

The Government of India appointed a Commission for the reorganisation of secondary education, under the Chairmanship of Dr. A. L. Mudaliar, and the Commission has submitted its report recently, which has been placed for consideration before the Central Advisory Board of Education. In the interests of the reorganisation not only of secondary education but of education as a whole, it is essential that the report should receive the earnest attention of the Board and its recommendations implemented as effectively and speedily as possible.

The Central Advisory Board of Education, therefore, authorises the Chairman to appoint a committee, consisting of the members of the Central Advisory Board of

Education and some distinguished educationists from outside, to report to the Board at its next meeting in January 1954, regarding the recommendations which could be implemented by the central government and recommended for implementation to the state governments and also the order of priority of their implementation.

Item VI (a).—The Board considered the recommendations of the Higher Education Committee on the report of the Committee on Rural Education at the collegiate stage and recommended that the Government of India should set up an All India Council on Rural Higher Education to examine the work of the present rural higher educational institutions in various parts of the country and advise on their future development.

Item VI (b).—The Board considered the report of the Indian National Committee on Early Childhood Education and suggested that the recommendations of the Committee be brought to the notice of the state governments.

Item VII.—The Board noted the work done in connection with the preparation of Scientific Terminology in Hindi and the propagation and development of Hindi by the Ministry of Education.

Item VIII.—The Board unanimously approved the nomination by the Chairman of five members to represent the Central Advisory Board of Education on the Indian National Commission for Unesco.

Items IX and X.—In considering the place that the teaching of English should occupy in the educational institutions in the country, the Board generally endorsed the report of the Conference of Professors of English held at New Delhi in January 1953. It particularly drew the attention of the central and state governments and the universities to the recommendations of the Conference that questions relating to the medium of instruction should be tackled by the universities on an all-India basis and that the transition from English to regional languages or Hindi should be effected in a gradual and coordinated manner so that there would be no fall in the academic standards or hardships to students or teachers.

Item XI.—The Board considered the recommendations of the Conference of University Teachers of Hindi regarding the teaching of Hindi in the universities. It drew the particular attention of the universities to the recommendation that they should take steps for the establishment of academies and bureaux for the preparation of suitable textbooks in all subjects and also for translating books into Hindi from other Indian and foreign languages.

A Central Committee of representatives of all universities should coordinate and direct the work done in Hindi by the various universities.

Item XII.—The Board recommended that the state governments should set up suitable machinery to safeguard teachers from possible unwarranted dismissal and other injustices.

Item XIII.—In considering the suggestion for conscripting matriculates for social work, the Board was of the view that such work should be on a voluntary basis.

Wherever students volunteer for such work, suitable residential accommodation and other facilities should be provided for them.

Item XIV.—The Board considered the memorandum on the progress of free and compulsory education in the country and special measures to be devised to achieve the target of providing compulsory and free primary education by 1960 as provided in Article 45 of the Constitution and requested the Ministry of Education to urge the Planning Commission to make more adequate provision for education, particularly for universal, free and compulsory education during the second Five-Year Plan. The Board was of the view that special consideration should be given to states that were economically or otherwise less developed.

Item XV.—The Board considered the memorandum submitted by the Government of Bihar on the desirability of changing the medium for competitive examinations from English into the regional languages, enumerated in the Constitution of India, for entrance to preparatory schools for the Armed Forces. It recommended to the Government of India that the medium in competitive examinations for entrance into schools for the Armed Forces, recruiting children of 12 or below, may be the mother-tongue of the candidate. After a student has been selected for admission to the school, he should undergo an intensive course in English for six months either at his own expense or at the expense of the government of the state from which he comes.

The school may also hold an examination three months after admission to test the ability of the child to follow the instruction given in the school.

Item XVI.—The Board considered the memorandum submitted by the Government of Bihar on the preparation of National Emergency Plan for the training of teachers in certain specific subjects and recommended that the Expert Committee on Training of Secondary Teachers, recently appointed by the Government of India, may be asked to give their views on the specific proposals contained in the memorandum.

Item XVII.—The Board considered and approved the memorandum submitted by the Association of Moral and Social Hygiene in India and desired that the Association should prepare a concrete programme of work on the subject of sex education in teachers' training colleges and institutions to be submitted for examination by the Ministry of Education.

Item XVIII.—The Board considered the Modified Scheme of Elementary Education, Madras, and resolved that, as desired by the Chief Minister, Madras, it should be considered at the next meeting of the Board.

Item XIX.—The Board recommended that the salary of the teachers and their conditions of work should be sufficiently attractive to induce them to continue in their profession.

Item XX.—The Board agreed generally with the report of the Expert Committee on the establishment of new universities and recommended the establishment of a

university in Madhya Bharat if the state government is able to satisfy the conditions mentioned in the report.

4. The Board decided that its next meeting should be held in January, 1954, and left it to the Chairman to fix the venue.

5. The meeting ended with a vote of thanks to the Chair.

ANNEXURE A

New Members

1. Dr. Meghnad Saha.
2. Shri J. A. K. Martyn.
3. Smt. Mona Hensman.
4. Shri Ram Chandra Gupta.
5. Shri T. Madiah Gowdah.
6. Shri Venkatesh Narain Tiwari.
7. Shri Frank Anthony.
8. Dr. B. L. Manjunath.
9. Dr. B. P. Pal.

Out-going Members

1. Pandit Sunder Lal.
2. Shri Rohini Kumar Choudhury.
3. Shri Ananthasayanam Ayyangar.
4. Shri M. Satyanarayana.
5. Late Dr. Shyama Prasad Mukherjee.
6. Smt. Sucheta Kripalani.
7. Dr. S. N. Sen.
8. Dr. P. S. Deshmukh.

(xxi) TWENTY-FIRST MEETING—FEBRUARY, 1954

Chairman's Address (Maulana Abul Kalam Azad) read by Shri Humayun Kabir.

SHRI Humayun Kabir, Secretary, Ministry of Education, conveyed to the Board the great regret of Maulana Abul Kalam Azad, Minister for Education, at his inability to attend the meeting. At his suggestion, the Board elected Prof. N. K. Sidhanta to preside over the meetings of the session.

Then Shri Humayun Kabir read out the Inaugural Address of the Chairman as given below.

“FRIENDS,

I expressed my regret at the last meeting that the Central Advisory Board of Education could not hold its annual session till November but this has also had one advantage, that we are meeting within three months to consider measures for the reconstruction of education in India. In the last meeting of the Board I drew your attention to some of our most important and pressing problems. What I would like the Board to do at the present meeting is to draw up a programme of reform and suggest measures which will bring them into effect without delay.

“2. I think you will agree that reform has become urgent in two spheres of education in India. The first is the field of university education and the other of school education. So far as the reform of university education is concerned, we will have to depend mainly on the activities of the University Grants Commission which, as you know, has been functioning since December last. The Commission will be the agency through which we propose to carry out all our programmes of university reform. It consists of well known and experienced educationists and is fully aware both of the problems universities have to face and of its own responsibility in the matter. I am glad that the Commission has, at its very inception, started its work with despatch and taken one decision which I consider to be of basic importance.

“3. You will agree that there can be no adequate improvement of university education till there are better qualified and satisfied professors. Till university teachers are recognised for their standard of scholarship and character, they cannot offer to the students the leadership which we expect from them. No real improvement of university education is possible nor can universities give what we expect from them till this condition is satisfied. The Commission has, therefore, taken up as its very first task the question of improving the conditions of service of university teachers, and I have accepted its recommendations in this behalf.

“4. In the last meeting of the Board it was pointed out that though the Board had accepted generally the recommendations of the University Education Commission nearly four years ago, hardly any steps had been taken for their implementation except in the case of the central universities. The Board, therefore decided to appoint a



Shri N. K. Sidhanta

committee to survey the position and suggest measures for speedy implementation of these recommendations. This committee has submitted its report which will be one of the items for your discussion. Briefly, the committee has recommended that immediate steps must be taken to amend various University Acts in order to reconstitute University Senates, Syndicates and Academic Councils so as to free them from intrigues and political influence. The committee has, in this connection, placed the greatest emphasis on the method of appointment of the Vice-Chancellor and suggested that immediate steps be taken to adopt a procedure more or less in conformity with that followed by the Delhi University. The committee has also recommended (a) improvement in the scales of salaries of university teachers, (b) the provision of government loans to enable universities to build students' hostels and teachers' quarters, (c) a greater emphasis on tutorial, as opposed to the lecture, method of instruction, and (d) the provision of merit scholarships to enable poor but deserving students to pursue their studies. After the Board has considered the report and made its recommendations, they will be forwarded to the University Grants Commission for necessary action.

"5. The reform of university education is important and urgent but from the point of view of the present needs of the country, reform of school education is even more important and urgent. Till schools have been improved, university education itself must remain unsatisfactory. Of the various stages of school education, the one which is in most urgent need of reform is that of secondary education. You will remember that the Secondary Education Commission has already surveyed this field, and you have appointed a committee to study its recommendations and select those which ought to be put into effect immediately. The committee has submitted its report, and it is for you to approve it with such modifications as you may consider necessary. Since the Board is the highest educational body in the country and includes among its members representatives of both the central and the state governments, I am confident that any recommendations you may make will be implemented without delay. In so far as it concerns the Government of India, I can assure you that we will take immediate steps for their implementation.

"6. As I told you at the last meeting of the Board, secondary education cannot meet the needs of the country till it is reorganised. In this connection, three things appear to me to be of great importance.

- (i) Secondary education must be so fashioned that it will be the completion of education for the majority of the people. It must not be a mere entrance to the university but be a stage complete in itself.
- (ii) Its pattern and content should be such that it may serve the needs of different groups of people with different aptitudes. It must not be cast in a rigid and cast-iron frame.
- (iii) We have accepted basic education as the pattern of education at the elementary level. Secondary education should be so modelled as to complete the process of instruction initiated at the elementary stage and train up

citizens who are able to discharge their responsibilities of citizenship. The emphasis on some one craft in the Secondary Education Commission's report appears to me to be valuable from this point of view.

"I am glad that the Secondary Education Commission has paid due attention to these points and they have been stressed by the committee you appointed. I am sure that you will also consider them with the care that they deserve.

"7. One of the major recommendations of the committee you appointed is that the educational structure in the country should eventually consist of 8 years' integrated elementary (basic) education, 4 years of secondary education and 3 years of university education. This will mean that normally a child will be in the basic (junior and senior) school till he is fourteen, and will then have four years of high school followed by a three years' course at the university leading to the Bachelor's degree. The Committee has drawn special attention to the Commission's recommendation that Languages, General Science, Social Studies and a craft should form the core-subjects of secondary education for all. In addition, the Committee has given the highest priority to the introduction of Diversified Courses in the following main groups :—

- (1) Humanities.
- (2) Sciences.
- (3) Technical Subjects.
- (4) Commercial Subjects.
- (5) Agricultural Subjects.
- (6) Fine Arts.
- (7) Home Sciences.

"The Committee has also reported that there should be one examination at the end of the secondary course. Greater emphasis, should, however, be placed on periodical tests and the regular progress report of students in the curricular and co-curricular activities. Training colleges should not charge any tuition fees and teachers under training should be given their full salaries or stipends that will meet their expenses. Finally, the committee has reiterated the Commission's recommendation that the Higher Secondary Examination should be made the normal qualification for most government services.

"8. If we accept, as I hope you will, these recommendations, we must try to fix some targets, for without such targets our programmes of reform are bound to remain vague and indefinite. The committee has reported that about 5% of the existing secondary schools should be converted into multi-purpose schools in the course of the next two years and another 10% in the next five years. To me it appears that this programme of reform is slow and must be accelerated.

"9. I agree that in any measure of educational reform, progress is bound to be slow in the beginning. The pace must, however, be steadily quickened and in the later stages we must achieve really rapid progress. I consider that the first task in the context is to define a target date for the complete reorganisation of secondary education.

My own idea is that this task must be accomplished within ten years. I confess that even ten years appear to me too long and would be happy if the period could be still shortened. I hope the Board will consider the question carefully and suggest measures which may contribute to this end.

“10. Once this general target has been set, we have to consider specific items. I have already said that I consider the target set by the committee regarding the conversion of existing schools into multi-purpose ones to be slow. I am of the view that at least 25 % of the existing schools must be so converted as early as possible. The Board may consider the suggestion and define the period in which this should be done.

“11. The committee has drawn our attention to the difficulty of transforming existing schools to the new pattern, and rightly pointed out that it is bound to take time. This may be true in some respects, but there are some changes like those in the curriculum and reform in examinations, where the process of reform can begin without delay. Our programme, therefore, ought to be that during the next two years programmes for reconstruction of curricula and reform in examinations should be carried out on as wide a range as possible.

“12. I would now like to draw your attention to another problem of the greatest importance to the future of our education. This is the problem of students' unrest. Since the attainment of independence, there has been a marked deterioration in order and discipline among students. In the last two years, there has been one incident after another in which students have been involved. This has become a cause of national concern, and every one who has any sense of responsibility is troubled by these developments.

“13. What worries me most is that the extent and magnitude of students' unrest is very often without any relation whatever to its supposed cause. In recent months we have witnessed ugly developments in Lucknow and Allahabad. The trouble arose out of a question as to whether membership of the university union should be compulsory or voluntary. The university authorities were of the view that students should not be compelled to become members of the university union. The students held the opposite view. The authorities at Lucknow later accepted the demand of the students, but there arose a new question about the constitution of the union. I do not wish to enter here into the controversy as to the merits of the question. What grieves and surprises me is that there should be such turmoil over the question of the constitution of a students' union. It suddenly appeared as if it was not a matter between the authorities and students of a university but a conflict between two enemies who were ready to fight against one another on the slightest provocation. The students set up an Action Committee which drew up a programme of struggle. Procedures which belong to belligerents were thus imported into university affairs. What happened later is well known to you and cannot but be a cause of the greatest sorrow to everyone who has the welfare of the country at heart.

“14. This issue of students' unrest has now reached a stage where the Board must pay the greatest attention to it, explore its causes and suggest measures of remedy.

While these events were happening in Lucknow, I called a conference which was attended by some eminent educationists and the Prime Minister. We considered the issue as carefully as we could, and the conclusion which we reached was later placed before the Congress Working Committee, which has passed a well-considered resolution in the matter. You are, no doubt, aware of this resolution but I want the Board to give further thought to it and consider it more in its educational implications. A note on the subject has been prepared by Mr. Humayun Kabir which is down for discussion in your agenda. I want you to consider this note in its different aspects and advise governments at the centre and the states on the steps which must be taken if we are to check growing indiscipline and unrest among our students. Unless this is done in time, it will threaten the foundations of our educational structure.

“15. I will, in fact, go further and say that such unrest of the students strikes at the root of our national future. The student of today is the potential leader of tomorrow. He will have to sustain the social, political and economic activities of the community. If he is not properly trained and does not develop the necessary resources of character and knowledge, he cannot supply the leadership which the nation will need. We must therefore adopt measures which will eradicate the causes of student unrest and make the universities creative centres of learning and leadership.”

2. *Agenda*:—The following agenda was before the Board for consideration:—

- I. To record appreciation of the services rendered by those who have ceased to be members since the last meeting of the Board and to welcome new members.
- II. To report that the Proceedings of the twentieth meeting of the Central Advisory Board of Education held at New Delhi in November, 1953 were confirmed by circulation to members.
- III. To consider the following reports :—
 - (a) Report on the progress made in the field of technical education.
 - (b) Report on the Government of India Scheme of Scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes.
 - (c) Report on the work of Rehabilitation of Students and Teachers Displaced from Pakistan.
 - (d) Report on the work of the Department of Anthropology.
- IV. The Modified Scheme of Elementary Education, Madras.
- V. Report of the Secondary Education Commission together with :—
 - (a) The report of the committee on the implementation of the recommendations of the Commission.
 - (b) Views expressed by the Post-Basic and Secondary Education discussion group of the Ninth All India Nai Talim Conference, Assam, 1953.
 - (c) A note by the Director General, Resettlement and Employment (Ministry of Labour), on diversion of young persons at the pre-Matriculation and Matriculation stages from clerical and white-collar jobs to other types of work.
- VI. Report of the committee on the implementation of the recommendations of the University Education Commission.
- VII. A Note on the problem of Girls' Education in Rural Areas, prepared by the Secretary, Ministry of Education.
- VIII. A Note on Student Indiscipline, prepared by the Secretary, Ministry of Education.
- IX. To fix the date and venue of the next meeting of the Board,

3. *Proceedings*:—The Board then considered the agenda and adopted the following resolutions.

Item I.—The Chairman welcomed the new members and expressed his appreciation of the services of those members who have since retired.

Item II.—It was reported that the proceedings of the 20th meeting of the C.A.B.E., held at New Delhi in November 1953 were confirmed by the members.

Item III(a).—The Board recorded the report on the progress made in the field of technical education.

Item III (b).—The Board recorded the report of the Government of India's Scheme of Scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes and expressed its appreciation of the progress achieved.

Item III(c).—The Board recorded the Report on the work of Rehabilitation of Students and Teachers Displaced from West Pakistan and expressed the view that in the work of rehabilitation, greater emphasis should be placed on the rehabilitation of institutions and the provision of buildings and equipment etc., where necessary; that this should be accomplished by grant of loans. The Board further resolved that, in order to assess the position correctly, the Governments of the Punjab and Pepsu should make a joint survey of the number of institutions that remain to be rehabilitated and report to the Ministry of Education.

Item III(d).—The Board recorded the report of the Department of Anthropology.

Item IV.—The Board passed the following Resolution :—

“The Central Advisory Board of Education has given careful consideration to the Modified Scheme of Elementary Education formulated by the Madras Government. It is of the opinion that the Scheme represents a welcome attempt to bring education within the reach of a large majority of children and thus help in the achievement of the constitutional directive about the provision of universal primary education. The Board is also satisfied that the reduction of school hours from five to three will not necessarily affect the education of children adversely, provided the out-of-school activities which are an integral part of the education of children are implemented under controlled conditions. The Board also appreciates the attempt made in the Scheme for bringing education into closer contact with the life of the community and this gives it a practical bias which is at present lacking in ordinary primary schools.

“The Board would, however, like to point out that the arrangements made for the out-of-school activities of the children need to be carefully supervised on the lines suggested by the Parulekar Committee and their success critically assessed from time to time. Further, the Board would like to place on record its definite opinion that this Scheme is valuable as an interim measure only, because, sufficient funds are not at present available for providing

education to all the children and that the proper pattern of education for the country is basic education which would offer full-time co-related education to children in which teaching of craft as well as of other school subjects will be provided under proper educative conditions in the school itself, which will serve as a community centre where the school and the community are brought into an organic relationship.

“The Board would also recommend that other states may conduct similar experiments under controlled conditions. (The Madras Government have since intimated their decision to discontinue their modified scheme of elementary education).”

Item V.—The Board passed the following Resolution :—

“The Board approves generally the Report of the Secondary Education Commission with the following specifications and endorses the priorities in the field of secondary education listed by the Implementation Committee in their report.

“The Board expresses the hope that the Government of India and the state governments will adjust the Plan for the remaining two years of the present Plan, so as to make an adequate provision for the implementation of some of the urgent reforms in the field of secondary education, as recommended by the Implementation Committee, and will make suitable provision for the purpose in the Second Five Year Plan. The Board further hopes that the programme for the reconstruction of secondary schools as formulated by the Committee, will be treated as the minimum and that it may be possible, for at least some of the states, to accelerate the tempo, as envisaged by the President of the Board in his Inaugural Address.”

Item VI.—The Board accepted generally the report of the Committee on the Implementation of the Recommendations of the University Education Commission and resolved that :—

- (a) Measures should be taken for the reconstruction of University Senates, Syndicates and Academic Councils generally in terms of the recommendations of the Radhakrishnan Commission;
- (b) It may be left to the discretion of the state governments to decide whether or not, the Head of the State should be an Ex-officio Chancellor of the university/universities within their jurisdiction;
- (c) The Vice-Chancellor should be appointed by the Chancellor out of a panel of names selected in accordance with the practice in vogue in the Delhi University;
- (d) As an interim measure, that is, before secondary schools can be upgraded to provide the extra year's schooling having teachers with the necessary qualifications, the first year of the four years degree course (two years Intermediate and two years B.A.) should be replaced by one year Pre-University

and three years' degree course. The Pre-University Course should be designed to improve the students' general education and to give them such intensive training in English as will help them to follow lectures in it, so long as it is the medium of instruction in the university;

- (e) In teaching work, great emphasis should be placed on the tutorial classes so that the number of hours devoted to tutorial classes is at least the same as that devoted to lectures. A tutorial class should not have more than 10 students;
- (f) The salary grades of teachers should be improved on the lines proposed in the Report;
- (g) The Government should give interest-free loans for students' hostels and loans on a low rate of interest for teachers' quarters;
- (h) Each university should offer at least 100 scholarships to be awarded each year, or scholarships equivalent to 1 per cent of its student strength—whichever is greater—for poor but meritorious students;
- (i) Universities should appoint examiners from a permanent panel, with a fixed duration for the period of examinership, more or less on the lines of the procedure followed in Madras and Baroda Universities;
- (j) In order to attract better teachers, steps should be taken to provide suitable facilities for insurance, housing and children's education to teachers in universities and colleges; and
- (k) The central and state governments should give grants to universities in the form of non-lapsable block grants which may be reviewed every five years.

Item VII.—The Board approved generally the note on girls' education in rural areas prepared by the Secretary, Ministry of Education, and drew special attention to the following recommendations :—

- (a) In all rural schools, wherever possible, posts of schoolmothers should be created and the school-teachers' wives (or other suitable women, if necessary) should be appointed to these posts on a remuneration of about Rs. 10 per month;
- (b) Wherever possible, rent-free accommodation should be provided for teachers within the school precincts, and the expenditure on this should be treated as part of approved expenditure;
- (c) The maximum age of recruitment for women teachers should be raised to 40-45. Special refresher courses should be provided, where necessary, for women who had finished their schooling more than five years before their appointment. These short-term courses should be considered as equivalent to regular courses for purposes of service in the schools;
- (d) For the next five years the educational qualifications essential for women teachers should be suitably relaxed at the discretion of the Education Departments concerned, which should also take other suitable steps to attract

more women teachers—*e.g.*, provision of part-time work, reduced hours of work and suitable adjustment in the time-table of girls' schools/classes so as to enable married women to combine teaching work with household duties; and

- (e) Girl students, who are willing to take up teaching as a profession after their schooling, should not be charged tuition fees in classes VII and VIII and should, in addition, be given, on as large a scale as possible, stipends in the higher classes and during the training course.

Item VIII(a).—The Board considered the note on Student Indiscipline prepared by the Secretary, Education Ministry, and generally agreed with the analysis of the students' unrest made therein and approved the various suggestions contained in it. In particular, the Board recommended that :—

- (a) special teachers' constituencies in State Legislatures should be abolished (Ministry of Education, Mysore, recorded his dissent to this);
- (b) a survey should be made of the living conditions of students in metropolitan cities and the state governments should prepare programmes for constructing school and college hostels in these areas in accordance with the needs revealed by the survey;
- (c) the central government should give loans on easy terms to state governments for improving facilities like hostels and playgrounds. The state governments should similarly float loans for the purpose ;
- (d) it is essential that salary scales of teachers at all levels should be improved. In the case of university and college teachers, the scales recommended by the committee on the implementation of the recommendations of the University Education Commission should be accepted as a first step. In respect of salaries of teachers in secondary and elementary schools, the matter should be considered in the light of the recommendations of the Implementation Committee as mentioned in Para 7 (a) ;
- (e) the Government of India should take early steps to institute National Professorships at each university;
- (f) suitable facilities should be provided for teachers within the age range of 25 to 35 for higher specialised study abroad;
- (g) refresher courses and such amenities as holiday camps, convalescent homes and residential quarters etc., should be provided for teachers of all grades;
- (h) better amenities in schools and colleges should be provided by utilising student labour as much as possible, thereby helping poorer students to earn some money to maintain themselves during their student life; and
- (i) students in secondary schools and colleges should be given greater opportunities for participating in such co-curricular activities as the National Cadet Corps, Manual and Social Service and Scouting and Guiding.

Item VIII (b).—With the permission of the Chairman, Col. Virendra Singh of the Ministry of Defence explained to the Board the need for extending the facilities for Auxiliary Cadet Corps training at the university and college level. The Board expressed their sympathy with the institution of the Auxiliary Cadet Corps and requested the Ministry of Education to take an interest in the development of the Corps in consultation with the Ministry of Defence.

Item IX.—The Director of Education, Bombay, and Shri Aryanayakam from Wardha extended their invitation to the Board to hold its next meeting at Bombay and Wardha respectively. The Board left it to the Chairman, Maulana Abul Kalam Azad, to decide the venue and date of the next meeting of the Board.

4. Shri Humayun Kabir, Secretary, Ministry of Education, informed the House that Shri K. S. Vaidya, Speaker, Hyderabad Legislative Assembly, had suggested to the Minister of Education that Gandhian philosophy and way of life should be included in the curricula of high school and university stages. The Minister of Education intended to place this important matter before the Central Advisory Board of Education. It was, however, considered that this should be done after some preliminary work had been done on it. The item would, therefore, be put on the agenda of the 22nd meeting of the Central Advisory Board of Education.

ANNEXURE A

New Members

1. Dr. K. L. Shrimali.
2. Dr. S. S. Bhatnagar.
3. Dr. J. C. Ghosh.

Out-going Members

1. Professor M. S. Thacker.
2. Dr. Mata Prasad.
3. Shri K. Zachariah.

(xxii) TWENTY-SECOND MEETING—JANUARY, 1955

Chairman's Address (Maulana Abul Kalam Azad)

THE Chairman of the Board, Maulana Abul Kalam Azad, Minister for Education, opened the proceedings with a tribute to the services of the late Dr. S. S. Bhatnagar to the cause of education and science in the country. On a motion from him, the Board observed two minutes' silence in memory of the deceased.

The Chairman then delivered the following address :—

“FRIENDS,

I have great pleasure in welcoming you to this 22nd meeting of the Central Advisory Board of Education. The year under review has been marked by intense and varied activity in all fields of education and you are aware of many of the interesting developments that have taken place. To recount all of them would take too much time but I would like to bring to your notice some of the more important developments which have taken place and promise to yield increasing returns in the coming years.

“I shall take up first the question of basic education. For a long time it has been accepted that the prevailing system of elementary education must be replaced by basic education. Progress has not, however, been in conformity with our expectations. There has been an increase of only about 2,500 basic schools in the course of the last four years. The main reasons for this have been the lack of right type of teachers, inadequacy of training facilities and the large initial cost of establishing a basic school. About two years ago, the centre decided to take a direct part in the expansion of basic education. Accordingly we offered assistance to the states for the establishment of one intensive Basic Education Centre in each State. A further step has now been taken by the decision to offer to all the states 30 per cent of the expenses for converting existing elementary schools into basic schools. So far as the establishment of new schools is concerned, it is hoped that the cooperation of the centre and the states will enable us to ensure that they are increasingly of the basic pattern.

“As you know, the progress made in this field in different parts of the country has not been uniform. The Government of India have, therefore, decided to appoint a small committee which will visit areas where basic education has struck roots and make an “on-the-spot” study of the developments. We propose to utilise the report of this committee for planning a programme of expanding elementary education on basic lines in order to fulfil as early as possible the Constitutional obligation on the State for providing free and compulsory education to all children of 6—14. You will also find in the agenda a proposal for the constitution of a standing committee for basic education which can meet frequently and advise the Government of India on various technical and other issues connected with basic education.

“Steps are being taken to expand the programme of social education in the country. You will remember that I spoke to you last year of the central scheme for

the expansion of education by the employment of new teachers in elementary schools and of social workers in selected centres in urban areas. This was also intended to relieve the pressure of educated unemployment. I am glad to tell you that under this scheme a total of about 66,000 teachers and 2,000 social workers have been allotted to various states up to November, 1954.

“The greatest emphasis during the current year has, however, been placed on the reconstruction and improvement of secondary education. I think you will all agree that this has till now been the weakest link in the Indian educational chain. It is yet in a sense decisive in determining the quality of education both at the elementary and the collegiate levels. Secondary schools supply teachers for elementary schools and students for colleges and other institutions of higher learning. An unsatisfactory system of secondary education undermines the entire system of education in the country.

“You will remember that at the last meeting of the Board, I placed before you my ideas on secondary education. This is the stage up to which all should have the opportunity to go. In any case, it is the stage which marks, and will continue to mark the end of education for the vast majority. It should, therefore, prepare them for life, but I must regretfully admit that our secondary education does not at present fulfil this end.

“The government have, on your advice, generally accepted the recommendations of the Secondary Education Commission and initiated measures for giving effect to them as early as possible. Discussions are being continually held with state governments, universities and boards of secondary education for carrying out various necessary measures of reform. I will refer briefly to only some of the more important steps already taken in this behalf.

“The duration of secondary education has been a subject for controversy over a number of years. Unfortunately, even the Secondary Education Commission did not give a clear lead in this matter and left it to the states to have either an 11 or a 12-year secondary course. This has made it difficult to correlate secondary education with the universities and to ensure that there will be a uniformity of pattern both at the secondary and university levels throughout the country. This question was taken up in a conference of Education Secretaries held in November 1954. It was agreed to get round the difficulty by prescribing that 17 plus should mark the end of secondary education. There can be doubts and differences about the standards and courses in secondary schools but there can be no doubt about a prescribed age. So long as the completion of secondary education and entrance thereafter to the university is fixed at 17 plus, the states may regulate the stages subject to the general pattern laid down by the Secondary Education Commission. Since the Constitution lays down six as the commencement of compulsory education for all, this would favour an 11 years' course of six to 17 plus. However, this is a matter which requires careful consideration and I hope that the Board will give a clear lead to all the states.

“We are all agreed that the standards of secondary education need to be raised. It has been suggested that the extension of the secondary course by one year will raise the standard of attainment and prepare pupils for entry into various vocations. As a result, there will not be the same rush for higher studies and it will reduce the pressure on the universities. I am happy to note that many of the universities are willing to fall in line with the suggestion of both the Radhakrishnan Commission and the Mudaliar Commission and agree to the institution of a three-year degree course at the end of the Higher Secondary School Certificate.

“Another defect of the existing system of secondary education has been the lack of facilities for pupils with different abilities, aptitudes and tastes. The need to establish a large number of multi-purpose schools is, therefore, obvious but in spite of encouraging beginnings in some of the states, the vast majority of secondary schools are yet of an academic type. The main difficulty here again has been the lack of resources in men, material and funds. You will be glad to hear that the Government of India have already initiated a scheme for the conversion of 500 high schools in the country into multi-purpose schools before the end of the present Plan period. It is proposed that the distribution of the schools will be on the basis of one multi-purpose school for each district. This will leave a balance of a little less than 200 schools which will be utilised to meet the special requirements or demands from various states. In addition, the central government have accepted a scheme for the improvement of teaching and equipment in another 1,000 to 1,500 schools during the same period so that roughly 20 per cent of the secondary schools in the country can be raised to a higher level. The multi-purpose schools will all be higher secondary schools and provide various types of courses in Arts, Science, Agriculture, Commerce and technical studies.

“Steps have also been taken to set up a Textbook Research Bureau and a Bureau of Vocational and Educational Guidance. You will agree that improvement in the quality of textbooks is essential if secondary education is to improve. In view of the proposed diversification of courses, it is equally important to ensure that pupils select their courses according to their aptitude, taste and ability. Immediate steps are, therefore, necessary to organise educational and vocational services, though these need not be of a very elaborate character in the beginning. The Central Bureau of Vocational and Educational Guidance will offer all possible help to the state governments which may wish to set up their own Bureaux of Vocational and Educational Guidance. I would also suggest for your consideration that each state may set up a Board with the object of surveying employment opportunities in its area and make the necessary information available to all headmasters of secondary schools.

“You will agree that the key to all educational improvement lies in a better type of teachers. Efforts are being continually made for the better training of teachers and generally improving their professional efficiency. I mentioned to you last year about the All India Headmasters’ Seminar which was held at Simla. Its results were so promising that during the current year eight more seminars on a regional basis have

been organised. In addition, some of the states have organised their own Headmasters' Seminars. I am convinced that these seminars are one of the most effective types of in-service training and represent one of the best forms of investment in education.

"All these measures for increasing the duration of the course, raising the standard, diversifying the syllabus and improving equipment and library services are being pursued in close cooperation between the central government and the state governments. The results will be reported to the Board but I have felt that in view of the urgent need of improving the quality of secondary education, it would be desirable to set up a smaller body which could meet more frequently and review from time to time the progress made. I am, therefore, contemplating the setting up of a Council of Secondary Education more or less on the lines of the All India Council for Technical Education. The proposed Council will review the progress of secondary education throughout the country and serve as an expert body to advise the government about improvement and expansion of secondary education in all its phases. It will examine and appraise proposals in this behalf submitted to the central government and assist in the implementation of approved programmes. It will also maintain a nucleus of specialists in various fields of secondary education and thus increase through membership of its staff the number of Indian educationists who have had experience in the analysis and solution of problems of secondary education on an all India basis.

"In the field of university education, I have already reported to you that the University Grants Commission was set up in November 1953. A bill to give it statutory recognition has been introduced in Parliament and is under its consideration. It is a matter of deep regret that we have lost the first Chairman of the Commission, Dr. S. S. Bhatnagar, before the Bill could be passed. In him we have lost one of our most eminent educationists who could have helped to build up the right traditions for the Commission.

"In the meantime, you will be glad to hear that certain steps have been taken to improve the salary of teachers in universities and expand the facilities of higher education in various directions. After the attainment of independence, it became clear that our universities did not have adequate facilities for the study of the language, history and culture of important regions of the world. Some provisions existed for studying the civilisation and culture of Europe, but there were no faculties or departments which gave young Indians the opportunity of acquiring specialised knowledge of the Americas, the Middle East or various zones of Asia. It was at the same time clear that India's increasing participation in international affairs demanded that there must be men and women with specialised knowledge of the language and culture of all important regions of the world. A beginning has now been made by taking steps to establish an institute for the study of Asian languages and culture at the Banaras University, of the culture and languages of the Middle East at Aligarh University and a School of African Studies at Delhi University.

"I will not go into details in the field of technical education as I surveyed it recently when I addressed the All India Council for Technical Education. Its report

is before you and you will see that the progress in this field has been fully maintained. I would only add that the site for the Western Higher Technical Institute has been selected and action initiated for the establishment of Regional Schools of Printing as well as a School of Town Planning.

“I have referred to the need of research in textbooks to improve their quality. Textbooks cannot and should not, however, be the only reading material for growing children and adolescents. Great nations have taken justifiable pride in their children’s literature. In India we have an ancient tradition that can challenge comparison with similar literature of any other country. In recent times we have, however, neglected this important facet of literature and left unutilised the vast potential material that lies at our command. We have during the last year taken the first steps to remove the deficiency. Publishers are being encouraged to enter this field and produce literature that will satisfy the needs of our children and adolescents. Our schemes in this field are three-fold. Firstly, the Ministry will produce under their own auspices a few books so as to serve as examples and set the standard for other publishers. Secondly we have commissioned the publication of a series of 25 books for children on selected subjects. Finally, we have offered 20 prizes for good and well produced children’s books in all Indian languages. Two thousand copies of each prize-winning book will be purchased by the central government for distribution to schools, libraries and children’s centres.

“Perhaps even more than in the case of children, we must provide suitable literature for the neo-literate adults. I have made a brief reference earlier to the expansion of social education in the country. One of the main obstacles to such expansion in the past has been the paucity of suitable literature. Adults who became literate often relapsed into illiteracy because of this fact. There is, however, an additional danger which arises out of lack of suitable literature. If the neo-literate adults do not find healthy and wholesome material to engage their minds, they are liable to resort to literature of an undesirable type. This is a problem which we share with most countries of the world. In many cases, increased literacy has led to a lowering of standards and taste. The main reason for this is the lack of suitable literature for the average man. In the absence of creative and wholesome books, cheap comics, crime and sex stories and sensational political propaganda take entire possession of his mind.

“The government have, therefore, undertaken a special programme for encouraging the production of literature which, while it will be true to the traditions of our Indian heritage, will also seek to develop in the minds of the neo-literate adults a scientific and critical spirit alive to the problems of modern age. For this purpose, the central government have initiated a scheme to guarantee to publishers and writers a minimum sale of books which are of the requisite quality. In addition, prizes are awarded to specially qualified books. You will be glad to hear that this has already evoked a wide interest from writers and publishers. In October 1954, 35 books in 14 Indian languages received governmental recognition or awards. We are now contemplating an extension of the programme to offer every possible encouragement to

promising writers and publishers in all Indian languages. We have also planned to produce in several volumes a popular Encyclopædia in Hindi. This is intended to provide useful reading material of general interest to neo-literates. The first volume has been prepared and sent to the press and I expect it will soon be out.

“The current year has also been marked by intense and varied activity in the field of culture. You are aware that a national academy of letters, the Sahitya Akademi, was set up in March and a national academy of fine arts, the Lalit Kala Akademi in August 1954. The National Gallery of Modern Art was opened in March 1954. A delegation of Indian artists was sent to the U.S.S.R. and a cultural troupe received from China. In addition India participated in several international cultural conferences and sponsored Art and Culture Exhibitions to various countries. An Exhibition of *Indian Art Through the Ages* is at the moment touring some of the countries of Europe and the Middle East. The system of cultural scholarships has been attracting an increasing number of students from many foreign countries. Our students are also going abroad under various programmes of cultural exchange.

“One of the most important developments in the field of cultural activities during the current year has been the organisation of a number of youth camps throughout the country. These are intended to give our young men and women in high schools and colleges an opportunity of living together and participating in various forms of creative and social activities. More than 300 such camps have already been held and more are planned in the coming months. In a sense, the culmination of such programmes for the youth of the country was the organisation of an All India Youth Festival in which students from almost all the Indian universities participated. The government provided funds to bring them to the capital and house them in the Talkatora Gardens. The various items they put up were evidence of the rich diversity of the culture of India. The Festival which gave an opportunity to a large number of young men and women from all parts of India to live together in a common fellowship is bound to strengthen the bonds of unity among them and develop in our youth the consciousness of their Indian heritage.

“I would also like to say a few words about the various activities undertaken in cooperation with Unesco. We participated in important projects like the Translation of Classics and the Arid Zone Programme. Our delegation played a very important role in the Eighth General Conference of Unesco and I am glad to inform you that the Ninth General Conference will be held in India. This will be the first time that one of the U. N. Agencies will hold its general session in this region of the world.

“You will remember that, at the last meeting of the Board, I spoke to you about the need of changing the existing rules of recruitment to various government and other services. Under the existing rules, possession of a university degree is a necessary condition for recruitment to all excepting the lowest services. This has led to an undue pressure on the universities and also to a sense of frustration among a large number of our educated youth. You will be glad to hear that this matter has been considered by

the government and a committee of specialists is being appointed to examine the question and submit specific proposals.

“If the possession of a degree is no longer a pre-requisite for employment, we hope that the pressure on the universities will diminish. It is, however, necessary to ensure that only young men and women of the highest calibre proceed for higher studies. At present, entry to the universities and even to the high schools is often dependent mainly on the financial position of the family. A democracy cannot flourish unless it offers equality of opportunity to all and takes every care to see that the best among its youth get the opportunity to develop their abilities. One measure for equalisation of opportunity is the initiation of a system of scholarships to the various residential schools modelled on the British Public School.

“It is generally admitted that these schools offer a better standard of education than our existing ordinary schools. Our aim is of course to improve the quality of all secondary schools but obviously it is impossible to raise 10,000 high and higher secondary schools to the necessary level immediately. Till such time, we must ensure that boys and girls of the requisite ability are not denied the opportunity of receiving the more satisfactory education which public schools at present offer. One of the main criticisms against the public schools in the past has been that they cater only to the needs of a rich minority. The scholarships instituted by the Government of India seek to remedy this defect. You will be glad to hear that some of the boys and girls who have secured admission to public schools with our scholarships come from families whose monthly income is less than Rs. 100.

“Another measure for the equalisation of opportunity is the expansion of the scope of the Scheduled Castes, Scheduled Tribes and Other Backward Classes scholarships. When I took over charge in 1947, the total amount utilised for all such scholarships was Rs. 3.5 lakhs. It was my constant aim to increase the provision year by year and you will be glad to hear that in 1954-55, a sum of Rs. 1,07,00,000 is being spent for such scholarships. The number of beneficiaries under the scheme has increased from 600 in 1947-48 to over 20,000 in 1954-55.

“It would take me too long if I referred to the many interesting activities initiated and continued by the Department of Archæology, the Department of Anthropology and the National Archives but I can inform you that they have shared in the general progress of which I have given you a brief report.

“One measure of this increased activity in all fields of education is the financial allocation for education in our central and state budgets. In 1953-54, the Central allotment for education was less than Rs. 8 crores. In 1954-55, the allocation is almost Rs. 20 crores. So far as the governmental expenditure on education is concerned, the allotment has increased from Rs. 94 crores in 1953-54 to Rs. 112 crores in 1954-55.

“There is one other matter to which I would like to refer before I conclude my survey. We all profess our devotion to the ideals which Mahatma Gandhi set before

this country and the world but I have to say with regret that our practice does not always conform with our professions. Gandhiji believed in the innate dignity of man and had an equal reverence for all religions. For him, toleration was not a mere negative virtue of bearing with others differing from him but a positive quality which was marked by love and reverence for all human beings. It is a matter for regret that these basic human values which have been proclaimed by all religions and were reiterated by Gandhiji in his life and teachings, do not find a proper place in the curriculum of our institutions. Even where Gandhiji's life and teachings are taught in schools or colleges, the broad humanitarian aspects of his teachings are not always fully stressed. If a person differs from Gandhiji's views and does not accept his teaching, he certainly has the right of saying so. No one has, however, the right of professing to follow him and at the same time leaving out essential elements of his message. There are nevertheless divergences in different parts of the country and sometimes greater emphasis is placed on some of the less important aspects of his life and teachings. There is also at times a tendency to idolise him but neglect the real significance of his message.

"I feel that the time has come when we should prepare a syllabus of his teachings for the use of educational institutions throughout India. In order to arrive at a uniform and correct interpretation of his message, it is necessary to appoint a small committee of persons who have made a special study of his life and teachings. I am sure this meeting of the Board will give careful thought to this issue and suggest measures so that the real implications of Gandhiji's teachings are brought vividly to our rising generations."

2. *Agenda.*—The agenda before the Board was as follows :—

- I. To record appreciation of the services rendered by those who have ceased to be members since the last meeting of the Board and to welcome the new members.
- II. To report that the proceedings of the 20th and 21st meetings of the Central Advisory Board of Education held at New Delhi in November, 1953 and February 1954 respectively, were confirmed by circulation to members and that the copies of the approved proceedings were sent to the state governments and universities.
- III. To consider the following reports :—
 - (a) (i) Report on the progress of Educational Development Plans implemented by the Government of India.
 - (ii) Report on the Five-Year Plan of Educational Development in Basic, Secondary and Social Education.
 - (b) (i) Report on the progress of the Educational Development Plans implemented by the state governments.
 - (ii) Report on the progress of education of the Scheduled Tribes and Scheduled Areas in various states with particular reference to the educational development schemes under Article 275 of the Constitution and Welfare of the Tribal People in Part 'C' States.
 - (c) Report on the activities and publications of the Central Bureau of Education, including those relating to educational statistics.
 - (d) Report on the development of audio-visual education in India.
 - (e) Report on the progress made in the field of technical education.

- (f) Report on the Government of India Scheme of Scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes.
 - (g) Report on the Government of India's Overseas Scholarships Scheme.
 - (h) Report on the Cultural Scholarships Scheme.
 - (j) Report on the Government of India scheme for the award of scholarships to foreign students for training in cottage industries and other vocational subjects.
 - (k) Report on the work of rehabilitation of students and teachers displaced from Pakistan.
 - (l) Report on the development of basic (primary and middle) education.
 - (m) Report on education of the handicapped.
 - (n) Report on the work of the Indian National Commission for Cooperation with Unesco.
 - (o) Report on the work of the Department of Archaeology.
 - (p) Report on the work of the Department of Anthropology.
 - (q) Report on the work of the Department of Archives.
 - (r) Report on the work of National Library, Calcutta.
 - (s) Report on the work done in connection with the preparation of Scientific Terminology in Hindi and propagation and development of Hindi.
 - (t) Report on the activities in the field of Youth Welfare.
- IV. (i) To consider the reports from the Government of India and the state governments about the action taken on the recommendations of the Board at its 20th meeting.
 - (ii) To consider the reports from the Government of India and the state governments about the action taken on the recommendations of the Board at its 21st meeting.
 - V. To receive the Report of the Conference of University Teachers of Economics regarding the teaching of Economics in the universities.
 - VI. To receive the Report of the Conference of University Teachers of History regarding the teaching of History in the universities.
 - VII. To consider the desirability of introducing basic education in Anglo-Indian and Convent Schools and similar other institutions.
 - VIII. To consider the desirability of prescribing maximum qualifications and maximum age limits for entry into different grades of government services so as to check the tendency to drift into colleges and universities for the sake of securing jobs.
 - IX. To receive the Report of the International Team on Teachers and Curricula in Secondary Schools.
 - X. To consider the desirability of establishing parity of standard in schools in different states.
 - XI. To consider the question of formulating syllabuses for higher secondary school and pre-university class.
 - XII. To consider the desirability of inclusion of Gandhian Philosophy and Ways of Life in the curricula of high schools and university stage.
 - XIII. To consider the desirability of establishing a separate Advisory Committee on Basic Education as a standing committee of the Central Advisory Board of Education.
 - XIV. To fix the venue of the next meeting of the Board.

3. *Proceedings* :—The Board then took up the consideration of the Agenda and adopted the following resolutions.

Item I.—The Chairman welcomed the new members of the Board and expressed his appreciation of the services of the out-going members.

Item II.—It was reported that the proceedings of the 20th and 21st meetings of the Central Advisory Board of Education held at New Delhi in November, 1953 and February, 1954 respectively, had been confirmed by circulation to members.

Item III (a) (i).—The Board approved of the report of the progress of educational development plans implemented by the Government of India.

Item III (a) (ii).—The Board noted that several of the states had not supplied figures of the amounts actually utilised by them under different schemes and desired that such figures for the year 1953-54 should be furnished along with the progress reports as early as possible.

Item III (b) (i).—The Board considered the reports from the states and noted that they did not conform to any pattern and differed considerably in length. It was resolved that while it was not necessary to insist on any rigid pattern or to include large statistical material, report on certain important items to be indicated by the central government should invariably be furnished.

The Board further decided to invite the attention of the Planning Commission to the need of making suitable provision for raising the salary scales of teachers at all levels in the next Five-Year Plan. This has become all the more necessary in view of the fact that a satisfactory execution of development plans in the industrial, agricultural and allied sectors will depend on the quality of the personnel employed, which in turn will depend on the quality and the contentment of the personnel employed in the educational institutions.

Item III (b) (ii).—The Board noted the progress of education of the Scheduled Tribes and Scheduled Areas in various states with particular reference to the educational development schemes under Article 275 of the Constitution and welfare of the tribal people in part 'C' States. It, however, took a serious view of the fact that some of the grants received from the central government were being utilised for constructing exclusive hostels for students belonging to Scheduled Castes and Tribes and Backward Classes. The Board recommended that instead of segregating these students in separate hostels, steps should be taken to reserve seats for them in the general hostels and, if necessary, build annexes to such hostels for the purpose.

Item III (c).—The Board recorded the report on the activities and publications of the Central Bureau of Education including those relating to educational statistics. It was suggested that publications issued by the Ministry should be sent to the state governments and their cost recovered.

Item III (d).—The Board received the report on the development of audio-visual education in India.

Item III (e).—While considering the report on the progress made in the field of technical education, the Board suggested that regional committees set up for

inspecting and recommending technical institutions for central grants should be requested to complete their assignments with expedition so that the institutions applying for grants do not have to suffer on account of delayed action.

Item III (f).—In regard to the need for relaxing minimum qualifications for candidates applying for scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes, particularly in the professional courses, the Board decided to postpone the question till the Union Public Service Commission had further considered the matter. The Board further suggested that by July every year the central government should give an approximate idea to state governments of the number and total value of such scholarships to be paid to scholars from their respective areas.

Item III (g).—The Board recorded the report on the Government of India's Overseas Scholarships Scheme.

Item III (h).—The Board considered the report on the Cultural Scholarships Scheme and suggested that a special request be made to the Vice-Chancellors of universities to extend all possible opportunities to foreign scholars to participate in the social and cultural life around them and to help them feel at home during their stay in this country.

Item III (j).—The Board noted the report on the Government of India scheme for the award of scholarships to foreign students for training in cottage industries and other vocational subjects.

Item III (k).—The Board considered the report on the work of the rehabilitation of students and teachers displaced from Pakistan and recommended that as the process of rehabilitation of the displaced teachers and students was likely to be spread over a fairly long number of years, a long-term programme should be drawn up to be presented to the Board at its next meeting.

It was further resolved that while the age of retirement of teachers should be generally 60, in states where government teachers have to retire at 55, at least the displaced teachers in government service should be allowed to continue till the age of 60.

Item III (l).—While recording the report on the development of basic (primary and middle) education, the Board expressed the view that all the states should in future submit their reports in this behalf on the proforma circulated to them. If there was any difficulty about any particular item of information, it should be referred to the central government for clarification or modification of the proforma if necessary.

Item III (m).—The Board recorded the report on education of the handicapped.

Item III (n).—The Board recorded the report on the work of the Indian National Commission for Cooperation with Unesco.

Item III (o).—The Board recorded the report on the work of the Department of Archæology.

Item III (p).—The Board recorded the report on the work of the Department of Anthropology.

Item III (q).—The Board recorded the report on the work of the Department of Archives.

Item III (r).—The Board recorded the report on the work of National Library, Calcutta.

Item III (s).—The Board recorded the report on the work done in connection with preparation of Scientific Terminology in Hindi and propagation and development of Hindi.

Item III (t).—The Board recorded the report on the activities in the field of Youth Welfare.

Item IV (i).—The Board considered the reports from the Government of India and the state governments about the action taken on the recommendations of the Board at its 20th Meeting and expressed concern that information supplied by many of the states was inadequate. The Board desired that steps should be taken by the states to furnish in time adequate reports about action taken on its recommendations.

In regard to the scheme of introducing Merit Scholarships in Public schools, the Board felt that such state governments as have not agreed so far to introduce scholarships in the public schools situated in their areas should be requested to reconsider their decision. It was also felt that if a state government made certain recommendations in favour of any scholars, the Government of India should make arrangements to accommodate them in some public school outside the state if the particular state had no public school of its own.

With regard to the recommendation of the Central Advisory Board of Education requesting the Ministry of Education to urge the Planning Commission to make more adequate provision for education, particularly for universal, free and compulsory education during the second Five-Year Plan, the Board felt that the reactions of the states to the targets and priorities which have been tentatively fixed at the Conference of Education Secretaries in November, 1954 for the next Five-Year Plan may be awaited in the first instance.

In regard to the recommendation of the Board, the Government of India should permit the mother-tongue to be the medium for the competitive examinations for children of 12 or below seeking entrance into schools for the Armed Forces, it was decided that the Ministry of Defence, to whom the matter has already been referred should be requested to give a decision as early as possible.

Item IV (ii).—While the Board welcomed the action taken by the state governments on the implementation of the recommendations of the Secondary Education Commission, it noted with regret that the information supplied by many of the states was inadequate. The Board therefore suggested that steps should be taken by the states to furnish in time adequate reports about the action taken on the recommendations of the Board.

The Board recommended that next year grants to A.C.C. should be paid earlier so that camps might be held from September to December and also suggested

the organisation of Scouting, N.C.C. and other extra-curricular activities as measures to improve discipline of students.

Items V and VI.—The Board suggested that the attention of the universities should be invited to the Reports of the Conference of University Teachers of Economics and History regarding the teaching of these subjects in the universities.

Item VII.—The Board agreed that the matter should in the first instance be referred to the Anglo-Indian Board and the Indian Public Schools Conference for comments.

Item VIII.—In view of the appointment of a special committee for considering the questions of qualification and age for entry into different grades of government service, the Board postponed the discussion of the item.

Item IX.—The Board recorded its appreciation of the Report of the International Team on 'Teachers and Curricula in Secondary Schools'.

Item X.—The Board discussed the matter at length and after considering the report of the special committee (for membership, see Annexure C) passed the following resolution :—

"The Board after very careful consideration of the stage of termination of secondary education and the qualifications necessary for entry into the universities arrived at the following unanimous conclusions :—

- (a) The degree course should be of three years and 17 + should be the minimum age for entry into universities.
- (b) The end of secondary education at 17 + should mark a terminal stage in education and prepare students for life. It should also be of a standard which would enable them to participate with profit in a three-year degree course.
- (c) The Government of India be requested to appoint a committee to draw up an integrated syllabus for the School Final Examination to achieve the above objective.
- (d) The last class in the secondary stage should be called the 11th class and may be reached after schooling of not less than ten years, the actual duration of the school system in the various states to be determined by the state governments concerned.

The Board is of opinion that for the implementation of these recommendations, it is necessary that financial assistance in a liberal measure should be provided by the central and state governments. This Board therefore requests the central and state governments and the Planning Commission to provide necessary finances in the second Five-Year Plan for the implementation of these recommendations.

Item XI.—The Board welcomed the announcement of the Chairman regarding the establishment of a Council of Secondary Education on the lines of the All India Council for Technical Education and noted with satisfaction that the government

have already decided to set up an expert committee for formulating an integrated syllabus for the secondary stage as a whole and another for the pre-university class.

Item XII.—The Board authorised the Chairman to appoint a committee to consider the desirability of inclusion of Gandhian Philosophy and Ways of Life in the curricula of high schools and university stage and make suitable recommendations towards that end.

Item XIII.—The Board authorised the Chairman to establish a separate Advisory Committee on Basic Education, as a standing committee of the Central Advisory Board of Education.

Item XIV.—The Board left it to the Chairman to fix the date and venue of its next meeting.

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

ANNEXURE A

New Members

1. Shri T. S. Avinashilingam Chettiar.

Out-going Members

1. Shrimati Ammu Swaminathan.
2. Dr. B. L. Manjunath.

(xxiii) **TWENTY-THIRD MEETING— JANUARY, 1956**

Chairman's Address (Maulana Abul Kalam Azad)

“**F**RIENDS,

I AM glad to welcome you to this twenty-third meeting of the Central Advisory Board of Education. The present meeting has, I think, a special importance as this is the last year of the first Five-Year Plan. Your advice and suggestions at this stage have a special value in judging the progress already made and indicating the lines which we should adopt during the next five years.

“Before however I review our past progress or consider proposals for the future, I think it necessary to remove a serious misunderstanding in certain circles. They often ask why a special commission was not first appointed to consider the future of elementary education before commissions on university education and secondary education were appointed. Such comments surprise me. Those who ask these questions seem to have forgotten all that has happened in India in the last 20 years. You will remember that as early as 1937 Gandhiji had been reflecting over the reform of elementary education and measures for the provision of universal education for the country. He appointed the Zakir Husain Committee to make specific proposals in this behalf which formulated the scheme of basic education. This received the blessings of Gandhiji and was adopted as the educational pattern at the elementary stage by the Congress governments in the provinces. Not only so, but the Central Advisory Board of Education also considered the scheme and, after careful examination by its own committees adopted it with some minor modifications. This was included in the post-war plan for educational development and accepted by the then Government of India.

“On the formation of the National Government in 1947, the matter was further considered and the Kher Committee was appointed to suggest ways and means to give effect to the implementation of a programme of national basic education. The report of this Committee was also accepted by Government of India on the recommendation of the Central Advisory Board. All state governments also endorsed the decision. It is therefore surprising that any person should now say that the question of elementary education was not adequately considered by the Government of India. It is of course true that the scheme of basic education has not yet been fully implemented by state governments, mainly on account of lack of personnel and finances. It will however be appreciated that any educational reform takes time and the more so in a country so vast as India. Reform of secondary education affects much smaller numbers and is easier to carry out, but even in this field all our efforts for improving and upgrading secondary schools according to the new pattern are estimated to take at least ten years for fulfilment.

“You will remember that even before the appointment of the Planning Commission, certain broad programmes of education had been framed. Almost immediately

after I assumed charge as Minister for Education on January 15, 1947, I summoned an All-India Educational Conference where we drew up a blue-print of educational plan for the country. Under the scheme of post-war educational development plan, popularly known as the Sargent Scheme, universal compulsory education for all children of school-going age was to be provided within a period of forty years. I felt—and you all agreed with me—that free and democratic India could not wait so long. The All-India Educational Conference therefore drew up a programme which, if implemented, would have assured almost universal provision for education within a period of sixteen years. Experience since then has proved that this programme was not in any sense unduly optimistic. The three years after independence were a period of great stress and difficulty but in spite of this the provision for education at the elementary level increased enormously. Between 1947 and 1951 the percentage of children of school-going age, who actually attended school, went up from thirty per cent to forty per cent and by 1955-56, it has reached a figure of almost fifty per cent. If in spite of financial and other difficulties attendant on partition of the country and without any properly coordinated Plan in the initial years, the provision could be increased from thirty to fifty per cent within eight years, surely the target of seventy-five per cent by 1961 and universal education by 1966 was and still is within our capacity.

“These years also saw the beginning of reconstruction of education. Soon after independence, it was agreed that the pattern of elementary education must be “Basic”. The University Education Commission was appointed under the the presidentship of Dr. Radhakrishnan to advice on the future pattern of university education in the country. The Ministry also proposed the appointment of a commission for the reconstruction of secondary education, though its actual appointment did not, on account of financial stringency, take place till 1952. In the same period, a great impetus was given to the development of technical education by implementing the recommendations of the All India Council for Technical Education and appointing the Scientific Manpower Committee.

“When therefore the Planning Commission was appointed and the first Five-Year Plan formulated, we had already before us a complete picture of the pattern of education at all stages. The Plan, however, gave an impetus to the implementation of the schemes of the Ministry and also helped in coordination of the various measures in different states by treating them as parts of an integrated whole. The Ministry has published a brochure, *Survey of the First Five-Year Plan*, which gives a detailed account of the various schemes initiated or expanded during the first Plan period. I do not want to go into details, as these will be found in the brochure but I would like to draw your attention to a few broad features of what has been achieved.

“In the field of elementary education, a beginning has been made in converting the traditional pattern into basic. We have selected in each state an intensive development area where all elementary schools have been converted into basic schools. Basic training is provided at both the under-graduate and the post-graduate levels. We have also sought to establish or encourage the establishment of janata colleges.

Provision of library services has also been made to meet the needs of the adults. Our effort has been to locate these intensive development areas as far as possible in community projects or national extension blocks. The various services provided under these programmes can thus be utilised in enriching the content of education in the schools. In addition, states have been encouraged to introduce crafts in ordinary elementary schools. Some training in craft is also included as an essential element in all teacher-training programmes.

“At the secondary level, the plans of the Ministry for reconstruction and reform received concrete shape in the report of the Secondary Education Commission. In accordance with the recommendation a number of schools have been converted into multi-purpose schools. Steps have been taken for reorientation and re-training of headmasters by organising a series of seminars for headmasters, inspectors and members of the directorate. Training colleges have been assisted in improving their libraries and equipment. Most important of all, a programme of extension services has been drawn up by which each training college will look after the special needs of a number of selected schools. This is a truly revolutionary development. In the past, individual teachers used to come to training colleges but under this programme the training college will go out and reach all high schools within the orbit of its operation. Side by side with these measures secondary schools have been helped to improve their libraries and laboratories with a view to improve teaching, specially in various scientific subjects. I would like to acknowledge in this context the assistance we have received from the Technical Cooperation Mission and the Ford Foundation.

“At the university level, the period has seen the establishment of the University Grants Commission. You are aware of some of the measures already adopted. Of these perhaps the three most important are improvement in the salary scales of university teachers and extended provision for improving university libraries and laboratories. The Commission has also helped universities in improving facilities for teaching at the post-graduate level and made a beginning for the betterment of residential and other facilities for students. In order to provide facilities for higher education in rural areas and encourage the study of subjects specially suited to rural needs, we have also taken action to establish a Council of Rural Higher Education.

“It is in the field of technical education that perhaps the most striking progress has been made. The Indian Institute of Technology at Kharagpur has already achieved a high reputation for its standard and is beginning to draw students from outside India. The Indian Institute of Science at Bangalore has also been considerably strengthened and developed and is an institution of which we can rightly be proud. Facilities for engineering education have also been considerably expanded. As against less than 1,000 engineer graduates produced each year before 1950, we are now producing over 3,000 graduates a year. Many new departments in engineering and technology have been opened, and for the first time, facilities for post-graduate instruction at the highest level are available within the country.

“Apart from these more traditional aspects of education, considerable progress has been made in improving welfare services and amenities for students. I have already mentioned that increasing attention is being paid to the provision of better hostels for students in colleges and universities. Students have also been encouraged to add to the physical amenities of their institutions. Under this scheme, the Government of India pay for the material, supervision and skilled labour. The students undertake the manual work in the construction of swimming pools, open-air theatres, or other common services. In order to encourage students in developing their talents in debate, music, painting and other forms of cultural activities, an All-India Inter-University Youth Festival was organised for the first time in 1954 and has been repeated with success a few months ago. It is proposed to organise this festival every year. Students from every part of India will thus have an opportunity of meeting together and developing a sense of comradeship and cooperation and realising the essential unity of India.

“I need not go into further details but would, before I conclude this survey of the first Five-Year Plan, draw your attention to a fact which is often ignored. We speak of the first Plan as a Five-Year Plan but, in fact, it was only a Three-Year Plan. You may remember that the plan was accepted by Parliament only towards the end of the year 1952-53. The operative years under the plan have therefore been only the three years since 1953-54. There was however no sense of sudden beginning as the Ministry had already prepared its blue-prints. The Plan therefore only helped to fulfil and accelerate what we had already had in view. This is not surprising because you will readily appreciate that education is a field where planning has to be continuous like life itself.

“One of the main difficulties which was felt during the first Five-Year Plan was a certain lack of coordination between the central and the state plans. These were discussed separately without being integrated into one overall national Plan. The result was that when the centre initiated certain proposals of development, the states were often unable to implement them fully because the state resources had already been allotted to their own specific schemes. This lack of coordination was aggravated because of the demand that the states should find matching funds in order to earn the central quota. As the state resources were already earmarked for their own programmes, only the more prosperous states were able to take advantage of the offer of assistance made by the central government. The result was that advanced and prosperous states secured a much greater proportion of central assistance, while underdeveloped states were unable to take full advantage of the schemes. The difference between developed and undeveloped states was thus further increased. National well-being requires that there should be a balanced development for the entire country without any marked disparity between different regions. Judged by this standard, the first Plan has not proved entirely successful because of these two reasons mentioned above.

“We desired that we should profit from the experience of the first Plan. I was determined that the second Plan, while it should continue the good work initiated

during the first Plan, must avoid its mistakes and drawbacks. I therefore desired that consultation with the state governments should be held from the very outset. Accordingly a series of discussions with the Planning Commission and the state governments were initiated by the Central Ministry of Education. For over a year consultations have been held and several meetings called. Finally, a conference of Education Secretaries was held in October-November 1954, which drew up a plan for the country as a whole. Briefly, the targets embodied in this plan were as follows :—

- (i) Provision of schooling facilities for :
 - (a) Seventy-five per cent of the children of age group six to eleven ;
 - (b) Thirty per cent of the children of age group eleven to fourteen; and
 - (c) Twenty per cent of the children of age group fourteen to seventeen.
- (ii) Conversion of one-third of the existing elementary schools into basic schools and establishment of approximately fifty per cent of new schools required for expansion of elementary education as basic schools.
- (iii) Improvement of salaries of elementary school teachers so that a trained matriculate teacher may get basic salary of at least rupees seventy-five per mensem and an untrained teacher rupees fifty per mensem.
- (iv) Conversion of all the existing teachers' training institutions into basic training institutions and opening of new training institutions of basic type.
- (v) Introduction of craft in middle schools.
- (vi) Expansion of facilities for education for age group fourteen to seventeen to provide for twenty per cent of this age group.
- (vii) Conversion of five hundred existing multi-purpose high schools, the establishment of which was contemplated under the first Five-Year Plan, into higher secondary schools of the multi-purpose type.
- (viii) Conversion of 4,500 existing high schools into higher secondary schools of which two thousand would be of the multi-purpose type.
- (ix) Improvement of library and laboratory facilities, equipment and other amenities in the remaining high schools.
- (x) Improvement of salaries of secondary school teachers on the following basis :—

Untrained non-graduate	Rs. 100-200 p. m.
Untrained graduate	Rs. 120-250 p. m.
Trained graduate	Rs. 150-300 p. m.
Headmaster	Rs. 250-500 p. m.
- (xi) Development of Youth Camps, Works Projects and other extra-curricular activities.
- (xii) Production and distribution of adequate literature for literate and neo-literate adults as well as children.

- (xiii) Establishment of a large number of community centres, literacy centres and janata colleges for promoting social education amongst adults with special attention to women's education.
- (xiv) Expansion of library facilities.
- (xv) Establishment of 500 junior technical schools.
- (xvi) Establishment of ten new apprenticeship training-cum-schools of industry for high school leavers and provision of similar facilities in ten existing institutions.
- (xvii) Establishment of forty new polytechnics.
- (xviii) Establishment of three new engineering colleges in states not having such colleges.
- (xix) Establishment of three more higher technological institutions, one each in the West, South and the North.
- (xx) Conversion of the existing degree course into three-year degree course.
- (xxi) Improvement of the salary scales of university teachers in accordance with the recommendations of the University Education Commission.
- (xxii) Improvement and development of institutions of higher learning in Sanskrit and Indological studies.
- (xxiii) Assistance to learned societies for research in Humanities.
- (xxiv) Expansion of Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships.
- (xxv) Award of merit scholarships for higher studies.
- (xxvi) Expansion of scholarships for overseas study.
- (xxvii) Promotion of activities for the education of the handicapped.
- (xxviii) Expansion of activities connected with the promotion of Hindi.
- (xxix) Promotion of activities pertaining to social welfare.

“In the Plan Frame which the Planning Commission published, most of these physical targets enunciated by the Ministry of Education were accepted. When however the costs were calculated, and it was found that the implementation of this programme would involve over rupees one thousand crores, the Planning Commission suggested that the Ministry should revise the plan and bring it down to about rupees five hundred crores. Since a major portion of the plan was to be implemented by the state governments, they were again consulted. After careful examination, it was realised that a drastic reduction in the physical targets was inescapable. Accordingly, a revised plan was drawn up with the following major targets :

	Original Target	Revised Target
Enrolment in schools—age group six to eleven . . .	75%	60%
Enrolment age group eleven to fourteen . . .	30%	25%

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	Original Target	Revised Target
Enrolment age group fourteen to seventeen	20%	15%
Conversion of existing primary schools into basic schools	one-third	one-fourth
Conversion of existing high schools into higher secondary schools	2,500	1,500
Conversion of existing high schools into multi-purpose higher secondary schools	2,000	1,000

Further, apart from other reductions, the minimum basic salary proposed for elementary school teachers was revised from rupees seventy-five to rupees fifty per mensem in the case of a trained matriculate teacher and from rupees fifty per mensem to rupees forty per mensem in the case of an untrained teacher.

“I must confess that I was considerably disappointed when this revised plan was drawn up. I reconciled myself to this reduction on the ground that planning must be based on the economic resources of the community. We have resolved that national income must be increased by about five per cent. We must also go, as far as possible, to solve the problem of unemployment and underemployment. The Planning Commission was of the view that these objects required a greater emphasis on industrial development of the country, including development in the sector of small scale and cottage industries. While I fully recognise the importance of developing our water resources, agricultural potential and industrial capacity, I have held and still hold that there must be a right proportion between physical and mental development. In fact, in my view increasing national income or rapid industrial development is not possible without spread of education at all levels. All material improvement must ultimately depend on the intellectual and mental growth of the people. The Ministry of Education have therefore held and still hold that even if a programme for rupees one thousand crores is not feasible in the existing circumstances, at least the following minimum provision must be made, if our educational facilities are to keep pace with the national requirements in different fields of agricultural, industrial and power development :—

1. Rupees 338 crores for the state plans as recommended by the Working Groups consisting of representatives of the Ministry of Education, the state government concerned and the Planning Commission which went into great detail into the proposals made by each state.
2. Rupees sixty crores to cover the cost of improvement in salaries of teachers according to the revised and reduced proposals of the Ministry of Education (the total cost of the improvement for five years is only rupees ninety-three crores but of this, rupees thirty-three crores had already been provided in the recommendations of the Working Groups).
3. Rupees 128 crores for schemes to be implemented by the centre.

“As you are aware, even this modest figure of rupees 526 crores has not yet been accepted as part of the second Plan. I do not want to conceal that on this point I differ

sharply from the members of the Planning Commission. I believe that in a plan approximating rupees five thousand crores, a demand for a little over Rs. 500 crores for education is neither extravagant nor unjustified. I am continuing with my endeavours and it is my resolve that we must try to provide a reasonable allocation for education in the second Plan, and I have no doubt that all of you will be at one with me.

“I may however bring to your notice that there is one redeeming feature in the situation. The second Five-Year Plan is not rigid. It is intended that we shall consider afresh proposals at the end of each year. In the light of experience and the needs of progress, there will thus be scope for readjusting the Plan.

“I would now like to draw your attention to another problem which requires careful consideration and a firm policy decision. Education is a state subject and it is both desirable and necessary that the largest possible autonomy should be given to local communities in planning and implementing their educational programmes. There are however certain general and basic features which transcend local limitations and are, in fact, common for the whole of India. We are still in the process of implementing our national programmes. It is necessary that national needs and considerations must continually be kept before our minds. The Central Advisory Board has been constituted because of the recognition of this basic fact. It consists of representatives of the centre as well as all the state governments, and as such its advice represents the collective wisdom of educationists from the country as a whole. You are also aware that the Government of India never accepts any proposal that has not been first considered and approved by the Board. You will also remember that the decisions of the Board are almost without exception unanimous. Hence what the Board advises is the opinion not only of the central government but also of the state governments who constitute the majority of the membership of the Board.

“I am, therefore, somewhat surprised when certain groups or areas complain that the centre is trying to impose on them a particular programme or pattern of education. For the reasons I have stated above, such complaints are unjustified. I would go further and say that the centre will be failing in its duty if it did not take the initiative where national interest is involved. We want to build in India a national outlook which will transcend the limitations of province, state, religion, caste or language. That is why the central government has come forward with one scheme after another to assist and advise states in their educational plans. It has not however been content only with offering advice but has also agreed to share the financial burden for carrying out the necessary reforms. I am sure you will agree that when the central government provides a part of the expenses, it also has the responsibility of explaining to Parliament how and why that money has been spent.

“Another problem which requires your special consideration relates to secondary education. When we were engaged in carrying out measures for reform and improvement, it was a painful surprise to find complaints of fall of standards from all sides. We had all hoped that with the adoption of an Indian language as the medium

of instruction at the secondary stage, there would be an immediate and perceptible improvement in standard. Unfortunately this hope has not been justified and we every day hear complaints from all sides. The demand has already been made in Parliament and outside that the central government must take some action in dealing with the situation. An Advisory Council for Secondary Education has recently been established to advise central and state governments on necessary measures for effecting the desired improvement. It has been suggested that one reason for fall of standards is the removal of English from the list of compulsory subjects in secondary schools. Whether this is true or not is a matter which requires careful consideration by educationists.

“The question of improvement of standards is one of the burning questions of the day. We are framing plans for the future development of the country, but how can we ensure progress unless the future generations are properly trained? I would therefore urge that this body of eminent educationists will consider this question carefully and suggest measures for improvement of standard of secondary education in the country.

“I would conclude by saying that the Indian people have shown a wonderful resilience in the last eight years. In spite of the difficulties and obstacles which India faced after partition, India has made progress in all fields which has evoked the admiration of the entire world. I have therefore every confidence that our people will prove equal to the challenge of the times and provide for the coming generations an education which will assure her a rightful place in the comity of nations.”

2. *Agenda*:—The agenda before the Board was as follows :—

1. To record appreciation of the services rendered by those who have ceased to be members since the last meeting of the Board and to welcome the new members.
2. (a) To report that the proceedings of the 22nd meeting of the Central Advisory Board of Education held at New Delhi in January, 1955 were confirmed by circulation to members and the copies were sent to state governments and universities, etc.
(b) To report the nominations made by the Chairman to serve on the All India Council for Secondary Education/Indian National Commission for Cooperation with Unesco.
3. To consider the following reports :—
 - (a) (i) Report on the progress of Educational Development Plans implemented by the Government of India.
(ii) Report on the Five-Year Plan of Educational Development in Basic Secondary and Social Education.
(iii) Report from the Government of India and state governments about the action taken on the recommendations of the Board at its last meeting.
 - (b) Report on the Progress of Educational Development Plans implemented by the state governments.
 - (c) Report of the Committee on the teaching of Gandhian Philosophy.
 - (d) Report of the Rural Higher Education Committee.
 - (e) Report on the activities in the field of Youth Welfare (Labour and Social Service Camps and Work Projects).
 - (f) Report on activities in the field of technical education.
 - (g) Report on the development of audio-visual education in India during the year 1954-55.

- (h) Report on the Government of India Scheme of Scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes.
 - (j) Report on the education of the handicapped—Establishment of the National Advisory Council for Education.
 - (k) Report on the progress of education of Scheduled Castes and Scheduled Tribes in various states with particular reference to the educational development schemes under Article 275 of the Constitution and Welfare of the Tribal People in Part 'C' States.
 - (l) Report on work done with regard to the rehabilitation of students and teachers displaced from Pakistan.
4. To consider the question of the introduction of Film Appreciation as a subject of Study in Schools as recommended by the National Board for Audio-Visual Education, India at their Second Meeting held on May 17 and 18, 1955.
 5. To consider suitable methods of teaching Hindi.
 6. To consider the Report of the proceedings of the meeting of the Standing Committee of the Central Advisory Board of Education on Basic Education.
 7. To consider the question of compulsory teaching of the Highway code in Schools.
 8. To consider the progress made in securing the cooperation of universities and boards of secondary education in introducing the new pattern of secondary and university education.
 9. To report the formation of the All India Council for Secondary Education and consider a report on the work done so far.
 10. To consider the report of the Central Coordination Committee in connection with the finalisation of syllabuses for various courses to be introduced in multi-purpose schools.
 11. To consider the place of English in the secondary schools.
 12. (a) To consider the need for some uniformity in regard to school terms.
(b) To consider the class or form up to which private admissions might be permitted.
 13. To consider the institution of an All India Education Service.
 14. To consider the desirability of evolving a better system of preparation of textbooks to avoid the existing evils.
 15. To consider certain conditions for admission of Cadets to the National Defence Academy.
 16. To receive and consider a paper containing the opening address by Dr. J. C. Ghosh at the First Meeting of the Education Panel of the Planning Commission, on December 25, 1955.
 17. To receive and consider a note by Shri G. Ramachandran on Basic Education and the Shift System.
 18. To receive and consider a paper on a Practical Programme for the introduction of universal, free and compulsory primary education in India during the next ten years.
 19. To consider a note by Shri J. P. Naik, Member, Panel on Education, Planning Commission on Educational Survey of India.
 20. To fix the venue and the dates of the next meeting of the Board.

3. *Proceedings* :—The Board then took up the consideration of the agenda and adopted the following resolutions :—

Item 1.—The Chairman welcomed the members to the Board and recorded appreciation of the services rendered by those who have ceased to be members. On a motion from him, the Board observed one minute's silence in memory of the late Dr. Amarnath Jha.

Item 2(a).—It was reported that the proceedings of the 22nd meeting of the Central Advisory Board of Education held at New Delhi in January, 1955, were confirmed by circulation to members and the copies were sent to state governments and universities, etc.

Item 2(b).—The Board noted the following nominations by the Chairman to serve on the All India Council for Secondary Education/Indian National Commission for Cooperation with Unesco.

All-India Council for Secondary Education :

1. Dr. Zakir Husain.
2. Prof. N. K. Sidhanta.
3. Smt. Hansa Mehta.

Indian National Commission for Cooperation with Unesco.

Shri K. G. Saiyidain, Additional Secretary to the Government of India, Ministry of Education.

Item 3(a).—(i) The Board noted the progress report and recommended that the National Fundamental Educational Centre and the National Centre for Research in Basic Education should be located in a rural area.

(ii) The Board noted with regret that progress reports from most of the states had not been received and even in cases, where reports had been received, they were incomplete and did not conform to the pattern approved by the Central Advisory Board of Education.

(b) As that was partly due to difficulties experienced by the states on account of lack of staff etc., the Board recommended that a planning unit should be set up in each state in order to act as a liaison between the centre and the state governments in regard to development plans.

(c) It was further suggested that qualified and experienced staff, competent in basic education, should be appointed at the centre to act as field officers and help the states in the development of basic education.

(iii) The Board suggested that in order to minimise possible difficulties of adjustments which the foreign scholars have to face in this country, every effort should be made for their admission to institutions located in large and cosmopolitan centres as far as possible.

Item 3(b).—Same as under item 3(a) (ii) above.

Item 3(c).—The Board approved the report and strongly recommended that efforts should be made to promote the teaching of Gandhian thought at different stages. For this purpose, efforts should also be made to study the teachings of Mahatma Gandhi through systematic research.

Item 3(d).—The Board generally approved of the Report of the Rural Higher Education Committee and recommended that since technical education is expensive

and many poor boys of merit are unable to utilise the facilities available in the country, the provision for scholarships and free places should be considerably increased.

Item 3(e).—The Board received the report and, while it appreciated the work being done in the field of Youth Welfare leading to the promotion of corporate life, discipline and better integration of personality etc., it recommended that this service should also be extended to young people, who are not members of educational institutions and organised associations, such as the Bharat Sewak Samaj or the Bharat Scouts and Guides.

Item 3(f).—The Board noted the report on the activities in the field of technical education.

Item 3(g).—The Board approved the report. The Board further desired that the production of educational films and film strips in India should be intensified. It was also suggested that the state governments should assist their educational institutions with equipment and apparatus for the promotion of audio-visual education.

Item 3(h).—The Board approved the Report and noted with appreciation the work which is being done to provide and increase higher educational opportunities to Scheduled Castes, Scheduled Tribes and Other Backward Classes.

Item 3(j).—The Board approved the report and specially recommended the scheme for setting up a network of employment exchanges for the handicapped as well as the appointment of an expert in each Employment Exchange for assisting the handicapped to secure employment. The Board also welcomed the proposal to assist state governments and voluntary organisations in establishing sheltered workshops for the handicapped.

Item 3(k).—The Board noted the reports received from various states.

Item 3(l).—The Board recorded its appreciation of the work which is being done with regard to the rehabilitation of students and teachers displaced from Pakistan.

Item 4.—The Board endorsed the steps suggested in the Memorandum for the development of film appreciation in schools.

Item 5.—The Board felt that, as Hindi is the official language of the country, it is desirable to make a thorough study of the methods and problems of teaching Hindi and, for this purpose, recommended that the task be entrusted to the Hindi Shiksha Samiti. The Samiti should also be requested to advise on the establishment of institutions for Hindi in the various universities. In this connection the Board took note of the work done by the Ministry of Education regarding the preparation of Hindi terminologies for subjects such as Physics, Chemistry, etc., and the Basic Vocabulary and the Basic Hindi Grammar, which are now under preparation.

Item 6.—The Board generally endorsed the proceedings of the three meetings of the standing committee held during the year. With regard to the text of the statement

about the concept of basic education, however, the Board suggested the following minor amendments :—

- (i) The second sentence of para 2 may read as follows :—
“It is also to be clearly understood that the sale of products of craft work may be expected to contribute towards part of the expenditure on running the school.....”
- (ii) The following should be added at the end of the fourth sentence in para 3: “but on the other hand, never should the productive aspect be allowed to take precedence over the educational aspect.”
- (iii) The fourth sentence in para 5 may read as follows :—
“If, therefore, in the junior basic stage he is not able to do so, it either means that he lacks the necessary ability or that the curriculum has been burdened with items of knowledge which are not really important and significant at that particular stage.”

Item 7.—The Board approved the suggestions for giving instruction to school children on the lines mentioned in the Memorandum.

Item 8.—The Board felt concerned that progress made in securing the cooperation of universities and boards of secondary education in introducing the new pattern of secondary and university education was slow and apprehended that considerable difficulty would be faced by students if this pattern were not accepted by the universities and boards of secondary education concerned by the time the first batch of students take their final school examination.

The Board recommended, herefore, that the Government of India and state governments should pursue the matter vigourously with the universities and the boards of secondary education.

The Board discussed the issue of finances required to complete the reorganisation of the secondary and university stages in accordance with the recommendations of the Secondary Education Commission and felt that the provision of Rs. 320 crores suggested for education in the second Five-Year Plan was totally inadequate for this purpose and for implementing the other necessary development schemes. The Board then passed the following resolution unanimously :—

“This meeting of the Central Advisory Board of Education has given careful consideration to the provision proposed in the second Five-Year Plan of Educational Development in the country, and regrets to note that the importance of education for national development and progress has not been fully appreciated particularly in view of the imperative need both to expand and to reform education in the country. It also wishes to point out that the proposals in the draft Plan are likely to retard instead of accelerating the rate of progress in education already achieved in the country since Independence. It is definitely of the opinion that the amount of Rs. 320 crores is utterly inadequate even to meet the barest needs of the situation and it would not be possible to formulate any worthwhile Plan within this figure. The Board strongly recommends that a sum of at least Rs. 500 crores should be provided for this purpose,

which should include adequate funds for the improvement of teachers' salaries in order to bring them up to a level, where men and women of the requisite ability can be attracted to and retained in the profession."

Item 9.—The Board was glad that an All India Council for Secondary Education had been set up to advise the central and state governments on the implementation of the recommendations of the Secondary Education Commission and appreciated the work done by the Council so far.

Item 10.—The Board noted the Report of the Central Coordination Committee in connection with the finalisation of syllabuses for various courses to be introduced in multi-purpose schools.

Item 11.—The Board discussed at length the place of English in secondary schools. The discussions revealed a definite cleavage of opinion with regard to the place of English and Hindi at the secondary level. Finally, however, the Board accepted the recommendations of the All India Council for Secondary Education that provision should be made for the compulsory study of three languages at the secondary stage of education (*vide* suggestions of the Secondary Education Commission on curriculum Group A) and resolved to invite the opinions of the state governments on the advisability of adopting either of the following two formulae in this connection :—

1. (a) (i) Mother tongue (ii) or regional language (iii) or a composite course of mother tongue and a regional language;
(iv) or a composite of mother tongue and classical language;
(v) or a composite course of regional language and classical language;
- (b) Hindi or English;
- (c) a modern Indian or a modern European language provided it has not already been taken under (a) and (b) above.
2. (a) As above.
- (b) English or a modern European language.
- (c) Hindi (for non-Hindi speaking areas) or another modern Indian language (for Hindi speaking areas).

The Board desired that the state governments should communicate their reactions by the end of April, 1956.

Item 12(a).—The Board expressed the view that in regard to the duration of terms and strength of staff *etc.*, there should be parity between lower secondary schools and senior basic schools. The Board was further of the opinion that, in view of the great diversity of conditions, there should be no rigid uniformity regarding school terms. It was not advisable for educational institutions to be so organised as to meet only a few marginal cases.

Item 12(b).—The Board did not consider it desirable to lay down any uniform age limit or class beyond which admission of private students to schools should not be permitted.

Item 13.—The Board recommended that, in view of the recommendation of the S. R. C. certain All India Services should be constituted, the question of instituting an All India Education Service should be further explored.

Item 14.—The Board expressed the view that various experiments were being tried in different states to improve the quality of textbooks, the results of which should be awaited. The suggestion made by the Government of Hyderabad could also be suitably tried out. However, the Board felt there was no need at the moment for prescribing a uniform policy.

Item 15.—With regard to the question of age, the Board was of the view that since the National Defence Academy was designed to take boys when they were young enough to benefit by the training provided by the Academy, it was not desirable to raise the admission age to 18. However, the concession that the Academy did not insist on Matriculation as the minimum condition for admission in respect of certain schools could profitably be extended to other suitable institutions, so that no suitable candidate was debarred from appearing for the examination concerned.

Regarding admission and the medium of the examination the Board was of the opinion that no change should be made at present as the medium of instruction in the Academy and other higher military institutions was still English.

Items 16, 17, 18 and 19.—The Board considered the items and recommended:

1. The directive of the Constitution in favour of free and compulsory education up to the age of 14 years should be fulfilled in ten years *i.e.*, during the second and the third plan period. Such immediate measures as are needed to make the achievement of this aim possible should be taken in cooperation with the states. In this connection it was suggested that a suitable machinery at the all India level may be set up to solve the financial, administrative and pedagogic problems of primary education, if necessary on the lines of the All India Council for Secondary Education. With regard to the note on the educational survey by Shri J. P. Naik, the Board welcomed the suggestion and recommended that the proposed survey should not be limited to primary education only but should include secondary education, including technical education at the secondary level.

2. While the Board recognised that the resources provided for primary education were insufficient and needed to be augmented, it recommended that, with a view to securing an optimum utilization of the agreed financial allocations, the development of educational programmes should be kept under constant review by the centre and the states and proper adjustments amongst different stages should be made as the programmes proceed. Suitable procedures which would facilitate such adjustments should be devised.

3. With regard to the shift system, the Board was of the opinion that the shift system should only be regarded as a temporary device to be adopted under special conditions of emergency and that it should not be taken as providing anything like a

solution of the problem of mass education. It recommended that the suggestions made by Professor Ramachandran in his note might be tried out with the following specifications :—

- (a) It should be introduced wherever it is found necessary after a careful survey of actual school situations in the country.
- (b) It should be tried in the first two grades as an emergency measure.
- (c) It should apply under the above conditions to all types of elementary schools—whether basic or non-basic.
- (d) It should be introduced both in the new and existing schools, where the enrolment justified it.
- (e) The shift system should be organised on a daily basis and not on alternate days or for three days a week.
- (f) Simultaneously there should be a forceful national drive for increasing enrolment with the object of introducing compulsion as soon as possible.

4. With regard to the contribution from private sectors, it was agreed that besides contributing the non-recurring costs through voluntary labour, local communities through their elected representatives should be enabled to raise additional revenues through a cess for education for which each state should enact suitable legislation. This will make it possible for local communities to take a larger share in implementing programmes of educational expansion and development in addition to those already approved in the draft second Five-Year Plan.

5. The salaries of teachers should be revised by states without delay after considering all relevant factors. The necessary amount for revision of the scales of pay will, however, have to be found in addition to Rs. 320 crores ear-marked for education in the second Five-Year Plan. It was the unanimous opinion of the Board that the programme of putting into effect the minimum salaries proposed by the Ministry of Education should not be postponed on any account.

6. All primary teachers in each state should be brought on to state cadres and their services made available to local bodies and private institutions on approved terms. In formulating conditions of service, care should be taken to bring them on par with other comparable careers in the state.

Item No. 20.—The matter was left to the Chairman.

The meeting then ended with a vote of thanks to the Chair.

ANNEXURE A

New Members

1. Smt. Lila Majumdar.
2. Shri A. A. A. Fyzee.
3. Shri Hiravallabh Tripathi.
4. Shri C. R. Bassapa.
5. Shri Shyamnandan Sahay

Out-going Members

1. Dr. Amarnath Jha
2. Shri T. Madiiah Gowda
3. Shri Venkatesh Narain Tivary

(xxiv) TWENTY-FOURTH MEETING—JANUARY, 1957

Chairman's Address (Maulana Abul Kalam Azad) read out by Dr. K. L. Shrimali

“**F**RIENDS,
I AM glad to welcome you to this 24th Meeting of the Central Advisory Board of Education. When we met last year I gave you a broad review of what we had achieved during the first Five-Year Plan and an indication of our targets for the second Five-Year Plan. The first year of this second Plan is about to end and you will have an account of the work which has been done in the reports that are already before you. I do not wish to comment on them in detail at this stage and will deal with them as and when the items are taken up. There is however one other major issue which has been in my mind for some time. I have mentioned it to you on earlier occasions but it is so important that I again wish to place my views before you as clearly as I can.

“Strong criticism of the prevailing system of education had developed in the country before the achievement of independence. There is also no doubt that these criticisms were up to a point justified. I am, however, surprised to see that even today, ten years after India became free, the same type of criticism is continuing unabated. The many critics who continue their pastime of condemning the Indian educational system seem to forget that these ten years have seen many changes which make their charges completely out of place.

“The political revolution in India took place in August 1947, when power came into Indian hands. This led to reform and reorganisation in all fields of national life and perhaps most of all in the fields of educational and social reform. I took charge of the Ministry of Education on the 15th of January, 1947. Since then my one endeavour has been to ensure that deficiencies in the prevailing system of education are overcome and the system strengthened to meet our national needs. Reform and reconstruction of national education could not however be undertaken without a complete survey and careful examination of the existing situation. This was done and proposals for reform framed and placed before you and also before an All India Educational Conference. Since then there have been a series of changes and innovations which have been steady, continuous and persistent. They have in fact marked a complete reorientation of our educational aims even though practice from the very nature of the case is still lagging behind. I will very briefly place before you some of the salient features of the silent educational revolution which has already taken place.

“It was obvious that any reform of education must begin with a reconstruction of elementary education. Here we had a fairly complete picture of the future pattern due to the work initiated by Mahatma Gandhi and elaborated by committees of the Central Advisory Board of Education. When the national government was formed, the schemes were further examined to make them adequate to our new national needs. On your advice and with the concurrence of all the state governments, it has accordingly been decided that ordinary primary education will be converted into the basic



Dr. K. L. Shrimali

pattern. All the states have accepted the need of such a reorientation though all states have not been able to maintain the same rate of progress. Nevertheless significant developments have been made and one of the most hopeful features is the decision to convert all training schools into basic training schools. Anybody who considers the matter soberly will appreciate that some 200,000 elementary schools cannot be converted into basic schools overnight. The decision that all elementary school teachers will in future be trained in basic methods will however ensure that the values of basic education will be introduced into even the ordinary primary schools. It has also been decided to establish a national centre for basic education where there will be scope for further study and research into its many-sided problems.

"The transition from ordinary elementary to the basic pattern of education at the elementary stage would itself have marked a revolution in national education. The process has not, however, been confined to the elementary stage. In fact, the greatest transformation is being attempted at the secondary stage which was in the past the weakest link in our educational chain. It is unnecessary for me to go into the details about its faults but its greatest drawback was that it was merely a preparation for higher education. In all free countries, secondary education provides the real training for national service in almost all except certain professional fields where university degrees are considered necessary. In India this was not so. The result was that secondary education which from its nature must be general became specialised and far too academic. This weakness of secondary education affected education at all levels. You are aware of the various steps we have already taken to correct this state of affairs. The Secondary Education Commission was appointed to make a comprehensive survey of the problem and it made far-reaching recommendations which have already been considered by you. Steps are in hand for giving effect to the most important among these recommendations. Multi-purpose schools have been established in all states and their number is steadily increasing. The traditional schools are also being strengthened by the introduction of science and craft courses and by providing improved library and other services. There is no doubt that the process of change has started but again it should be appreciated that some 12,000 high and higher secondary schools cannot be transformed overnight.

"Comparable steps have been taken for reform and improvement of university education. You will remember that one of my first acts on assuming charge of the Ministry of Education was to appoint a commission to look into the problems of university education. Its recommendations have been considered by you and you have advised certain measures for giving effect to them. These recommendations can be divided into three broad categories *viz.*, those which are to be implemented by the Government of India, by the different state governments and by the universities themselves. We have already taken action on recommendations which were directly the concern of the Government of India. A few of the recommendations which related to the state governments or the universities have also been implemented. Most of them still await implementation on account of financial and other difficulties. Here also, the Government of India considered how it could help and came to the

conclusion that a special agency was needed to look after the financial and other needs of universities. Accordingly a statutory University Grants Commission has been constituted with adequate funds and powers and it is my hope that we shall soon find a welcome change in the standard and atmosphere in the universities.

“Even this brief survey should make it clear that important reforms have been initiated in elementary, secondary and university education. It is, therefore, not correct to say that there has been no change in the old system. Of course the results will not be seen in a day. We must not forget that India is a vast country with many regional differences and served by over 30 universities, some 1,400 colleges, 12,000 high and two lakhs of elementary schools. Changes which affect such an area and so many institutions must necessarily take time. In fact, regardless of the size of the country or the number of institutions involved, one may say that no change in an educational system can yield any perceptible results for 20 to 25 years. The reforms we have initiated in India can yield the desired effects only if they are allowed to mature without interruption or opposition. Criticism of any system of education is welcome but sweeping condemnation does more harm than good. I think it is a cause for concern and sorrow that whenever there is an educational conference or a convocation in a university, even responsible persons indulge in wide and wild attacks on Indian education. They do not seem to realise that instead of helping, they are harming the national interest. For the only result of such sweeping condemnation is to demoralise the teachers, discourage and disillusion the students and create disrespect for education in the public mind.

“I would now like to draw your attention to two items in the agenda. The first relates to the question of languages at the secondary stage. I am convinced that national interests demand that every pupil in the secondary stage should study three languages compulsorily. He must study first his state language, second, Hindi, if it is not the state language and third, English. If Hindi is the state language, he must study another modern Indian language. I consider it necessary that every pupil in the secondary stage should study two modern Indian languages in order to get an insight into the richness and complexity of our composite Indian culture. Similarly he must study English if we are not to lose our contacts with the currents of modern thought and the great scientific progress of the Western world. It would in my opinion be shutting our eyes to reality if we refuse to recognise that in the context of our modern needs, English, Hindi and another modern Indian language must be studied by every Indian citizen who goes beyond the elementary stage. I am happy to say that all the state governments have agreed with this view and measures are now in hand for giving effect to it.

“The second question to which I would like to draw your attention relates to the use of radio and television. Radio and television have created a new medium of education which we have not yet fully utilized. Like the printing press, radio and television also mark a revolutionary advance in educational practice. If we can fully utilize radio and television, we can effect very great changes in our schools. The best teachers

of the country can reach far wider numbers than is possible today. Lectures and books can be largely supplemented by radio though there should be no question of the one supplanting the other. There is after all no substitute for a really good teacher but just as books have been an aid to him, radio and television can also become his useful instruments. These results can be achieved only if radio and television come into general use in all schools. At present we have no television and even the radio is confined mainly to the cities and larger towns. If these new media are to be used for bringing about an educational revolution, they must become also available to schools in rural areas and smaller towns. All these questions require careful consideration and I hope the Board will suggest methods by which radio and television can be integrated into our national programme of education.

“Ultimately however all reform in education depends on the quality of our teachers. I have mentioned to you the changes we are seeking to bring about in elementary, secondary and university education. These changes will not give the desired result unless there are efficient and devoted teachers to carry them out. Poor wages and loss of social status have been perhaps the main reasons why there has been a fall in the quality of teachers in recent years. You are aware that some measures have already been taken to remedy this state of affairs. We are seeking to establish a national minimum of basic salary for elementary school teachers. I was not fully satisfied with what we had done but I am happy to say that new measures have been proposed and will soon be implemented which will mark substantial progress in this field. Some measures have also been taken for improving the salaries and conditions of service of university teachers. The problems of teachers in affiliated colleges and secondary schools are also engaging our attention. While we will continue with our efforts for improving the status, service conditions and emoluments of teachers at all levels. I will appeal to them that they must also develop a spirit of real service and dedication in the cause of the nation.

“The role of the teachers is decisive in determining the character of the future generations but they also cannot be fully effective unless they receive the fullest co-operation from parents. We often hear of problems of discipline in educational institutions. These can be solved only by cooperation among parents and teachers. After all, a pupil spends only a few hours a day in the school. For the rest of the time the influence of home life is paramount. If the teachers keep a constant watch on the pupils' record in school and supply parents with weekly reports—as is the general practice in the United Kingdom—the parents will be kept in touch with the progress or otherwise of their children. If in addition, there are occasional meetings between parents and teachers, perhaps once in a month, they can understand one another's problems better.

“I hope that the Board will consider these and other problems and suggest necessary measures for ensuring that our educational standards constantly improve so that we can all cooperate in training up a young generation which will be capable of meeting the demands of resurgent India.”

2. *Agenda* :—The agenda before the Board was as follows :—
1. To record appreciation of the services rendered by those who have ceased to be members since the last meeting of the Board and to welcome the new members.
 2. To report that the proceedings of the 23rd meeting of the Central Advisory Board of Education held at New Delhi in January 1956 were confirmed by circulation to members and the copies were sent to state governments and universities etc.
 3. To consider the following reports :—
 - (a) Report from the Government of India and state governments about the action taken on the recommendations of the Board at its last meeting.
 - (b) Report on the progress of Educational Development Plans implemented by the Government of India, (excluding Plans under (d) below).
 - (c) Report on the progress of Educational Development Plans implemented by the state governments, (excluding Plans under (d) below).
 - (d) Report on the Five-Year Plan of Educational Development in basic, secondary and social education.
 - (e) Report on the Government of India scheme of scholarships to Scheduled Castes, Scheduled Tribes and Other Backward Classes.
 - (f) Report of the progress of Education of Scheduled Tribes and Scheduled Areas in various states with particular reference to Educational Development Schemes under Article 275 of the Constitution and Welfare of the Tribal people in part 'C' States.
 - (g) Report of the proceedings of the Standing Committee of the Central Advisory Board of Education on Basic Education—Report of Assessment Committee on Basic Education.
 - (h) Report of the Standing Committee of the Central Advisory Board of Education on Social Education.
 - (j) Report of the development of audio-visual education in India during 1955-56.
 - (k) Report on the scheme of re-organisation and development of Museums and Bal Bhavan.
 - (l) Report on the work done with regard to Rehabilitation of displaced students and teachers from Pakistan.
 - (m) Report on the Activities of the Publications Section.
 - (n) Report on the work of All India Council of Secondary Education.
 4. To consider the recommendations made by the Conference of University Teachers of Sanskrit convened by the Ministry on the 30th September and 1st October, 1955.
 5. To consider the question of making provision for the Humanities and Sciences in all multi-purpose schools besides any vocational or technical subjects.
 6. To consider the question of Central Assistance for introduction of craft in high schools.
 7. To consider the following resolution on behalf of the Anglo-Indian Association :

“That in determining policy in respect of the study of the Regional and National Languages in Schools where the medium of instruction is neither the Regional nor the National language, such as Anglo-Indian Schools, state governments be requested to exempt the following categories of pupils from the compulsory study of the regional language :

 - (i) Children of Government of India servants, provided they are not permanent residents of the state and, provided also they study Hindi.
 - (ii) Children whose parents are only temporarily in the state, provided they study Hindi.
 - (iii) Children joining school in a class higher than Class VII, the School Certificate or Leaving Examination class being Class XI and coming from a school where the regional language is not taught.

- (iv) Any other pupil, whose parents are not resident in the state and in whose case the State Education Department has sanctioned exemption.”
8. (a) To consider the recommendations of the seminar held at Bhopal in regard to the reform of examination in secondary schools.
 - (b) To consider the recommendations of the seminar held at Srinagar in regard to the steps to be taken to improve efficiency in educational administration.
 9. To receive and consider the views of state governments on the two language formulæ for secondary schools, recommended at the last meeting of the Board.
 10. To consider the desirability of providing residential quarters for women teachers in rural areas at the primary and secondary stages and to treat the expenditure as an integral part of the school construction.
 11. Question of integrating work of All India Radio in the field of education with that of state departments and universities.
 12. To consider the question of the introduction of standard versions of the Five-Year Plan for study in schools and colleges.
 13. To fix the venue and dates of the next meeting of the Board.

3. *Proceedings* :—The Board then took up the consideration of the agenda and adopted the following resolutions :—

Item 1.—The Chairman welcomed the new members to the Board and recorded appreciation of the services rendered by those who ceased to be members.

Item 2.—It was reported that the proceedings of the 23rd meeting of the Central Advisory Board of Education held at New Delhi on 14th January, 1956 were confirmed by circulation to members :

Item 3(a).—The Board regretted to note that progress reports on basic education had been received from a few states only. It was urged that the defaulting states should send full reports as early as possible.

The Board suggested that the Government of India should carefully study the marked variation in the cost per capita of Rs. 3-14-6 in Ajmer and Rs. 97 in Bihar in one school and Rs. 48 in another school in the same state.

The replies received from the state governments on the recommendation made by the Board at its last meeting, regarding the introduction of the shift system were noted.

The Board noted that the Government of India had decided to establish under the recommendation of the Board an All India Council for Basic and Elementary Education and that the details of the schemes were being worked out.

While the Board approved of the proposed site near Modi Nagar—about 26 miles from Delhi—for the National Fundamental Education Centre, it suggested that the National Fundamental Education Centre should not be in Delhi and should be located in a suitable rural area where proper facilities for research in basic education existed.

Regarding the shift system the Board desired that special attention should be given to utilising the system for providing facilities for girls' education, especially in areas where parents were not sufficiently favourable to the idea of sending their girls

to co-educational institutions. The Board also urged state governments to intensify their efforts in implementing the earlier recommendations of the Board in this behalf.

In regard to the levy of the educational cess, the Board desired that in view of the directive of the Constitution for providing free and compulsory education up to the age of 14, state governments should further examine the question of levying an educational cess, in case it was not found possible otherwise to provide funds for this purpose.

Concerning the teaching of the highway code in educational institutions, the Board desired that a detailed report regarding the action taken by the state governments should be made available at the next meeting of the Board.

The Board discussed at length the proposal for setting up an All India Educational Service and suggested that, instead of establishing an All India Service, it would be better to establish a Central Educational Pool consisting of educationists of proved merit. The function of such a pool, should be to help state governments, on request, in the examination of their educational problems and formulation and execution of suitable educational policies and programmes. It was emphasised that the pool should be open only to those who by their ability, character and professional competence gave promise of shouldering this responsibility worthily.

Item 3 (b).—The Board recommended that the National Institute of Basic Education should make a thorough study of the researches so far done in the field of basic education in order to avoid any duplication of work.

The Board noted the progress made regarding the conduct of the proposed educational survey and expressed satisfaction that preliminary work regarding the organisation of an all India seminar-cum-training course for state officers, and the constitution of an Advisory Committee to help the survey work had already been completed.

Regarding the scheme to produce suitable literature for adults and children, the Board recommended that a suitable book on the Geography of India should also be produced with the other three books, namely, History of India, History of the World, the Story of Life now under preparation. It was also recommended that these books should be translated in all the regional languages.

The Board noted the report of the Committee on “Gandhian Philosophy and Way of Life”. It also took the opportunity to emphasize the need to orient teaching in schools in such a way as to give children a broad national outlook and background, particularly through the study of languages, history, geography and social studies.

The Board recommended that the objects and functions of the National Fundamental Education Centre should be rephrased as follows :—

1. *Object.*—To serve as an efficient and well-equipped National Centre for the training in the key-personnel for social education and to conduct research and evaluation in the field of social education.

2. *Functions.*—

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

With regard to the subsidy to state governments for the production of literature for neo-literates and children, the Board recommended that, in order to make reading material available to neo-literates at half the cost of production, the central government and the state government concerned should each provide 25% of the cost by way of subsidy, and that the price of the material should be fixed by consultation.

The Board recommended that the following additional books be prepared under the scheme mentioned in Appendix A (b)-(i) History of Art and Architecture in India; and (ii) A Popular History of Hindi Literature, to be followed by similar histories of the literatures of other languages mentioned in the Constitution. The Board suggested that universities willing to organise literary workshops should be encouraged to do so.

The Committee recommended that the Ministry should bring out more model books for children.

With regard to the question of equipping science laboratories and technical departments in secondary schools, the Board felt that the exact programme of phasing *i.e.*, whether these should be equipped fully in one year or whether this should spread over a number of years should be left to state governments.

Regarding the Scheme of Rural Higher Education, the Chairman observed that since this was a new experiment the cooperation of all the state governments was essential for its success. The Board was in general agreement with the issue discussed.

The Board suggested that a report on the working of the Merit Scholarships for Post-Matriculation Studies Scheme be furnished in due course, so that the possibility of simplifying the procedure regarding allotment of scholarships to different states, examination of applications and method of selection etc. could be explored.

Regarding the various seminars organised by the Ministry of Education or its agencies, the Board desired that necessary information should be sent to the members. Major General Habibullah requested that these should also be supplied to the National Defence Academy.

Item 3 (c).—While looking through the reports of state governments the Board noted that the development of libraries should have received greater attention. The Board recommended that all states be requested to set up Central State Libraries as

well as libraries in all the districts as early as possible, not later than by the end of the second Five-Year Plan. The Board recommended that the state governments should be requested to set up Regional Book Trusts on the lines of the National Book Trust. The Board recommended that the Ministry of Education, with the assistance of the state governments and other agencies in the field of publication of children's literature should prepare, after proper scrutiny, annotated bibliographies of books suitable for children in different languages of the country. With regard to the need for a suitable proforma in which to collect educational information from states, the Board suggested a small committee of the following to draft a suitable proforma :—

1. Shri R. A. Gopalaswami, Education Secretary, Madras.
2. Shri S. S. Bhandarkar, Director of Education, Bombay.
3. Dr. P. Roy, D.P.I., West Bengal.
4. A representative of the Planning Commission.

It was further suggested that the members of the committee should be given a clear indication of the particulars required in the reports.

The Board reiterated its desire that the state governments should send fuller and more detailed reports regarding the progress of educational development plans implemented by them.

Item No. 3 (d).—While noting the reports, the Board recommended that training institutions at the university stage should while formulating their training programmes take into account the training requirements for teachers in different types of secondary schools, such as, multipurpose schools, post-basic etc. and for practical subjects like crafts and provide adequate facilities for the same.

Item No. 3 (e).—The Board noted the report.

Item No. 3 (f).—While noting the report, the Board drew attention to the fact that grants sanctioned had been utilised very inadequately. The Board desired that the state governments should make every effort to utilise grants fully, in view of the pressing needs of the Scheduled Tribes and Areas. As, judging from the utilisation of grants, the rate of progress did not appear to be satisfactory, the Board recommended that further efforts should be made to ensure adequate improvement in the services provided for the Scheduled Tribes and Scheduled Areas.

Item 3 (g).—The Board made the following recommendation :—

The expansion of basic education quantitatively and qualitatively is the main problem facing basic education. The question of the compact area technique has been considered by the Assessment Committee. In the previous meeting of the Standing Committee on Basic Education it was suggested that the compact area technique was acceptable in so far as full-fledged basic schools are concerned provided the compact areas were fully and progressively expanded. The programme of orienting all the ordinary schools towards basic should, however, proceed simultaneously as recommended by the Assessment Committee.

The Board further suggested that a horizontal approach should be made towards the expansion of basic education *i.e.* instead of confining basic schools to compact areas only all schools of the first standard should be taken for conversion and the other standards be taken step by step every year. For this, it would be necessary to train or retrain the requisite number of teachers in basic training institutes. The states should undertake programmes for training and retraining basic teachers in large numbers to facilitate the project conversion.

The Board recommended that, as resolved by the last conference of Education Ministers, all the existing training schools should be converted into basic training schools. For this purpose it would be necessary to undertake the retraining of the staff of the basic training schools immediately.

The Board was also of the opinion that hereafter no new non-basic training schools should be opened.

The Board re-called that such elements of basic education which could be introduced into other schools immediately should be so introduced. Attention was also drawn to the note circulated to the various state governments by the Ministry in which a list of the activities which could be introduced in ordinary schools with benefit was given.

The Board expressed concern that in certain states, boys passing out of senior basic schools did not get admission to high schools. It was suggested that the state governments who had direct responsibility in the matter should see to it that students passing out of such schools got admission into high schools. It was noted that one of the difficulties had been that English did not find place in senior basic schools. The Board therefore recommended that English might be introduced into senior basic schools in the corresponding classes so that this difficulty was removed.

The Board was concerned about the fact that boys passing out of post-basic schools were not able to get admission into universities for higher education. In this connection it endorsed the recommendation of the sub-committee appointed by the Standing Committee on Basic Education to examine the question of admission into universities of boys passing out of the post-basic schools.

The Board suggested that a state-wise programme for introducing craft in schools may be drawn in all states.

The Board took the opportunity to discuss the question of funds necessary to implement the directive of the Constitution on free and compulsory education. It expressed dissatisfaction at the inadequacy of the provisions made in the second Plan for this purpose.

Item 3 (h).—The Board considered the report and suggested that the second sentence of para 5(a) should be re-worded as follows :—

“Much of this type of work will be done by voluntary organisations, training colleges and institutions, and state governments”.

It also recommended that state governments should assist voluntary organisations in maintaining and developing janata colleges. The Board expressed itself in favour of giving preference—as far as possible—to social education organisers for posts of District Social Education Organisers.

Item 3 (j).—The Board noted with satisfaction the progress made in the development of audio-visual education in India during 1955-56.

The Board noted that the present customs duty on 16 mm. projectors was a great handicap for audio-visual education and desired that either the duty on these projectors should be abolished or should at least be put on a par with duty on commercial 35 mm. projectors.

The Board noted that only two states had introduced audio-visual education in teachers' training colleges. It desired that in view of the importance of the subject, other states should also make an early move in the matter.

Item 3 (k).—The Board noted the report with satisfaction.

Item 3 (l).—Regarding the report on the rehabilitation of displaced students and teachers from Pakistan, the Board noted with regret that a large number of states had not supplied any information, regarding the financial assistance rendered to displaced students. Further efforts should be made to obtain this information.

Item 3 (m).—The Board noted with satisfaction the large number of useful publications brought out by the Publications Section of the Ministry of Education.

Item 3 (n).—The Board expressed its appreciation of the work done by the All India Council for Secondary Education particularly in opening Extension Services Departments in the teacher-training institutions and in organising a large number of seminars and workshops which provided opportunities to teachers all over the country to come together and discuss some of the pressing educational problems.

With regard to the Extension Services Departments, the Board recommended that the Government of India and state governments should take a decision on the future of these departments as early as possible so that, after the financial assistance of Ford Foundation had ceased, these could be placed on a permanent footing.

Item 4.—The Board noted the recommendations made by the Conference of University Teachers of Sanskrit.

Items 5 and 6.—The items were discussed in the informal meeting of the Directors of Public Instruction and the position was fully explained there.

Item 7.—After discussing the resolution in detail the Board accepted the same with the clarification that exemptions sought therein should not be confined only to schools with English as medium, but should cover all institutions where such conditions existed.

Item 8 (a).—The recommendations of the Bhopal Seminar were noted.

Item 8 (b).—The Board generally welcomed the recommendations of the Seminar held at Srinagar. With regard to the administrative relations between the state governments, local governments and private managements, the Board was of the view that the autonomous nature of the private managements should be maintained subject to certain important safeguards such as uniform rules of service, salary scales, selection, dismissal of staff etc. It further suggested that the staff selection committee of private managements should have at least one representative of the grant-giving authorities.

Item 9.—The Board reviewed the opinion expressed about the two formulae for teaching of languages in secondary schools by state governments, and the recommendations made by the Conference of Education Ministers in September, 1956. While some of the state governments had not yet completed their examination of the subject, the Board noted with satisfaction that there was a substantial measure of agreement on the principal recommendation underlying both the formulae namely, the provision for compulsory study of three languages at the secondary stage. The Board further observed that, as between the two formulae proposed by the Board, the preponderant weight of opinion among state governments was in favour of the second formula, either in the terms actually proposed by the Board or subject to certain modifications designed to give effect to the principal recommendation with due regard to local conditions.

The Board suggested that the Central Advisory Board of Education should invite the attention of the Government of India to the measure of agreement reached so far and recommend that it might be accepted as the basis of an all-India policy in this behalf and that all state governments should consider taking necessary decisions, at an early date, so as to give effect to this all-India policy with due regard to local conditions.

Item 10.—The Board considered that the provision of residential quarters for women teachers in the rural area was a matter of the utmost urgency. While expressing satisfaction that state proposals including teachers' residential quarters as an integral part of the school buildings were already covered under conditions of central assistance, it drew the attention of the Government of India and state governments to the need of doing very much more in this direction than was being actually done at present.

Item 11.—The Board appreciated that educational broadcasts are an effective instrument potentialities of which have not been fully realised so far. While appreciating the good work being done by All India Radio, it was recommended that a comprehensive brochure dealing with different aspects of this important subject should be brought out by All India Radio and referred to the state governments so that a comprehensive and coordinated programme could be worked out.

Item 12.—The proposal of the Ministry of Information and Broadcasting for introducing standard versions of the Five-Year Plan for study in schools and colleges was discussed from several points of view and the Board suggested that the proposal should be examined by the Ministry of Education.

Item 13.—With regard to the venue and dates of the next meeting, the Board agreed to leave the matter to the Chairman. The view was, however, expressed, that it would be desirable to hold some meetings of the Board outside Delhi also.

ANNEXURE A

New Members

1. Dr. K. S. Krishnan, Director, National Physical Laboratory.
2. Dr. V. S. Jha, Vice-Chancellor, Banaras Hindu University.
3. Kaka Saheb Kalelkar, M.P., (Rajya Sabha).
4. Prof. M. S. Thacker, Director, Council of Scientific Research.
5. Smt. Rukmini Devi Arundale, M.P., *Vice* Dr. K. L. Shrimali appointed (*ex-officio* Member).

Out-going Members

1. Shri Meghnad Saha (Deceased) M.P.
2. Shri J. A. K. Martyn, Principal, Doon School.
3. Smt. Mona Hensmen, M.P. (Rajya Sabha).
4. Dr. H. J. Bhabha, (Secretary, Deptt. of Atomic Energy).

(xxv) TWENTY-FIFTH MEETING—FEBRUARY, 1958

Chairman's Address (Maulana Abul Kalam Azad).

THE Chairman, Maulana Abul Kalam Azad, opened the proceedings with a tribute to the services of the late Smt. Hannah Sen and Shri Shyamanandan Sahay to the cause of education in the country. On a motion from him, the Board observed a minute's silence in memory of the deceased. He then delivered the following address: "FRIENDS,

I am glad to welcome you to the 25th meeting of the Central Advisory Board of Education.

"We have recently completed ten years of independence and it is proper that we should look back and review some aspects of the progress achieved in the field of education and culture during this period. There are two ways in which we can assess any programme of work. The first is to look at what has been done from the point of view of what was desirable. The second is to do so from the point of view of what was possible in the circumstances. If we take the first criterion and judge our progress from the standard of what was desirable, I confess that the results are not satisfactory. If, however, we consider the situation in which India attained her freedom and the difficulties which we have had to face since then, I am glad to say that there is no need to be apologetic for what has been achieved during the last ten years.

"You would all remember that we have faced one difficulty after another since the first day of independence. When I assumed charge of education in 1947, I immediately saw that there could be no solution of our educational problem without the fullest cooperation of the centre and the provinces. Education was no doubt a provincial subject but it was my considered opinion that this distinction could be maintained only when our educational targets have been achieved. Till such time, the central government should openly recognise that though education is a provincial subject, it must share the responsibility with the provincial governments if we were to meet the challenge of the times. I appointed a committee under the Chairmanship of the late B. G. Kher, then Chief Minister of Bombay, who prepared a scheme for introduction of universal, elementary and free education in 16 years provided the centre undertook to meet at least 30 per cent of the expenses.

"I regret to say that we have not been able to give effect to this scheme. India is a democracy where the Cabinet has joint responsibility. I am, therefore, equally responsible with my colleagues for our failure in implementing the proposals of the Kher Committee. I may add that one of our difficulties has been that some of my colleagues have regarded education to be a purely provincial subject and did not, therefore, think it necessary that the central government should provide adequate funds for education. Even when the Planning Commission was set up, the situation did not at first change. When the first draft of the first Plan was made, education was

almost completely ignored. There seemed to be a general view that we should take up only subjects which would give quick returns. Since they held that education could not do this, education was left out of this first draft.

“I need hardly say that this approach was basically wrong. In my view education is basic for the success of every sphere of planning. Industrial progress cannot be achieved without technical education. One may go further and say that without general education no nation building programme can be carried out. We have before us the example of the U.S.A. and the U.S.S.R. The industrial revolution started much later in the U.S.A. than in Europe, but because of the universal spread of education, the U.S.A. soon left Europe far behind. The phenomenal advances of the U.S.S.R. can also be traced to the emphasis on education.

“The importance of education was soon realised and a Member for Education was added to the Planning Commission. In the final draft of the first Plan, some provision for education was, therefore, made but it was totally inadequate to the needs. The Ministry of Education tried to increase allocation for education but this could not be done as the state governments had already committed all their resources and could not provide the necessary counterpart funds for additional educational activities.

“The Ministry of Education took steps to ensure that a similar situation was not created for the second Plan. Long before the end of the first Plan period, the Ministry started consultations with the state governments and prepared a national plan which would have carried out the recommendations of the Kher Committee. This would have cost about Rs. One thousand crores. I am sure you will agree that for a country so large and so populous as India, the amount cannot be regarded as excessive. When the Plan was finalised, this amount was not provided nor even the amount of Rs. 500 crores to carry out a less ambitious revised Plan framed by the Ministry in consultation with the state governments. Though I spent a large part of my time and energy in the struggle for funds, we were finally allotted only a little over Rs. 300 crores.

“The first year of the second Plan brought additional difficulties before us. The state governments were preoccupied with the question of reorganisation of their territories and the integration of their administration. All their energies were spent in dealing with these problems and they were not able to pay the attention to education that was necessary to carry out the Plan effectively. In addition, the country was soon faced with a grave financial stringency which required fresh examination of all our programmes for development and reform. One of the first items which had to be cut down was the programme of educational buildings. There was drastic reduction not only on account of shortage of funds but also because of the shortage of cement and steel. Steps have now been taken to overcome both material and administrative bottlenecks and my hope is that we will be able to report much greater progress during the next year.

“You will be glad to hear that the State Education Ministers’ Conference which I called last September with this end in view has led to a most satisfactory response.

I appealed to them that we must make every effort to see that there was greater progress in the implementation of the Plan and they have all agreed that they will take special care to see that the targets of the second Plan are fulfilled.

"I have mentioned only the financial difficulties which have faced us at every step. You are aware of the other difficulties created by the lack of suitable personnel and the general inertia of the people.

"The progress which has been achieved in spite of these difficulties can be measured by the fact that when I assumed charge, the central budget for education was only about Rs. 2 crores and is today considerably more than Rs. 30 crores. It is not only the financial allocation which has been increased but there has been expansion in all types of activities. You have before you a full report of what has been and is being done. If I were to mention only the new items of work that have been adopted, it would take up all the time at my disposal.

"I need not make more than a passing reference to the items in the agenda presented before you. Among them, they cover all aspects of education in the country. We will have occasion to assess the results in each field as the separate items are taken up. I will not, therefore, refer to them seriatim but would only draw your attention to some of the major problems which face Indian education today.

"You are aware of the controversy which has been raging in the country over the question of language. I do not wish to enter into the political or administrative aspects of this question, particularly as the whole issue is now before a committee of the Parliament. I would, however, say that regardless of the date when Hindi may be brought into use as the official language of the Union, we must make every effort to develop it as rapidly as possible. You will find in the report placed before you an account of the steps taken by the Ministry of Education in this regard. I would not go into the details but would like to point out that one of the major difficulties in the way of wider use of Hindi has been largely overcome. The absence of suitable scientific and technical terminology has hindered the progress of the language but you will be glad to hear that the preparation of terms for the secondary stage has now been completed and work taken in hand for preparing terms at the university stage. I have every hope that this work will be expeditiously performed and remove one of the main obstacles to wider use of Indian languages at different stages of education. A programme for the translation of scientific and technical books into Hindi has also been taken in hand.

"I would also like to bring to your notice an interesting item of work which has been carried out in this field. You may remember that the Ministry of Education appointed a committee to make a survey of terms which are common to Hindi and the other Indian languages. This committee has finished its work and dictionaries have already been published which give a list of Hindi terms which are in use in other Indian languages. Apart from the philological interest of this study, it is useful in indicating the large number of terms which are common to all Indian languages. They provide us with a capital which will greatly help in the development of Hindi and

other Indian languages. They also remind us that if these common terms are given up, not only will we lose words which are commonly understood but what is worse we will lose one of the greatest factors for unity and understanding among the different language groups of India.

“I would now like to offer a few brief remarks on the place of English in Indian education. You will have seen the report of the Kunzru Committee but I will not comment on it at this stage as it has been sent to state governments for their views. I would, however, like to point out that in our present circumstances, knowledge of English is essential if adequate standards are to be maintained in the universities. Unless students are able to use standard textbooks and books of reference in English, progress in all fields of education especially in scientific and technical education—is bound to suffer. This requires that we must give adequate attention to the study of English even at the secondary stage.

“You are aware that educationists have been worried by the fall in the standard of English which is to some extent responsible for the fall of standards in general. The improvement of standard of English at the secondary stage has, therefore, become a matter of great urgency. You will be glad to hear that with the assistance of the British Council and the Ford Foundation, the Ministry has finalised a scheme for establishing a National Institute of English Studies at Hyderabad.

“The views of Dr. Penfield, one of the recognised brain specialists of the world, on the subject of learning foreign languages have been circulated to you among the agenda papers. Dr. Penfield holds the view that pupils can pick up a foreign language most quickly before they have completed their early teens. This would seem to offer justification for introducing the study of English at the end of the junior basic stage. I hope that the National Institute of English Studies will not only help in raising the standard of English teaching at the secondary stage, but also pay some attention to this problem.

“I would now like to draw your attention to the report on technical education which has been placed before you. You will be glad to see that there has been a remarkable expansion both in quality and quantity of education in this field. In fact this is perhaps the area where the most remarkable progress has been achieved. Details will be found in the report before you but I would like to draw your pointed attention to certain features in the report. In place of five institutions offering post-graduate and advanced courses in 1947, we had fifteen such institutions in the country in 1956. Admissions to such courses were more than doubled and the outturn increased by almost four times. Equally remarkable has been the expansion of facilities at the degree and the diploma levels. We can confidently say that if this rate of progress is maintained, India will soon be able to meet all her requirements for technical personnel and perhaps help some of our neighbouring countries.

“Since we met last, the Act incorporating the Indian Institute of Technology, Kharagpur, has been brought into effect and the Institute is functioning as an autonomous organisation. Its progress has been fully maintained and I would like to

compliment the Director and his colleagues for their meritorious work. Considerable progress has also been made in the establishment of the Western Higher Technological Institute at Bombay. You will remember that this Institute is being established with the assistance of Unesco who are helping us with experts and equipment provided by the U.S.S.R. The project has now advanced to a stage where we can expect the Institute to start functioning from July, 1958.

“A similar institution is also in the process of establishment in Madras with the assistance offered by the West German Government. Negotiations are also in hand with the United States for the early establishment of the Northern Higher Technological Institute at Kanpur.

“While we are proud of the achievements in the field of technical education and must see that further progress in this field is maintained, we must not forget the problems of general education in the country. The training of engineers and technicians is necessary for the development of our industries. But equally necessary is the spread of general education to raise the general level of economic activities in the country. Agriculture is and is bound to remain for long the primary concern of the people of India. It is not often realised that there can be no improvement in agriculture without the spread of general education. Only when the peasantry are literate and can take advantage of the latest developments in science and techniques, can Indian agriculture become prosperous. The achievements of Europe and America can be explained only in terms of the educational advancement of these countries. One reason why we have lagged behind in agriculture is our failure to see the connection between education and economic development.

“I am aware that one of the greatest obstacles to the rapid spread of education throughout the country is the lack of adequate funds. I have thought deeply over this matter and since 1947, when I assumed charge of the Ministry of Education, I have been thinking of ways to overcome the difficulties. I have come to the conclusion that whatever funds we have must be devoted to the spread of education rather than the construction of school buildings. Our climate is such that for a large part of the year classes can be held in the open. If school holidays synchronise with the monsoons, we can to a large extent reduce the need for full scale school buildings. We can also economise by using simpler methods of construction for school purposes. From the earliest times rural India has lived in mud, bamboo or thatched houses. There is no reason why schools also should not be housed similarly. Our attention must be diverted from imposing school buildings to better teachers and better teaching. We should appeal to villagers that if we supply them with the material, they should build school houses of the same pattern as the houses in which they live. They must also take the responsibility for maintaining them. I would request my friends, the Ministers of Education of the state governments, to look into this question more carefully and take steps for overcoming the problems of shortage of funds.

“I may in this connection refer to the establishment of the All India Council for Elementary Education. This Council will advise the state governments on all matters

pertaining to elementary education and offer suggestions for accelerating the pace of expansion of elementary education so that the directive of Article 45 of the Constitution may be fulfilled as early as possible.

“We are anxious for the expansion of education and also improvement in its quality. There has been a good deal of criticism about standards in recent times and it has often been said that undue emphasis on examinations is responsible for the deterioration. While there has been discontent with the prevailing system and demands for its reform or replacement, there has not so far been adequate thought about a suitable substitute for examination. This is a problem which is concerning the minds of educationists not only in India but outside also. We were glad to welcome last year Dr. B. S. Bloom, an eminent American educational expert, who made certain concrete suggestions for gradual and steady improvement of methods of examination. In furtherance of the same end, the All India Council for Secondary Education has now decided to set up examination unit which will conduct research in the field of examinations and evaluate and prepare material which could be utilised for improving examination techniques. A pilot unit with five Evaluation Officers is being set up and it is proposed that the full unit will begin to work from July this year.

“Before I conclude, there is one other problem to which I would like to draw your attention. In my opinion this concerns the most important element of our educational endeavour. Whatever may be the system that we may adopt, there can be no real improvement without an improvement in the quality of our teachers. For various reasons our teachers have been unhappy in the recent past. You are aware of some of the steps taken by the Ministry to improve the condition of service of teachers and raise their status in society. One of the main achievements in the second Five-Year Plan has been the improvement of salary scales of teachers in primary and basic schools. Further measures for improving the morale of teachers at all levels are also constantly before me. While these measures have done a good deal to raise the morale of teachers, some of the good effects have been lost because of constant and carping criticism of our existing teachers. I know that many of them are ill-trained and some have come to the profession only as a last resort, but at the same time we must recognise that in spite of great difficulties they have served the nation well. We must realise their difficulties and appreciate the great service they have done to the nation by looking after the educational needs of the younger generation. Many of them have shown a devotion to their duty and a spirit of service which deserves the warmest praise from all who have the true interest of the nation at heart. I hope that the central government and the state governments will keep these facts constantly in mind and do nothing which can in any way impair the morale of the teachers or make them feel that their services in the cause of education are not properly appreciated.

“I will now request you to take the items of the agenda”.

The Board then took up the consideration of the agenda (Annexure A).

Item 1 : To record appreciation of the services rendered by those who have ceased to be members since the last meeting of the Board and to welcome the new members.

The Chairman welcomed the new members to the Board (Annexure B) and recorded appreciation of the services rendered by those (Annexure C) who ceased to be members.

Item 2 : To report that the proceedings of the CABE held at New Delhi in January, 1957 were confirmed by circulation to members and the copies were sent to state governments and the universities etc.

It was reported that the proceedings of the 24th meeting of the Central Advisory Board of Education held at New Delhi in January, 1957 were confirmed by circulation to members.

Item 3 (a) : Report from the Government of India and state governments about the action taken on the recommendations of the Board at its last meeting.

(3·01) In consideration of the fact that it has been possible to allocate only a limited sum of about Rs. 300 crores for Educational Development in the Second Five-Year Plan, the Central Advisory Board of Education deemed it necessary to urge :—

- (a) that there should not be any reduction in the Education-Plan provisions, central or state, and
- (b) that neither should there be (i) any restriction imposed on the utilisation of funds from year to year, according to the original Plan, nor (ii) any variation resulting in reduction of the proportion or pattern of central assistance already agreed upon.

(3·02) After discussing the functions and roles of the All India Council for Elementary Education and the Standing Committee on Basic Education, the Board recommended that joint meetings of these two bodies may be held whenever important matters relating to problems common to both are to be discussed.

(3·03) Regarding the disposal of the produce of basic education institutions the Board reiterated the previous recommendation of the Standing Committee on Basic Education that the profits on this produce should be given to the children in the form of mid-day meals, school uniform etc. It was emphasized that every state government should devise a suitable agency for the disposal of this produce and for this purpose there should be established close cooperation with the existing agencies like the All India Khadi and Village Industries Commission of the Ministry of Community Development, Government Stationery Departments etc.

(3·04) The Board noted with concern that although a whole year had passed no concrete scheme of a Central Educational Pool had been prepared. The Board felt that in the interest of the unity of the country and in order to improve the educational standards in the country, it was necessary to form the proposed Central Educational Pool at an early date. It was suggested that as soon as a concrete scheme had been prepared, it should be placed before the Board for consideration.

Some members of the Board expressed the view that the Directors of Education should be men who have the requisite educational experience and qualifications and not persons transferred from the Administrative Services.

(3·05) The Board considered the action taken on the proposal of the Ministry of Information and Broadcasting for introducing standard versions of the Five-Year Plan for study in schools and colleges as discussed at its last meeting and noted that considerable work in this direction has been done by Planning Forums and through co-curricular activities in the universities and colleges. It suggested that efforts be made to prepare small textbooks for non-detailed study to convey information about the Plan.

(3·06) The Board made the following recommendations :—

(i) The Union Ministry of Education may put up at the next meeting of the Standing Committee on Social Education the more detailed social education report that it calls for annually from state governments together with a covering note giving its assessment of the progress made, difficulties encountered and new experiments made in the various states in the field of social education.

(ii) Both in states and at the centre, the entire planning and coordination of social education work should be the responsibility of a single department, which would be the Education Department concerned and the Ministry of Education respectively.

(iii) Ministry of Education at the centre may from time to time take up projects for the evaluation of one or more aspects of social education.

(iv) Steps should be taken to bring out annotated bibliographies of children's books in regional languages other than Hindi. The state governments, the Sahitya Akadami or other organisations may be approached for the purpose.

(v) The report of the Joint Committee on Janata Colleges set up by the Union Ministry of Education or Community Development, when it is ready, may be put up before the Standing Committee on Social Education for its consideration.

(3·07) The Board noted that according to the prevailing practice the subsidy on the literature for the neo-literates was distributed between the centre and the states on a 50:50 basis and that it was open to the state governments to distribute such literature free or charge such prices as they considered reasonable. The Board, however, was of the view that such literature should not be supplied free and that some price however small should be charged. This would help create better interest for the material among the neo-literates and would also ensure that the books were placed in the hands of the right persons and were not wasted.

(3·08) The Board desired that reports about the progress of the scheme relating to the establishment of State and District Libraries should be called for expeditiously from all the state governments and circulated.

(3·09) The Board reiterated its previous recommendation that no customs duty on audio-visual and other educational equipment should be charged on free gifts of such material made to educational institutions.

(3·10) The Board noted that many states have been unable to utilise the grants for Scheduled Tribes and Areas. As the main reason of this state of affairs seemed to be the late release of grants from the centre, it recommended that grants under this scheme should be released in the first quarter of every financial year.

Item 3 (b): Report of the Progress of Educational Development Plans Implemented by the Government of India.

(3·11) The Board noted the progress made in implementing the recommendation of the Standing Committee on Basic Education for opening basic schools in urban areas with provision for crafts to suit urban environments. The Board recommended that while in estimating the cost of this school, due allowance will have to be made for the higher cost of New Delhi, the estimates could be kept at a level not too far removed from schools in rural areas. The Board recognised, however, that adequate provision will have to be made to enable the school to develop suitable techniques for urban basic education. The Board also took the occasion to emphasize the urgent need for opening basic schools in urban areas with provision for crafts suited to urban conditions.

(3·12) The Board discussed the question of making a comparative study on scientific lines of the achievements of basic and non-basic school children. During the course of the discussion its attention was invited to the view expressed by Dr. K. L. Shrimali, Union Minister of State for Education in the last Seminar on Basic Education held in Mysore State that there would not be much point just now in undertaking a hasty evaluation of basic education ; as basic education had been accepted with certain social objectives in view, it was necessary first to develop the new system to achieve those objectives. While appreciative of the difficulties inherent in any attempt to make an objective assessment of basic education, the Board suggested that the National Institute of Basic Education might examine the possibility of taking up such an evaluation with the cooperation of post-graduate basic training colleges in the country.

(3·13) With regard to the reorganisation of University education, the Board recommended that efforts should be made to persuade the Universities of Agra and Bombay to accept the academic soundness of the three-year degree course scheme.

(3·14) It further recommended that the Ministry of Education and Scientific Research should release funds to those universities which have introduced the three-year degree course with the concurrence of their respective state governments.

(3·15) The Board recommended that increased funds for interest-free loans for residential facilities in affiliated colleges especially for women-students should be made available as there was great dearth of such facilities at present.

(3·16) With regard to the recognition of the three-year Diploma course in Rural Services by the universities, the Board expressed itself in favour of first awaiting the decision of the Inter-University Board.

(3·17) The Board also resolved to invite the attention of the state governments to the need for looking into the question of the recognition of the diplomas and certificates awarded by the rural institutes for employment in government services.

(3·18) The Board recommended that the National Fundamental Education Centre may train workers to be employed under the scheme of social education in urban areas.

(3·19) The Board suggested that the training of authors through literacy workshops should be assessed and, if necessary, better methods of training them should be devised.

(3·20) The Board recommended that popular periodicals published by organisations of standing may be taken up under the scheme for the encouragement of literature for neo-literates in Hindi.

(3·21) With regard to the report on the progress of education of the Scheduled Tribes and Areas under article 275 of the Constitution, the Board noted that no information had been provided regarding grants to some of the states like the Punjab and U.P. The Board desired that the matter should be looked into and full information supplied in due course. Further, in the opinion of the Board the welfare programmes in the states financed from grants-in-aid under Article 275(i) of the Constitution for Scheduled Castes and Tribes should be coordinated with their general Educational Development Programmes.

(3·22) While considering the report on the work of the Sangeet Natak Akadami, Lalit Kala Akadami and the Sahitya Akadami, the Board stressed the need to avoid duplication in the work of the Akadamies and other organisations under Central Ministry doing similar work.

(3·23) The Board was glad to note that work had already started under the scheme for the development of modern Indian languages and that two books had been given subsidy for publication. It suggested that the scheme should be expanded and definite rules framed for the selection of books to be subsidised under the scheme.

(3·24) The Board noted with satisfaction the progress of various schemes for the training of the handicapped in the country and suggested that facilities for such education should be increased in view of the large number of handicapped persons in the country. The Board also felt that training of the handicapped is not of much use unless equal emphasis is also placed on the employment of the trained persons.

(3·25) The Board recommended that hearing aids, visual aids and prosthetic appliances should be made available to persons in need either free or at reduced rates to enable them to make the maximum use of their residual powers. The aids should be given free in deserving cases and at reduced rates in other cases. The Board suggested that the Government of India should take initiative in the manufacture of such of these appliances in India as are not being manufactured at present.

(3·26) Considering the difficulties that handicapped children have to face in attending ordinary schools, the Board recommended that model schools for handicapped children should be started as early as possible in all parts of the country.

(3·27) The Board noted with regret that the scheme of loans for the construction of hostels had not been implemented during 1957-58 so far. It desired that the scheme should be implemented urgently in view of the importance of hostels for proper education.

(3:28) Welcoming the token grants made by the Ministry towards the establishment of Youth Welfare Boards and Committees and non-student Youth Clubs and Centres, the Board desired that an account of past activities and future plans of these Boards, Committees, Clubs and Centres should be made available at an early date.

Item 3 (c) : Report on the Progress of Educational Development Plans Implemented by the State Governments.

(3:29) The Board noted with disappointment that progress reports from several state governments had not been received and suggested that the attention of the states concerned should be called to the urgent need of making such reports available regularly.

(3:30) The Board noted the difficulties such as inadequate provision for development schemes from year to year, restriction on the construction of educational buildings, shortage of technical equipment and qualified teaching personnel, that the state governments had been experiencing in implementing the development programmes according to the schedule. The Board was of the view that at least 50 per cent of the total Plan funds for education should be spent in the first three years of the Plan period. In order to achieve this target and to be able to account for the remaining portion during the last two years, the present procedure should be simplified in that the states should not be required to come to the centre for assistance for every project once the project has been included in the National Plan. The Board further suggested that the money released as a result of the postponement of building programmes should not lapse and should be made available for the other programmes of educational expansion and improvement. The grants for equipment also should be released early in the year and the existing bottlenecks in the way of expenditure removed so that the pace of expenditure was quickened and the money spent on articles of requisite quality.

(3:31) The Board felt that for the development of secondary schools and other educational institutions, construction of additional accommodation was absolutely essential. It recommended, therefore, that as far as practicable there should be no restrictions in this regard and that the educational buildings should be given the same high priority as is accorded to the construction of hospitals.

(3:32) The Board recommended that suitable training facilities in the training colleges should be urgently provided for the training of teachers in subjects like technology, agriculture, commerce etc.

(3:33) The Board expressed concern at the inability of the state governments to utilise the funds provided for implementing schemes of social education. It felt that sufficient importance had not been given to the scheme for the appointment of District Social Education Officers and suggested that attention of all concerned should be drawn to the urgency which the scheme merited.

Item 3 (d) : Report on the Five-Year Plan of Educational Development in Basic, Secondary and Social Education.

(3·34) The Board expressed its appreciation of the scheme for the expansion of girls' education and training of teachers initiated by the Ministry of Education. The Board felt that any reduction during the middle of the year in the proportion of assistance from the centre to the states for different schemes, particularly those in the central sector would not be in the interest of the targets laid down in the Plan. It recommended that before any changes were introduced in the proportion of central assistance as agreed upon earlier, the state should be given sufficient notice.

(3·35) In view of the leeway that the country as a whole had to make up in the field of girls' education and in view of the fact that teachers for primary schools could come only from the products of secondary schools, the Board recommended that the scope of the scheme for the expansion of girls' education should be extended to cover the secondary level.

Item 3 (e) : Report on the Progress of Technical Education during 1955-56.

(3·36) The Board noted with satisfaction the plans for expansion of facilities for technical education including the revised pattern of central assistance for the development of technical education in the country.

Item 3 (f) : Report on the Activities of the Publications Section.

(3·37) The Board suggested that the "Education Quarterly" and other publications of the Ministry should be sent to all members of the Board. As copies were already being supplied to a large number of the members in other capacities, the Board felt that this should not entail much additional expenditure.

Item 3 (g) : Report on the Progress of Audio-Visual Education in India during 1956-57.

(3·38) The Board suggested that the reasons for not setting up State Boards and not introducing audio-visual education in teachers' training colleges should be enquired into. The Board should also be informed about the difficulties which some of the state governments were experiencing in exempting educational films from the operation of the Cinematograph Act, 1952. The Board was of the view that many of the models and charts being sold in the market were not quite accurate. As such, the central and state governments should take steps to produce accurate charts, models and other audio-visual aids and/or get accurate material produced by private agencies.

Item 3 (h) : Report on the Implementation of Various Schemes for Promotion of Hindi under the Second Five-Year Plan during 1956-57.

(3·39) While appreciating the work done to evolve a uniform Scientific Terminology, the Board suggested that the preparation of the glossaries should be completed as early as possible so that the present situation in which sometimes the same words conveyed different meanings in different parts of the country could be avoided.

Item 3 (j) : Report on the Activities of the External Relations Division (1956-57).

(3·40) While appreciating the work done already, the Board was of the opinion that the work of translating Indian books into foreign languages should be carried on

a more systematic and planned basis and that emphasis should be placed on developing a better understanding of our neighbours particularly through learning their languages. For the latter purpose, necessary facilities should be provided in the universities.

Item 3 (k) : Report of the Sixth Meeting of the Standing Committee of the C.A.B.E. on Basic Education.

(3.41) While approving the minutes of the sixth meeting of the Standing Committee on Basic Education, the Board emphasized the need to ensure without any further delay that there were no difficulties placed in the way of further education of post-basic school children and teachers turned out of basic training institutions.

(3.42) The Board was emphatic that multilateral schools and post-basic schools should not be regarded as two parallel systems but as integral parts of the same system of secondary education.

Item 3 (l) : Report on the Development of Physical Education, Sports and Games, Scouting and Guiding and National Discipline Scheme.

(3.43) The Board examined the estimate of Rs. 70 lakhs for putting up the National College of Physical Education and suggested that in so far as the provision for buildings was concerned, it should be reviewed. If it was possible to effect any savings on that account, it would be desirable to do so.

(3.44) The Board further noted that there were four types of organisations working in the educational institutions in the field of physical education, namely, Scouting, A.C.C., N.C.C. and National Discipline Scheme. There were also a large number of children who were not covered by any one of the above organisations. The Board felt that the time had come to assess the educational benefit in the light of the cost of each of the four schemes. The object should be to bring the largest possible number of children under one or other scheme which was the cheapest and the soundest from the educational point of view. If, however, more than one scheme had to be introduced, it would be desirable to try each scheme in a compact area so that at a later stage a comparative study could be made of the potentialities of each scheme. The Board felt that it was extremely desirable to assess the cost and relative benefits of A.C.C. on the one hand and Scouting and Guiding on the other. Whether the expenditure on A.C.C. in schools was commensurate with the educational benefits was a point that needed close scrutiny.

Item 3 (m) : Report on the work done with regard to the rehabilitation of displaced persons and educational institutions during 1956-57.

(3.45) The Board noted with concern that many of the displaced educational institutions now established in India or educational institutions catering primarily to the needs of displaced persons have not been given the full quotas of assistance assured

in terms of the policy laid down by the Rehabilitation Ministry, *vide* their letter dated 7th May, 1956. It recommended that such institutions, including the Punjab University, should be given the promised assistance as early as possible.

Item 3 (n) : Report on Government of India Scholarships Scheme.

(3·46) The Board suggested that the Ministry should make an assessment of the scholars who have been sent abroad for training through the Government of India under one or the other scheme. The purpose of the enquiry should be to ascertain as to how many of the scholars were being utilised for the purpose for which they were sent.

(3·47) The Board recommended that in order to avoid dissatisfaction among candidates who had been selected for training abroad but had been dropped at the last moment, steps should be taken to enable them to proceed abroad as early as possible.

(3·48) The Board also suggested a longer notice for receiving scholarship applications to enable all those who wished to apply to send their applications in time.

Item 3 (p) : Report on the Work of the All India Council for Secondary Education.

(3·49) The Board recorded its appreciation of the work done by the All India Council for Secondary Education.

Item 4 : To consider a proposal for setting up adult schools.

The Board approved the proposal for setting up adult schools for the consideration of state governments and desired that the states in which such schools are established should report their experience to the Central Ministry of Education.

Item 5 : To consider the desirability of establishing Multipurpose Training Institutions to train teachers for different stages of education.

The Board carefully considered the issues involved in the proposal of multipurpose training institutions and felt that such reorganisations of training colleges in the second Plan period would give rise to numerous administrative and financial problems which may upset the normal functioning of these institutions. It recommended instead the expansion and improvement of the existing secondary training colleges with a view to providing better training facilities, refresher courses as well as higher training for teaching in diversified subjects. It also agreed to the integration of basic graduates and basic under-graduates training in institutions where conditions favoured such integration.

Item 6 : To consider the question of continuance of I. Sc. courses during the Second Plan period.

The Board noted the decision taken by the Joint Sub-Committee of the All India Council for Technical Education and Inter-University Board on this matter and resolved to await the decision of the Science Sub-Committee of the Second Deshmukh Committee on three-year degree course. The Board also desired that the resolution be conveyed to this Committee.

Item 7 : To consider the question of giving greater percentage of central assistance to finance the backward states for implementation of educational schemes sponsored by the Government of India.

The Board considered the proposal of the Orissa Government and endorsed the principle of giving more liberal financial assistance to the backward states for implementing educational schemes sponsored by the Government of India. Such assistance was necessary to minimise the present disparities between states and to bring them all to the same educational level as early as possible.

Item 8(a) : Pattern of Central Assistance for Multi-purpose Schools.

(8·01) The Board was of the view that any modification of the pattern of central assistance, especially in the middle of the Plan period, would create difficulties—financial as well as administrative—for the state governments and may prove to be a major obstacle in the implementation of development programmes. It recommended that the pattern of central assistance should not be changed in any way which would throw additional financial responsibility on the state governments during the second Plan period.

Item 8(b) : Provision of Textbooks in the diversified courses.

(8·2) Having regard to the diversity of syllabus found in different states, the Board did not think that it would be feasible for the centre to prepare any standard textbooks. The Board recommended, however, that a list of suitable books in and manuals on the methods of teaching of new subjects should be prepared by the Ministry of Education. The list could include books used in the other countries at the corresponding level. The Board further recommended that in view of the lack of information on this point, the journals published by the Ministry of Education should pay greater attention to problems relating to the teaching of new subjects and should make available through their columns information on books, teaching aids and teaching practices likely to be useful in teaching the new subjects.

Item 8 (c) : Supply of craft equipment.

(8·03) The Board was not in favour of centralising the production of craft equipment. In such matters the principle to follow should be decentralisation rather than centralisation. The Board, however, viewed, with sympathy the need to lay down standard specifications for different types of craft equipment.

(8·04) In so far as states which were having difficulty in getting craft equipment prepared and supplied to schools were concerned, the Board suggested that the Ministry should examine the question in consultation with the other ministries and boards concerned and explore the possibility of making craft equipment available to them.

Item 8(d) : Publication of literature.

(8·05) The Board noted that in the existing pattern of financial assistance, 60 per cent (likely to be reduced to 50 per cent) of the expenditure was already available to the states for all their programmes of basic education including production of basic

education literature, provided these were included in the state Plans and were provided for in the state budgets. There did not appear to be any special justification for increasing this percentage to 75 for basic education literature alone. The Board did, however, feel that while producing basic education literature in Hindi, the Union Ministry of Education should take into consideration the requirements of the Hindi-speaking states so that such literature could be produced more economically both in terms of money as well as effort.

Item 8 (e) : Post-Basic Schools.

(8·06) The same as under item 3(k) above.

Item 8 (f) : Recognition of Post-Graduate Basic Training centres.

(8·07) The Board noted that some universities had already recognised the diplomas given by the post-graduate basic training colleges in their states. With regard to those universities that had not accorded their recognition to these diplomas so far, it was suggested that vigorous efforts be made to persuade the authorities concerned to fall in line.

(8·08) The Board approved the proposal of the Bombay Government that the National Institute of Basic Education should provide for a few places for the diploma-holders of post-graduate basic training colleges to do research at the Institute. It noted, however, that the Institute had at present no power to award diplomas recognisable by the universities for higher studies or acceptable to the governments for purposes of employment.

Item 9 : To consider the question of admission of students with Engineering and Agriculture as electives in the Higher Secondary Schools to the degree courses in Engineering and Agriculture.

The same as under item 6 above.

Item 10 : To consider the organisation of special courses for enabling teachers in Secondary Schools to acquire a Master's Degree.

The Board recommended that facilities for appearing as private candidates at M.A./M.Sc. examinations of universities should be extended to practising teachers provided those sitting for the M.Sc. examination had undergone training in the subject concerned in a recognised institution with adequate facilities for laboratory work in one of the following three ways:—

(1) By attending a special condensed course of one year's duration to be organised at suitable university centres, to which selected teachers working in secondary schools could be deputed for a period of one year.

(2) By attending organised vocation courses of three months' duration for two or three years in succession.

(3) By attending evening classes.

Item 11 : To consider a recommendation for production of instruments for the teaching of Science in the Secondary Schools.

(11·01) The Board recommended that in view of the acute shortage of equipment of standard specifications, the Ministry of Education should vigorously pursue the proposal for the establishment of a scientific instruments' centre with the Ministry of Commerce.

Item 11(a) : Preliminary draft of a Model Perspective Plan for the Development of Education.

(11·02) The Board suggested that Perspective Plan prepared by the Madras Government might be referred to the state governments for consideration in the first instance.

In this connection the recommendation made by the Education Ministers' Conference held in September, 1957 to the effect that universal, free and compulsory education for all children up to the age of 11 plus should be introduced by the end of 1965-66 at the latest, was endorsed.

Item 11(b) : Teaching of English language in schools.

(11·03) The Board suggested that the educational implications of the theory of the learning of languages as propounded by Dr. Penfield should, in the first instance, be carefully examined by the training colleges, university departments of education and by the proposed English Language Teaching Institute.

Item 11(c) : To consider the request of the Central Advisory Board of Museums for greater cooperation from the State Governments in implementing the recommendations of the Board for the Reorganisation and Development of Museums and making adequate budget provision for Museums Development in State Schemes under the Second Five-Year Plan.

(11·04) The Board endorsed the resolution passed at the second meeting of the Central Advisory Board of Museums and recommended that as the Plan funds of the state governments had been cut drastically, the central share for development of museums should not fall below 75 per cent of the expenditure. It also called attention to the need of giving special encouragement to the establishment of children's museums.

(11·05) With the special permission of the Chair, Shri J. C. Mathur, Director-General, All-India Radio made a brief statement on school broadcasting. He made the following three suggestions :—

(i) Each state should issue a circular to the schools saying that school broadcasts should be treated as an important activity of the school. In schools which have radio sets, each class should be allowed to listen to radio programmes at least once a week.

(ii) The universities may be requested to consider the introduction of "radio as a medium of education" as a subject in the teacher training curriculum. It was mentioned that the Punjab University has already accepted this suggestion.

(iii) The State Education Departments and the All India Radio should cooperate to publish selected scripts of broadcasts from time to time.

Shri Mathur then made the following two suggestions to improve standards of music and musical education in the country:—

(iv) The states might consider setting up Boards of Inspection for Music. Only institutions approved by the Inspection Boards should be allowed to prepare students for approved examinations in music.

(v) In every state, examination in music should be conducted only by a body or bodies authorised for this purpose.

Shri Mathur promised to follow up these suggestions with the state governments by correspondence.

Item 12: To fix the venue and dates of the next meeting of the Board.

With regard to the venue and date of the next meeting of the Board, the Members agreed to leave the matter to the Chairman. The offer of the Madras Government that the next meeting might be held in South was, however, noted.

ANNEXURE A

New Members

1. Colonel B. H. Zaidi
2. Dr. Sushila Nayar, M.P.
3. Dr. A. C. Joshi
4. Smt. Laxmi Bai Sangam, M.P.
5. Shri Raghubar Dayal Misra, M.P.
6. Shri D. C. Pavate
7. Shri R. N. Tolani

Out-going Members

1. Dr. Zakir Husain.
2. Smt. Hannah Sen.
3. Justice Teja Singh.
4. Shri Hira Vallabh Tripathi, M.P.
5. Shri C. R. Basappa, M.P.
6. Shri Shyamanandan Sahay.

(xxvi) TWENTY-SIXTH MEETING—JANUARY, 1959

WELCOMING the members of the Central Advisory Board of Education to its 26th session at Madras, the Hon'ble Shri C. Subramaniam, Minister for Finance and Education, Madras, said:

“Your Excellency, Dr. Shrimali, ladies and gentlemen: It gives me very great pleasure to welcome you all to this ancient city of Madras, and particularly to this historic hall. You will find history staring at you from the front and also from the back. We have retained these pictures on the walls so that we may sometimes feel the change that has taken place. Sometimes, it is necessary to remember the past also. That is why we have retained these portraits of our former Governors in this hall. Many of you are perhaps visiting Madras for the first time. And some of you would have come here on many occasions. A few amongst you belong to the Madras State, and it is a coming back to their own home for them. We have tried our best to make your stay here as comfortable as possible, and if there are any deficiencies we may be pardoned.

“We are particularly grateful to Dr. Shrimali for having agreed to have the Board meeting here. For some time past, the meetings have been held only at Delhi. I suppose from now on the various states will get their chance and the Board meetings will be held in all the states. There are certain advantages in having these meetings outside Delhi. It gives one an intimate picture of things happening in the various states. The officers and the Ministries of the states concerned are greatly benefited by the visit of eminent educationists from outside the state, and I am sure the visitors also would in the same way be benefited by having a look at things in the particular state. It is through this process of mutual consultation that it would be possible for us to make progress. The occasion we are meeting now is of some significance, particularly in a growing and developing country. We are just now going through the process of the completion of the second Five-Year Plan. There are only two years more, and we have begun to think of the third Five-Year Plan. Therefore, it is appropriate that we should take into account the experiences we have gained and the lessons we have learnt in formulating and working the second Five-Year Plan. I am sure those experiences and lessons would guide us properly for the purpose of formulating the third Five-Year Plan, and more than that in successfully implementing them.

“We are all aware that when the second Five-Year Plan was being formulated, persons particularly interested in the development of education were disappointed to a great extent as regards the allocation of resources for the educational development. But I do not think we can blame the Planning Commission for this. I would say that we ourselves are to be blamed, because we did not formulate the plan with reference to physical targets and what it would mean in terms of finance. We did not place before the Planning Commission perhaps the proper picture. Unless this time we take steps sufficiently early not only for the purpose of fixing the physical targets in the field

of elementary education, but also secondary education and collegiate education, perhaps we may miss the bus this time also. Therefore, I attach considerable significance and importance to this meeting, particularly at this juncture. Because it is now we have to take up this problem of formulating the third Five-Year Plan. It is not as if during the formulation of the second Five-Year Plan we did not have a sufficiently clear picture of the developments that were necessary to take place in our country. We had the benefit of very valuable reports, one in respect of university education and another in respect of secondary education. Even though the pictures were given quite clearly and definitely still I am afraid it remained merely an academic picture which did not mean anything to the planners particularly to the Finance Ministers. We have to give these academic targets and academic objectives a financial picture. Then alone we would be able to carry the Planning Commission and planners with us. The report of the Secondary Education Commission gave us a picture of how the secondary education should be reorganised. But that is no fault of theirs. We should have taken steps to see what it means in terms of money. As a matter of fact, we made the attempt. We had the advantage of the Chairman of the Secondary Education Commission being available to us for this purpose. When we made a preliminary assessment of the financial requirements for implementing the various proposals made in the Secondary Education Commission's report, we found we would require at least rupees fifteen crores to fully implement the various recommendations in our state alone. We could very well understand what it would mean with reference to the whole of India. Then today with reference to elementary education, we have accepted the revised target of bringing the children in the age group 6-11 before the end of the third Five-Year Plan period. I do not know whether we have with reference to the whole country visualised and assessed the finances required for this purpose. We have tried to make an assessment of the finances for this purpose, and we find that if we have to reach this target, we will have to spend at least on elementary education alone in our state, with a population of 30 to 33 millions, Rs. 10 crores—Rs. 3 per head. Unless we are able to reach this financial target also, it would not be possible to reach the physical target of providing education for all children from the age of 6 to 11. Today we are spending about Rs. 6 crores on elementary education. Therefore, the annual budget will have to be stepped up to Rs. 10 crores. This additional sum of Rs. 4 crores is required to reach the target, with reference to the third Five-Year Plan. We would be perhaps stepping up the expenditure year by year. We require Rs. 10 to Rs. 12 crores for elementary education alone. I am sure with reference to secondary education and collegiate education, we will reach a much higher figure. We have to take into account technical education also, which comes under the 'Education' budget. Therefore, my appeal to the members of the Board, particularly the Chairman, would be that the time has now come to have a plan for the purpose of putting it before the Planning Commission. For this, unless we start now, we may not have sufficient time. I would appeal to the Chairman to consider the feasibility of appointing a small committee of this Board so that the framework of the educational plan could be worked out and placed before the Board for its consideration. It is only by this process it would perhaps

be possible for us to emphasise the necessity for sufficient allocation of financial resources for the purpose of meeting the educational requirements of the country. We are particularly happy that the importance of education is being realised today more and more. Sometimes, theoretically, we recognise the importance of so many things, but when it comes to the question of implementation of it, we find so many difficulties in our way. I was particularly pleased to see the report of a speech made by Dr. Deshmukh. He is reported to have stated that at the time when he was Finance Minister he did not realise the importance of education so much and that he had now realised the importance of education very much. The difficulty with Finance Ministers is that they do not realise the importance of education when they are Finance Ministers. That is the real difficulty. Now our job is to make the Finance Ministers realise even when they are Finance Ministers the importance of education. That is why in Madras they have taken the step of making the Finance Minister the Education Minister also. It is not for me to judge how this arrangement has worked in Madras State. I can tell you that education has not suffered on this account. I should say that to a certain extent at least this has greatly benefited. I do not know whether it would be possible in the centre to take such a step. I am sure it would be quite impossible there. Apart from this, it is necessary for us to make the Finance Minister and the Planning Commission realise the implications of the third Five-Year Plan with reference to educational activities in the country, and for that I suppose this Board is the proper forum to take the lead. Therefore, while I welcome you here heartily and sincerely, I hope and trust that this meeting would lead not only to a successful end but we will also have a successful session here. But the success would depend upon what you begin doing on what we decide here. I have no doubt that within the next two years before the third Five-Year Plan—we do not have even two years—we will be taking steps to establish the leadership of this Advisory Board of Education in the field of education. If we take that lead, I have no doubt that we will be able to convince all those who are engaged in the task of framing the plan that a little more of money would be necessary for the purpose of achieving the physical targets in the educational sector.

“As a matter of fact, the development in every other sector of activity in our country would depend upon the progress we make in the educational sector. With that realisation, I hope the task of educationists would be easier during the third Five-Year Plan period. Once again, I want to emphasise this. It all depends on us—whether things would be made easy for us or whether they would continue to be difficult for us. I hope this session would show the way and would pave the way for further educational progress in the various states and the country as a whole. I do not think I should go into the various details, because it is not my job here and it is not my duty here. But still, when welcoming you, I thought I should mention a few important aspects which I consider important because I happen to hold the two portfolios of Finance and Education. As far as the other states are concerned, it would be a great task for the Education Ministers to convince the Finance Ministers. But so far as Madras is concerned, I have to convince myself and while doing so, I sometimes find

it a very great task. That is quite a different thing. I hope, under your Chairmanship, we would be able to formulate a course of action in this session which would lead us on to further progress and further development in the educational sector. We are particularly happy that His Excellency Shri Medhi, the Governor of our State, is able to come over here to inaugurate this session. Also, we have here the Deputy Chairman of the Planning Commission. That is a very good augury and we should make it a point and we should insist that the Deputy Chairman of the Planning Commission—and I do not know whether it would be possible to insist that also the Chairman of the Planning Commission—should be present during these deliberations. But, apart from that, it gives us very great encouragement that Shri V. T. Krishnamachari is in our midst today. Because, I know what a tower of strength he will be, provided he gets convinced about the justness of a cause. We have here also Dr. Deshmukh, Shri Shriman Narayan and all others whose presence would give us great encouragement in proceeding with the work before us. Now, may I request Shri Medhi, the Governor of our State to inaugurate this session. I hope you would all feel your stay here quite comfortable; not only comfortable, when you go back, you will, I am sure, carry back very pleasant memories of your stay here. Thank you very much.” (*Cheers*)

Thanking the Chairman and members of the Central Advisory Board of Education for having accepted the invitation of the Government of Madras to hold its 26th session in Madras, His Excellency Shri Bishnuram Medhi, Governor of Madras, said:

“I am happy that Madras has been chosen as the venue of the Board’s meeting this year and I hope you will find your stay here very interesting and enjoyable. Madras is a great state where our old traditions are kept alive, and the richness and variety of our cultural heritage are fully evident. Your stay here will give you an opportunity of studying at close quarters the greatness of our art and culture. The temples in the South are really magnificent edifices where one can find displayed the architectural excellence and the sculptural skill of our ancient builders. I welcome you to this great city, which is the centre of South Indian culture. It gives me great pleasure that I have been given the opportunity of associating myself in today’s meeting.

“You have many standing committees which have already started working and discussing the various problems that have been presented before them. The Standing Committees on Basic Education, Secondary Education, Social Education, General Purpose and Higher Education have all held their meetings for two days exchanging notes on various aspects of education and discussing the present-day educational problems in order to find agreeable solutions for integrating and coordinating the various stages of education. You are an expert body of educationists and all of you are in direct touch with one aspect of education or another in your daily life, and the considerable experience and knowledge you possess will help you to consider all questions that come before you dispassionately and make suggestions in regard to the solution of intricate questions and devise ways and means for the rapid spread of education amongst all classes of people.

“In this dynamic world, nothing remains static and changing conditions throw our new challenges now and then. We rely on the experience, training and knowledge of experts for meeting the challenge and overcoming the difficulties. In the field of education also, changes have been coming and more changes are yet to come. It has been said that education is the process of one’s becoming oneself, that is the process of development of one’s personality towards its fullness. We can, therefore, safely assume that the urge for education is inherent in everyone, but there may be differences in degree.

“The main purpose of education is to obtain knowledge and to utilise that knowledge for developing one’s own self to a full stature. It, therefore, occupies an important position of high priority in the schemes for human welfare. Education gives the necessary training and experience to one to unfold the latent talents that lie embedded, so that he may utilise them not only for his personal benefit but also for the benefit of humanity at large. Your work is therefore, very important. I give you my greetings and felicitations for the success of all your deliberations in this session of the Board.

“Your main functions are to give advice on educational questions which may be referred to by the governments at the centre and in the states. You have been giving practical assistance and helpful suggestions to the government on the current topics of the day in the educational field. We have many problems before us and I am glad to note that the scope of your present discussions will include the measures that should be taken for training adequate number of teachers for the new secondary schools, the place of Sanskrit in the secondary school curriculum, the problem of limiting the admission to universities, training of teachers for multi-purpose and higher secondary schools and greater cooperation among schools, vocational guidance agencies and employing agencies. Whatever may be the purpose for which the original educational system was introduced in India which was then under foreign rule, since the advent of independence, we have been trying to develop the educational system in such a way as would suit the genius of our people. A number of new courses have come into being and our aim should be to evolve our system in such a way as to conform to the cultural heritage of our country and also to take the best from the modern concept, so that we may educate the young generation as quickly as possible and help them to be men of character, integrity and determination in order that they may put their shoulders together to the wheel of progress and march forward without fear or favour towards the fulfilment of ideal of a Welfare State with a socialistic pattern of society. The success of all our Plans for harnessing the material resources of the country for its rapid all-round development and to raise the standard of living of the common man depends on the youth possessing character and integrity. It is up to the expert body like yours to devise ways and means how to turn out such men and to meet challenge of the age.

“The political freedom which we obtained twelve years ago and the education which is already on will be appreciated fully only when education

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throughout the country, especially in rural areas and in all remote corners of the land. An integrated system that will give wholesome education to all the people is necessary, as every branch of education—elementary, secondary, collegiate, etc.—are all inter-linked and the same human material has to go through all these stages. I hope that you will be able to take into consideration this broader aspect of the matter and give your views on particular questions that come before you.

“I would like to bring to your notice the midday meals scheme which has been undertaken by the government as well as by other institutions and voluntary agencies in this state. If our aim to bring into primary schools all the children of school-going age of six to eleven is to be achieved, it is necessary to offer some incentive and to specially persuade the poorer sections of the community to send their children to schools. The free midday meals scheme that has been put into effect in this state under the state-wide movement in this behalf is an excellent scheme which will induce the children of the poorer sections of the people to come to school. In most cases, these children could not afford to bring their own meal to the school nor could they expect to get a meal at home immediately on return from school. A free midday meal provided for a child in the school will help it to take more interest in learning lessons. A sum of Rs. 20 lakhs has been provided during the current year for the free midday meals scheme and there are many voluntary agencies which have come forward for the supply of meals in other schools including aided institutions. I consider this as an important step in the direction of the spread of education among the not so well-to-do classes. The Prime Minister has also commended this scheme to other states and I am sure the success that has been achieved in this state will be taken note of and the desirability of introducing such measures before enforcing compulsion in such matters deserves consideration. Considerable progress has been made in the field of education during the recent years and thousands of primary schools have been opened throughout the state and all villages having a population of 500 and more have elementary schools.

“There is another scheme which has been put into effect in this state, under which prominent people of the villages have come forward to help in the maintenance of village school buildings, in the provision of equipment for the schools, in the improvement of buildings, in laying of gardens, gift of library books, etc. This is really an example of the people's movement in the field of dissemination of knowledge and popularisation of education. As I have already said, there is an inner urge in every parent to educate his children and if adequate opportunities are provided for education in this manner, all the children in the villages will be attracted to the school as a matter of course. This example also appears to be worthy of emulation.

“I do not wish to detain you longer and on the other hand I would very much like to hear what the Chairman and members have to say on the various matters that are current in the field of education today. I would, therefore, be greatly interested in your deliberations and in your recommendations on the various issues referred to you. I thank you very much for giving me an opportunity to meet all of

you and I have great pleasure in inaugurating the 26th session of the Central Advisory Board of Education. I hope and trust that you will be able to devise ways and means for evolving an integrated system of education, coordinating the different branches of education, *viz.* elementary (primary and basic), secondary, social and collegiate, etc., so that sufficient number of educated young men of character and integrity may be turned out, capable of taking up the responsibility of building our country on the basis of our traditions and spiritual ideals for facing the problems that may lie ahead of them in this dynamic age in all fields of activities. I wish you all success in your endeavours and hope that your deliberations will yield fruitful results." (*Cheers*)

Calling attention to the fact that this was the first time the Board was meeting after the death of Maulana Abul Kalam Azad, the Chairman, Dr. K. L. Shrimali, moved the following resolution:—

"This meeting of the Central Advisory Board of Education places on record its deep sense of loss and grief at the death of its great leader and Chairman, Maulana Abul Kalam Azad, who guided its deliberations with incomparable grace, dignity and vision during eleven crucial years following independence. As the first Minister of Education of the National Government, he was mainly responsible for shaping the educational policy and evolving the pattern of national education and in this important work he gave the Board its due place. While, with the rest of the country, members of the Board mourn the loss of this great leader, who was so prominently associated with the freedom movement and later with the reconstruction of the country and who has left his gracious and powerful impression on many aspects of our life, they are particularly conscious of the irreparable loss which the cause of education has suffered by his passing away at this critical juncture.

"The Board offers its sincere condolences to the members of the bereaved family."

The resolution was passed *nem con*, all the members standing.

The Chairman then delivered the following address:

"Your Excellency, Mr. Subramaniam and Friends: It gives me very great pleasure to welcome you to the 26th meeting of the Central Advisory Board of Education. We are meeting today after about a year. This is an opportune time for us to review the progress made and also to indicate the lines on which we wish to advance towards our goal.

"The Board suffered an irreparable loss by the death of its former Chairman, Maulana Abul Kalam Azad, who had presided over the deliberations of the Board for the last ten years. It was our good fortune that the foundation of the educational system in free India was laid by a man of such great vision, profound scholarship and large-heartedness. Maulana Azad will be remembered by the future generations not only as one of the makers of modern India but also as the architect of the new education system which we are trying to build up after independence. He is no more with us but those of us, who had the privilege of working under his leadership, will continue to draw inspiration and strength from his noble life and example.

“We have made some progress in the expansion of elementary education but we are still far from reaching the goal laid down in the Constitution. On account of lack of adequate financial resources we are compelled to cut down our immediate target of 6 to 14 years of compulsory education to 6 to 11 years and that too to be fulfilled by the end of the third Five-Year Plan. It must, however, be pointed out that, unless there is dedicated and unrelenting drive behind our efforts, even the reduced target may remain unfulfilled. By the end of the third Five-Year Plan we have to provide educational facilities to nearly 5.5 crores of children in the age-group of 6—11 years which is more than double the number of children who were receiving education in 1956-57. This is by no means an easy task. The Government of India have sponsored various schemes, such as, providing relief of educated unemployment and liberal assistance for girls’ education which have considerably helped in the expansion of elementary education, but the task is of such great magnitude that unless these efforts are fully supplemented by the state governments we may not realise even the limited objective.

“You may remember that the Government of India had appointed a committee last year under the Chairmanship of Shrimati Durgabai Deshmukh to consider the question of girls’ education and to suggest special measures to make up the necessary leeway in this field. This committee has now submitted its report. The education of girls is lagging very much behind that of boys. The percentage of girls of the age-group 6—11 years attending the schools during 1956-57 is only 35.4% whereas that of the boys for the same age-group is 73 per cent. This means that the enrolment of girls is even less than 50 per cent of the boys’ enrolment, which is a disheartening fact in view of the intrinsic importance of women’s education in national life. The report has drawn pointed attention to the fact that unless we close this gap and give special attention to the education of girls for the next few years our targets for free and compulsory education will remain a mere dream.

“Another factor which we have to take into account is the great variation in the progress of education between one state and another. There are some states like Kerala, West Bengal and Bombay where percentage of children studying in the age-group 6—11 years in 1956-57 to the corresponding population was as high as 99.8, 85.3 and 74.5 respectively whereas in some states, such as Bihar, Uttar Pradesh, Orissa and Rajasthan, the percentage is only 38.2, 35.4, 32.4 and 27.1 respectively. It is obvious that unless the backward states pull their weight, the country as a whole cannot have a system of universal public education within the time limit fixed by us. With the limited financial resources of these states, it may not be easy for them to catch up with the more advanced states. The Ministry of Education and the Planning Commission are already examining in what way special assistance could be given to these states so that they may fall in line with the other states. In the matter of public education the state, which is committed to equality of opportunity cannot allow these differences to be perpetuated without detriment to national progress as a whole.

“With regard to basic education, doubts regarding its utility continue to arise in the minds of people. Twenty years have passed since the idea of basic education was first

mooted by Gandhiji. Though the original conception has undergone considerable changes in the light of experience and experimentation, the unsympathetic or ill-informed critics continue to harp on those aspects which are no longer accepted as essential features of basic education. The principle underlying the system, which combines education with productive work, is a sound one and has recently been re-asserted by one of the most advanced countries—Soviet Russia. If the system of basic education has not given satisfactory results in some states, it is not due to faulty education principle but to lack of adequate preparation and skill on the part of teachers and proper guidance by the Education Departments of the states. The Ministry has suggested various measures to overcome this difficulty in a period of transition. I would strongly commend to you for your consideration the programme of orienting all traditional schools towards the basic pattern by the introduction of such features of basic education as do not require large financial outlay. These have been fully explained in the few pamphlets, dealing with this question, published by the Ministry of Education. This orientation programme will help us in changing over easily and smoothly to basic pattern which is our ultimate objective.

“There is, however, one aspect of basic education which needs to be clarified even at the risk of repetition. Basic education does not envisage a drab uniformity of courses and curricula all over the country. Work will certainly be the central feature in all the basic schools but the type of work is bound to vary as needs and occupations differ from place to place. Any attempt to mould basic education into a formal and rigid pattern will defeat the very purpose which it has in view. There can be no place for dogmas and orthodoxies in a system of education which tries to meet intelligently the needs and requirements of a dynamic society.

“The country has taken another big step forward by deciding to convert all high schools into higher secondary schools or multi-purpose schools. While this reorganization is taking place, we must remember that the ultimate success of the scheme depends not on adding a few rooms or some furniture or teaching aids but by improving the quality and standards of teaching so that the boys and girls going out of these schools may be fully equipped for life. The tendency among the students—and even amongst some educationists—to look to high school education as an adjunct or stepping stone to higher education still persists and this tendency must be arrested by giving the students adequate preparation for suitable vocations. The whole purpose of the scheme of reorganization will be defeated if the majority of students, who are not likely to derive benefit from higher education, are found wandering aimlessly in colleges and wasting their time by indulging in fruitless and disruptive activities at the universities. It is the function of the higher secondary school to discover their talents—academic, aesthetic, technical—and give them proper guidance so that they may be suitably engaged in productive activities and thus become useful members of society. They should acquire enough vocational competence so that after a six months’ or a year’s apprenticeship course in a factory or a farm, they are ready to take skilled or semi-skilled occupations. The high schools have concentrated mainly on general and abstract knowledge with

the result that boys and girls remained detached from life and lacked knowledge of processes of production. At present society does not know how to utilize the youth of the country to the best advantage. The new schools should improve and broaden their programme of vocational training so that the youth may enter life well prepared. This would require considerable shift of emphasis from theoretical and abstract knowledge to practical and productive activities.

“The All India Council for Secondary Education, which was established in 1955, completed three years of its existence a few months ago and did useful work in many directions. Its organisational set-up and activities were examined by a reviewing committee which recommended that, for a more effective implementation of programmes of reconstruction in the field of secondary education, it was necessary to make the Council an advisory body on which all the states should be fully represented and to convert the present executive set-up of the Council into a Directorate attached to the Ministry of Education. It is proposed that the officers of this Directorate be drawn for limited periods mainly from the educational services of state governments and be treated as on deputation. It is hoped that after their service at the centre, they will return to their respective posts with an enriched experience just as it is our hope that they should bring to their task at the centre mature experience based upon actual field work.

“The reform of university education is dependent largely on the reorganisation of secondary education. If the majority of boys and girls who go out of high schools can be engaged in productive work suited to their aptitude and talent, they may not desire to go for higher education. There is at present great wastage both of money and human resources in our colleges and universities. The percentage of failures at the Intermediate and Graduate level is 54·7 and 48·7 respectively which means that out of the meagre resources available for higher education, we are wasting nearly 50 per cent of funds at each stage over students who are unfit for university education. Moreover, by crowding the colleges and universities they are keeping out those boys who could genuinely benefit by higher education and make their contribution to social development. This wastage must be stopped by making a proper selection of students at the time of admission. Since the income through fees is the main source of funds for many of the colleges and universities, they admit students of all categories even though they know fully well that many of these students are not likely to make any use of the knowledge acquired there. In this way these institutions are not only exploiting the students but are rendering great disservice to the country by wasting the potential power of the youth and creating frustration among them. During the next few years, expansion of higher education will have to be controlled considerably. There is already a great pressure on the state governments for the expansion of elementary and secondary education and therefore they are not likely to divert large funds for the expansion of higher education. Whatever funds are available are needed for improving the quality of education.

“Some expansion of higher education is inevitable to meet the growing demands of a developing economy. The expansion programme must, however, be closely related

to our development programme to avoid wastage and frustration. It is pathetic to see university graduates remaining unemployed or taking up jobs where they cannot make any use of training and experience gained at the university.

“There is another aspect of higher education which I would like to place before you for your consideration. At present higher education is open mostly to those students who can afford to pay the fees. The number of scholarships for the maintenance of poor and deserving students is practically negligible. The Government of India have instituted 200 Merit Scholarships for poor and deserving students, in addition to scholarships awarded to Scheduled Castes, Scheduled Tribes and other Backward Classes. But considering the fact that nearly 8 lakhs of students were enrolled for collegiate education in 1956-57, the percentage of merit scholarship holders to total enrolment at the university stage is almost negligible. In order that no student who has ability and talent is denied the opportunity of higher education, the number of scholarships will need to be considerably enhanced and the state governments must supplement the efforts made by the central government. As we expand our primary and secondary education, large number of sons and daughters of poor farmers and workers will be seeking admission to the institutions of higher learning and it is the responsibility of the state to ensure that none of those who are likely to benefit by higher education are denied these opportunities. Admission to all institutions of higher learning should be made on the basis of merit and not wealth and there should be no economic barriers in the way of anybody to climb up to the highest step in the educational ladder in accordance with his ability.

“It is a matter of regret that in our country, physical education has not so far been regarded as an integral and, indeed, an essential part of education at all the three levels. Games and sports, wherever they exist, are generally looked upon as diversions, and quite often as marginal activities to the normal curriculum rather than as instruments for character building, to which they contribute just as much as any system of academic studies. While we all recognise the value of games in the context of national prestige, we have done very little to develop sports in schools where foundations of future greatness are really laid. An *ad hoc* committee which was set up recently to enquire into the causes of our backwardness in games and sports and to suggest remedial measures is expected to submit its report soon to which government will give due consideration. In order to arouse in the youth an enthusiasm for physical fitness, we have also launched a National Physical Efficiency Drive, with the introduction of graded national tests for both men and women. The National College of Physical Education which has been established at Gwalior is the first institution of its kind in India to impart a three-year degree course in physical education. It is expected that, in fullness of time, this College will supply enough trained personnel in this particular field and will become a centre for advanced study and research.

“The educational system of the country has been under fire from all quarters for some years. Failure to fulfil the Constitutional directive, lowering of academic standards, student indiscipline, unemployment of educated persons are some

of the features which have come in for severe criticism in the press and on the platform and no doubt all these matters are of great concern to this Board. While there is no room for complacency, there is no need for pessimism either. There is a silver lining in sight which should inspire confidence and hope for the future. People have now become conscious of the need for education and several state governments are preparing for introduction of free and compulsory education. The progress of basic education has been slow, but several isolated experiments have yielded fruitful results. The idea of multi-purpose schools is catching and nearly a thousand schools have already been set up. All but three universities have accepted the scheme of three-year degree course and twenty of them will have introduced it by the end of the current financial year. It is expected that other universities will follow suit in the near future. The University Grants Commission under the able guidance of its Chairman, Shri C. D. Deshmukh, is already making its impact felt and it is hoped that, in the near future, it would be able to infuse new life and vigour among our universities. Slowly but steadily a national pattern of education is emerging. In a country where people are struggling to raise their standard of living, the task of educational reconstruction which itself requires very large funds is by no means easy. The problems of finding human and material resources for achieving this gigantic task will require the greatest cooperation between the central and state governments and bold and wise and coordinated planning on a national basis.

“The Board is holding its annual meeting outside Delhi after several years. When the invitation came from Madras Government, we readily accepted it since this visit will give us a chance to obtain a first-hand knowledge of the educational achievements of this state, specially of the methods by which they have been able to harness community efforts for education. The most notable example of this kind is the people’s voluntary movement for free school meals which, I understand, had touched 10,730 elementary schools and 3,34,825 children by the 31st October, 1958. The state has also undertaken a School Improvement Scheme by means of which the Department of Education was able to raise Rs. 21,76,269 through local efforts which would benefit nearly 2,013 elementary and high schools. These significant experiments will surely be of great interest to educationists in other states.

“On behalf of the Central Advisory Board of Education I should like to express our deep and profound feelings of gratitude to Your Excellency for having inaugurated this Conference and to the Finance and Education Minister of this state for having given us this opportunity to meet at Madras. Thank you”. (*Applause*)

The Board then took up the consideration of the Agenda.

Item No. 1 : To condole the death of late Maulana Abdul Kalam Azad, Chairman of the Central Advisory Board of Education (1947-1958).

(*See page 371*)

Item No. 1A: To record appreciation of the services rendered by those who have ceased to be members since the last meeting of the Board and to welcome the new members.

The Board recorded appreciation of the services rendered by the following members who had since ceased to be members:—

1. Smt. Lila Majumdar (Nominated)
2. Major General Habibullah (Nominated)
3. Kaka Saheb Kalelkar, M.P. (Rajya Sabha)
4. Shri R. C. Gupta, M.P. (Rajya Sabha)
5. Shri B. P. Paul (I.C.A.R.)

The Board welcomed the following members:—

1. Smt. Ranu Mookerjee (Nominated)
2. Rear Admiral B. A. Samson (Nominated)
3. Dr. Nihar Ranjan Ray, M.P. (Rajya Sabha)
4. Dr. (Smt.) Seeta Permanand, M.P. (Rajya Sabha)
5. Shri L. S. S. Kumar (I.C.A.R.)

Item No. 2: To report that the proceedings of the 25th session of the Central Advisory Board of Education held at New Delhi in February, 1958, were confirmed by circulation to members and the copies were sent to state governments and the universities, etc.

The Board noted the fact.

Item No. 3: Report from the Government of India and state governments about the action taken on the recommendations of the Board made at its last meeting.

Provision for Education in the Second Five-Year Plan

The Board was of the opinion that the reduction of the overall allocation for education from Rs. 307 crores to 275 crores was most unfortunate. The Board recommended that, if possible, the original allocation should be restored and all possible steps should be taken for the utilisation of the entire provision within the remaining period of the Plan. The Board made this recommendation particularly in view of the deplorable state of affairs so far as girls' education was concerned and urged that immediate steps should be taken to step up facilities for girls' education.

Central Educational Pool

The following note from the Ministry of Home Affairs to the Ministry of Education was read out by the Secretary of the Board for the information of the members:

“The state governments were addressed on the question of constitution of All India Medical Education, Engineering and Forest Services. The state governments, however, were not enthusiastic about the proposal and the subject was discussed by the Minister of Home Affairs with the Chief Ministers of states on 8th November, 1958. The Chief Ministers suggested that instead of constituting all these services at present, a beginning might be made with the constitution of a Central Pool of Engineering Specialists and that the question might be considered in the light of the experience

gained from the working of this Central Pool of Engineers. This suggestion has been accepted and the Home Ministry are actively pursuing this question with the state governments."

The Minister further clarified that there was no proposal under consideration regarding the establishment of a Central Pool of Education Officers. The only proposal that was under consideration related to the officers of the Ministry of Education. As such, there was no question of either sending any officers from the centre to the states or of arranging any interchange between officers at the centre and states. If at any stage such a proposal came up for consideration, it would first be discussed fully with the state governments. There could be no question of enforcing on the states an idea which was not acceptable to them.

Concept and Coordination of Social Education

The Board approved of the concept of social education as developed in the country after independence and recommended that social education should form an integral part of community development programmes. It reiterated that the entire planning and coordination of social education work in the states and at the centre should be the responsibility of a single department which should appropriately be the Education Department concerned at the state level and the Ministry of Education at the centre. The state governments that have not yet effected the proposed integration should be requested to expedite the same.

The Board was further of the opinion that the responsibility for the training of social education organisers should be that of the Ministry of Education and recommended that the Social Education Organisers' Centres should, therefore, be under the control of the Ministry of Education.

While noting the statement indicating the position with regard to the appointment of District Social Education Organisers and Joint/Deputy Directors of Education, the Board observed that some of the important states had either not appointed or appointed very few of such officers. The Board felt that this scheme should be given high priority and state governments should be asked to appoint District Social Education Organisers for each district and a Joint/Deputy Director of Social Education at the state level. It was also necessary, the Board pointed out, that the District Social Education Officers' responsibility *vis-a-vis* development staff in the blocks or the districts should be clearly understood and brought home to all state governments. Endorsing the decision of the Inter-Ministerial Committee of the Community Development and Education Ministry on the responsibility of the District Social Education Organiser, his relation to the blocks and the district development staff, the Board desired that the decision should be circulated to the state governments also.

Evaluation of Social Education

Regarding the evaluation of some aspects of social education, the Board was of the view that the Ministry of Education should speed up the process.

Committees on Janata Colleges and Libraries

The Board was of the view that the reports of the Committee on Janata Colleges as also of the Library Committee should be placed before the next meeting of the standing committee to be called as early as possible.

Literature for Neo-literates

The Board was of the opinion that the time was not yet ripe when literature for neo-literates could be priced and sold widely. The practice of supplying free literature should, therefore, continue for the time being.

District Libraries

The Board felt that the opening of district libraries had been going on at a slow pace and urged that the state governments should be requested to speed up the development of district libraries.

Central Basic School, Basic Education in Urban Areas and Post-Basic Schools

The Board emphasised that the model basic school (now designated as Central Basic School) at New Delhi should be set up at an early date and, in any case, before the end of 1959.

The Board desired that a detailed study should be made of the progress of basic education in urban areas, particularly in relation to the suitability of the crafts employed and the other characteristics of basic education. The Board suggested that while implementing the general policy of reorganising the post-basic schools as one type of multi-purpose schools, the State Boards of Secondary Education should develop suitable techniques of evaluating the students of post-basic schools.

Second Deshmukh Committee Report

The Board considered the question of three-year degree course in the light of the second Deshmukh Committee Report and was strongly of the view that, having regard to the fact that almost all the universities and even the Uttar Pradesh Government (where there were very special difficulties) have fallen in line with the proposal and that about 18 or 20 universities have already introduced the three-year degree course, the University of Bombay should also fall in line with the scheme at an early date in the interest of uniformity of standards.

It was further suggested that the University Grants Commission and the Inter-University Board may be requested to pay special attention, while examining the syllabuses, to the question of securing as far as possible uniformity of standards.

With regard to the recommendations of the second Deshmukh Committee, the Board generally accepted them. It suggested, however, that recommendation No. 1 of the Report might be modified to read as follows:

“The reorganisation of secondary education is a preliminary step to the implementation of the three-year degree course. The period required for raising

high schools to higher secondary schools, therefore, should not be extended beyond 10—15 years. The question of the continuation of the pre-university classes adopted as a transitional arrangement should be reviewed from time to time.”

Loans for Hostels

The Board was not happy with the decision of the Government of India to charge interest on the loans given for the construction of hostels attached to educational institutions, since many institutions will not normally be in a position to pay the interest on loans. It recommended, therefore, that the government should reconsider the decision. Even if some interest was to be charged, the government should see to it that a grant equivalent to the interest was made available to the institutions concerned from year to year.

The Board noted that in the case of loans for hostels it was the state governments that were responsible for the refund of the loans. It suggested, therefore, that the scrutiny of the applications need not be made by the central government; it should be enough for the state governments to do this. In case of grants also, for expeditious disposal of work and rapid increase in hostel accommodation and educational facilities, particularly for women and girls, the state governments should be made responsible for the implementation of the schemes and proper scrutiny of the applications from individual institutions.

The Board recommended that in view of the universally accepted need for hostel accommodation, larger funds should be provided for hostels, particularly for girls' hostels. It also recommended that grants should be released early in the year so that building programmes can commence immediately after the rains. Another suggestion made by the Board was that grants given in January or thereafter should be automatically renewable during the next year so that the repetition of the entire time-consuming process of having a grant sanctioned could be avoided.

Rural Institutes

While noting the action taken by the Ministry of Education, the Board observed that as the purpose of rural institutes was very important and as they provide a type of education which is suited to rural conditions, the central government should explore the possibility of having more rural institutes in different states.

Social Education in Urban Areas

The Board noted with regret that the scheme of social education in urban areas had not been finalised. It suggested that steps should be taken to finalise and implement the scheme as early as possible, so that the National Fundamental Education Centre may take up the training of workers to be employed under the scheme.

Assessment of Literary Workshops

The Board desired that the assessment report on the literary workshops (*Sahitya Rachanalayas*) for the training of authors should be taken up for consideration at the next meeting of the Standing Committee on Social Education.

Progress Reports on Education of Scheduled Tribes, etc.

The Board noted with regret that replies from only four states had been received in the period of a whole year and recommended that state governments should be reminded in this respect and the Government of India should take all necessary steps to see that information was gathered from all the states before the next meeting of the Central Advisory Board.

Some members pointed out that the opening of the special schools for tribal people has in many cases accentuated the tendency for segregation rather than remove the barriers. While realising the necessity of paying special attention to these people in the field of education, it was recommended that the schemes for promotion of education among them should be prepared and administered in consultation with the Education Departments of the state so that (i) the maximum benefits are obtained from the expenditure of funds and (ii) the evils of segregation of the tribal people, etc., are removed.

Employment of the Educated Handicapped

The Board expressed the view that the only employment centre for the handicapped at Calcutta, which is yet to be established, is not going to touch even the fringe of the problem. The handicapped all over the country have to be found suitable employment particularly after being trained. It recommended, therefore, that industries in the public and private sectors should be asked to reserve a certain percentage of jobs for the trained handicapped. If necessary, an expert body may be appointed to conduct a survey of the types of work that are suitable for such people.

Schools for the Handicapped

The Board recommended that the central government should give liberal assistance to states for starting schools of various categories for the training and rehabilitation of the handicapped.

Educational Aids for the Handicapped

It suggested that schemes for providing aids for the handicapped—whether visual, hearing or prosthetic—should be taken up with more speed.

Youth Welfare Boards

The Board reiterated the previous year's recommendation that the setting up of youth welfare boards be expedited in all the states and information collected from all the states on the progress of this very important scheme.

Pace of Plan Expenditure

The Board regretted that the expenditure out of the Plan provision on education had been very unsatisfactory in spite of the recommendations made last year. This was clear from the statement of the Planning Commission circulated at the meeting. The Board strongly recommended that the pace of expenditure in the

remaining two years of the second Five-Year Plan should be considerably accelerated and that all necessary steps already recommended in this behalf should be reinforced so that all the Plan allocations are utilised by the end of the second Plan.

The Board expressed satisfaction that the procedure for sanctions had been simplified.

State Reports on Progress of Expenditure

The Board regretted that all the states had not sent in full reports on progress of expenditure. It urged them to do so now.

State Boards of Audio-Visual Education

The Board felt that it would have been helpful if information in the light of the recommendations made last year had been given in more detail. It also desired to know why some of the state governments could not implement the recommendations and whether the work was being done through any other agencies.

Assessment of Schemes like ACC, NCC, Boy Scouts etc.

The Board noted with regret that no action had been taken on the recommendation that a proper assessment be made of the various schemes (A.C.C., N.C.C., Scout Movement, N.D.S. etc.) with reference to their cost. The Chairman informed the Board, however, that the Ministry was already examining this question and expected to be able to report to the Board at its next meeting.

It was strongly recommended that some form of extra-curricular activity must be made available to all the students in all schools all over the country and that for this purpose a proper assessment of various schemes and activities was necessary so that maximum advantage may be secured out of the funds available.

The Board recommended that adequate steps, including provision of suitable incentives to attract promising students to different sports and to help them to cultivate them, should be taken at an early date.

Proper Utilisation of Scholars Trained Abroad

It was suggested that for all new scholars that are being sent for special training, etc., outside the country and even within the country, regular information should be obtained and a follow-up maintained through periodical reports from the candidate, as was done by the U.N. In this connection, the Board welcomed the idea of a note on the subject by Shri E. W. Aryanayakam which he volunteered to prepare.

Setting Up of Adult Schools

The Board was of the view that the establishment of graded adult schools was an important experiment, and that its results should be watched with interest.

Facilities to Teachers for Improvement of Their Qualifications

The Board was of the view that having regard to the shortage of teachers, universities should arrange for special facilities for teachers to enable them to improve their qualifications.

Reports on Libraries, Museums, Scholarships etc.

The Board noted with deep regret that certain items such as libraries, museums, scholarships for scientific and technical education were no longer being placed before the Central Advisory Board of Education. Having been given to understand that this was due to the bifurcation of the Ministry of Education and Scientific Research, it was recommended that a way should be found so that the Central Advisory Board may still be kept in touch with these important aspects of education.

Radio Broadcasts

The Board agreed that radio was a very important medium of education. It desired to have a more comprehensive report on the use of the radio as a means of education at various stages of education *i.e.*, in schools, colleges, universities, etc.

Item No. 4: To consider measures to be taken to accelerate the pace of conversion of high schools into higher secondary schools on the reorganised pattern.

The Board recommended that from the year 1960-61 all new secondary schools should be given affiliation only on the new pattern of higher secondary schools.

The Board agreed with the recommendation of the All India Council for Secondary Education that high priority should be given to the conversion of high schools into higher secondary schools and that the upgrading of high schools should be regarded as an essential feature of the whole scheme of reorganisation of secondary education.

The Board agreed with the recommendation of the All India Council for Secondary Education that state governments should be persuaded to change over most, if not all, of their high schools to the higher secondary pattern by the end of the third Plan period.

The Board agreed with the recommendation of the All India Council for Secondary Education that in so far as the third Five-Year Plan was concerned the central government should assure the state governments of recurring and non-recurring contribution on the conversion of high schools into higher secondary schools on a scale not less than what prevailed at present.

The Board further recommended that with regard to the upgrading of schools it would be necessary for the Government of India in the Ministry of Education to provide for a certain amount of non-recurring and recurring grant. The non-recurring grant would be required for improvement in accommodation and for improvement and expansion of laboratory facilities. It desired that a suitable formula should be worked out to apply to all schools. The Board made the following suggestions in this behalf :—

- (a) For a unit of forty students in a class and for a school to be raised from high school to higher secondary school, the non-recurring expenditure,

taking accommodation, equipment and laboratory into consideration, may be Rs. 50,000.

- (b) A recurring expenditure of Rs. 10,000 may be provided towards improvement of salaries of teachers with better qualifications etc.

From the point of view of modern requirements, it was considered essential that every school should provide for the teaching of both Humanities and Science and students generally should be taught both subjects in the higher secondary schools. There might be more emphasis on the one or the other, but it was essential to teach both subjects to every pupil.

Item No. 5 : To consider measures to be taken for the training of adequate number of teachers for the new secondary schools.

Regarding teacher training, the Board recommended that the scheme for such training should be on the following lines :

- (a) That all heads of departments employed at the higher secondary stage should be M.As. or M.Sc.s. or persons with a Diploma certificate from the university indicating their competence to teach at the higher secondary stage, both categories having pedagogic training of the B.T. standard as required for higher secondary schools. It was suggested that a certain number of teachers from different institutions should be deputed for a period of one year to a university for practical training in approved laboratories for Science subjects and in the other approved departments for the other subjects.
- (b) That a teacher should get advice regarding his studies in his preparation for the Master's degree from the university departments prior to his joining the course. He should put in one academic year's study in the university for the course concerned, at the end of which he should either take the M.A. or M.Sc. examination to be held for the regular students preparing for these courses or sit for a diploma examination, details of which should be worked out by the university. The possession of the diploma would qualify a teacher for work at the higher secondary stage. The present provision for teachers to appear privately should continue.
- (c) That a candidate should be allowed to sit for either or both the diploma and the degree examinations conducted by the university and that in case of those who were not successful for one or the other test, a second appearance should be permitted after private study at the end of another year. Teachers selected for advanced study should preferably have qualified for the B.T. degree and should have put in a minimum of five years of teaching in a recognised school. The headmaster of the school should be the authority to recommend teachers. The number of teachers so recommended would be scrutinised by the university, with a view to selecting the

actual number that would be trained in the university in a particular year. The recommendations of the headmaster should be forwarded to the university through the state government concerned.

- (d) That such teachers will be deputed by their respective managements and during the period of deputation they will be entitled to :
- (i) the salary that they were drawing prior to the date of deputation ;
 - (ii) a subsistence allowance, which may be fixed by each state government, during the period of their training ; and
 - (iii) the teacher deputed for such training should enter into a bond with the management and the state government concerned to serve for a minimum period of five years after the completion of his training.
- (e) That the salary of the substitute to be appointed in the vacancy created and who need not necessarily be trained graduate will be regarded as part of the approved expenditure of the school. The expenditure involved in such teacher training will be under the following heads:
- (i) Deputation of the teachers under the conditions suggested as well as the employment of the substitute in his place.
 - (ii) The expenditure likely to be incurred by the university or institution training such teachers. This expenditure may be of two types :
 - (a) Non-recurring expenditure for the expansion of laboratory facilities or in the increase of library books.
 - (b) Expenditure to be incurred in appointing additional personnel for the training courses. This expenditure will have to be decided on an *ad hoc* basis depending on the number of persons that are to be trained in each particular subject. The optimum number of trainees in a post-graduate training centre should be 12; in no case should the number exceed 20.

A non-recurring grant of Rs. 2,500 per student for increased accommodation in the laboratory may be given for the Science subjects and a non-recurring grant of Rs. 1,000 per student for accommodation for the Humanities. As for the recurring grant for equipment, Physics, Chemistry, Botany and Zoology should get Rs. 1,000 each, while Mathematics and Humanities should each be given Rs. 500.

For each of the Science subjects—Physics, Chemistry, Zoology and Botany—increased accommodation should be provided in the laboratories at the rate of 50 sq. ft. per student. For Humanities and Mathematics and other subjects, the lecture room space should be calculated at 12 sq. ft. per student. It is suggested that the effective plinth area may be six rooms, 12' X 30'. The total effective floor area will be 2160 sq. ft.

The recurring expenditure will be mainly on the laboratories and equipment as well as on the extra staff that will have to be recruited for the purpose. The recurring expenditure so far as the Science subjects are concerned may be Rs. 600 per

student per year. So far as other subjects are concerned, the expenditure will be mainly in regard to the library facilities. A sum of Rs. 5,000 per year may be needed by way of additions to the existing facilities in universities and colleges which undertake this work.

It will be necessary in each of the subjects to have at least an extra Reader and a Lecturer on the usual University Grants Commission scales. The laboratory staff required for Science subjects may consist of two attendants for each of the laboratory subjects, also in the usual scale.

So far as the responsibility for financial aid in regard to the scheme outlined above is concerned, it was suggested:

- (i) that the state government should take up the responsibility for meeting items of expenditure connected with the deputation of teachers, etc. and that this expenditure should form part of the approved expenditure to be shared between the centre and the states within the plan provision ; and
- (ii) that the University Grants Commission may be requested to meet the expenditure to be incurred by the universities and training departments as this forms part of post-graduate development. The grant should be given without the liability of the university for a matching contribution.

Item No. 6: To consider new pattern of basic education of the Kerala State.

The Minister of Education for Kerala briefly explained the scheme entitled "Towards Basic Education" proposed to be introduced in his state. He assured the Board that about 500 basic schools in that state would be allowed to develop fully on their own lines and that the orientation programme of elementary schools towards the basic pattern introduced all over the country would be implemented in all the 7,000 and odd elementary schools in that state. A note which was earlier circulated by that state in connection with the new scheme was withdrawn.

The Board expressed its interest in the new scheme of Kerala Government which needed to be watched as an experimental measure. It was pointed out that (i) it may become necessary for the state government to provide only one craft with one or two subsidiary crafts at the stage when the tools are to be actually utilised, (ii) the economics of the programme may better be studied in advance so that it does not become more expensive than the accepted pattern of basic education and (iii) that the processes of production will have to be taken care of in order to exploit fully the educational possibilities involved in the use of the tools.

Item No. 7: To consider the new scheme of secondary and primary education of the Kerala State.

The Board agreed with the views expressed by the Government of Kerala on the subject and was of the opinion that persons who qualify in higher secondary, technical/technological courses should be eligible for admission to a three-year degree

course, the choice of subjects being determined by the special subjects a student has taken at the higher secondary stage.

Item No. 8 : To consider the revised scheme of teachers' training of Kerala State.

The Board noted the contents of the proposal of the Kerala Government and suggested that the government may examine the advisability of providing general education and professional education in both years of training rather than only general education in the first year and professional education in the second year.

Item No. 9 : To consider the place of Sanskrit in school curriculum and modifications suggested by the Sanskrit Commission to the three-language formula.

The Board carefully considered the recommendations of the Sanskrit Commission which envisage the modification of the three-language formula with a view to including Sanskrit as a compulsory subject of study in the secondary curriculum. While the Board fully recognised the importance of the study of Sanskrit both from the cultural and linguistic points of view and the need for encouraging it in all possible ways, it felt that it would not be desirable to include a fourth language as a compulsory subject, as this would either make the curriculum much too heavy or result in substituting Sanskrit in place of Hindi, which is the official language of the Union. The present three-language formula which has been approved by the Central Advisory Board of Education, should not, therefore, be disturbed as it provides for the study of Sanskrit either on an optional basis as a separate subject or as part of the composite course.

Item No. 10 (b) : To consider the greater coordination among schools, vocational and (ii) teachers for higher secondary schools.

The Board recommended that in order to attract well qualified persons into the teaching profession, the scales of salary should be considerably improved and should conform to the minimum scales at least of similarly qualified persons teaching in the universities.

The recommendation of the Secondary Education Commission for the multi-purpose schools envisages the possibility of starting such schools according to the higher secondary pattern. Pending the setting up of higher secondary schools, it may be possible for some of the secondary schools to have some diversified courses of instruction. However, so far as the higher secondary pattern of technical education is concerned, it is essential that at least one member of the team of teachers in any of the technological subjects who will be the head of the department should be a graduate in that subject and he may be assisted by those who have the national diploma or its equivalent in that field. The pattern of the higher technical institutions has got to be standardized. The Board, therefore, recommended that a small committee should be set up to inspect some of the schools that offer the electives in the field of technical, science and other practical subjects in the states and to report on the working arrangements made, the standards maintained and on all other relevant matters connected with this problem.

The report should deal with the following factors :—

- (i) The equipment and accommodation available for the particular course of study, inclusive of workshop pattern, field exercises, etc.
- (ii) Personnel employed with qualifications, salary scales, etc.
- (iii) Number of students in each department.
- (iv) Opportunities for employment or the avenues available for employment to those who have finished their training and any other relevant matters.

So far as the training of teachers of multi-purpose schools is concerned, the Board felt that the training must be evolved by experts in the field. These should be persons qualified in particular spheres of technical education and should work with experts in pedagogics from the training colleges. It was suggested that the Ministry of Education might like to constitute a small committee to go into the whole question.

The Board suggested that the two committees suggested above should be requested to submit their reports before the 31st of October so that the reports could be placed before the next meeting of the Central Advisory Board of Education.

Item No. 10 (b) : To consider the greater coordination among schools, vocational guidance agencies and employing agencies.

The Board accepted the recommendation made by the Government of Bombay that a liaison should be established between multi-purpose schools and the industries concerned.

It was understood that steps had been taken in at least eight states to set up Youth Employment Units of the National Employment Service. The Board hoped that such units will be established in all the states and eventually in the major district headquarters. In the long run it will be for these agencies to contact industries or other employing agencies on the one hand and schools on the other, with a view to arranging effective placement of young school-leavers.

Item No. 11 : To consider the question of additional central assistance beyond the standard rate of 50% to state governments on a scale based on the comparative backwardness of the state as revealed from its annual output of Matriculates per lakh of population.

The Board viewed with sympathy the proposal of additional central assistance beyond the standard rate of 50% to state governments on a scale based on the comparative backwardness of the state as revealed from its annual output of Matriculates per lakh of population. It noted, however, that the general question was under discussion between the Ministry of Education and the Planning Commission. As such, it was decided to await the decision of the central government in this behalf.

Item No. 12 : To consider the problem of limiting admission to universities.

The Board considered the question of limiting admission to universities. It reiterated the principle that access to higher education has to be regulated by adjudged

capacity of students to benefit from higher education with due regard to the needs of backward communities. In order to raise and maintain academic standards and to ensure discipline it was imperative that admission to colleges should be determined according to their capacity and resources.

The Board recognised the need for providing additional facilities for higher education by establishing new institutions and departments, especially in fields in which the pressure of admission was acute. For this purpose it was necessary, the Board felt, to allocate increased resources to university education.

The Board concluded that the real remedy lay in the speedy reorganisation of secondary education, closer relationship between the employment pattern in the country and the output of graduates and the provision of a large variety of courses at the secondary and post-secondary levels for those not suited to university education. The Board urged that all possible measures should be taken to implement these recommendations as early as possible, keeping in view the recommendations of the first Deshmukh Committee.

Item No. 13 (a) : To receive the report of the progress of Educational Development Plans implemented by the Government of India.

Cost of Primary Education

The Board suggested that the National Institute of Basic Education be advised to examine the extreme cases of variation in cost of education at primary stage along with the study already undertaken by them in relation to the comparative cost of basic and non-basic education.

Social Education Literature

The Board recommended that early steps be taken to get the five manuscripts prepared by the *Idara-i-Talim-o-Taraqqi* published as early as possible.

The work of preparing graded textbooks for neo-literates entrusted to Hindustani Cultural Society should be expedited.

Night Schools for Adults

The Board recommended that the state governments might consider opening evening and night schools for adults as an extension activity of the colleges.

Evaluation of Books for Neo-literates

The Board was of the opinion that the procedure of evaluation and allotment of marks should be revised on the basis of an objective analysis and field testing of books. Further, the Board was of the view that the reviewers of prize competition books should be persons with experience in the field of social education.

Gyansarovar

The Board noted with regret the slow progress in the preparation and publication of *Gyansarovar* and recommended that the work should be expedited.

Shortfalls in Expenditure

The Board drew the attention of the state governments to the fact that there have been substantial shortfalls in expenditure of grants sanctioned by the Government of India in several states as indicated in the statement IV given on page 111 of the Notes. No information was available in respect of a number of states whether any amount had been utilised at all. The Board desired to be enlightened about the reasons for this so that adequate steps could be taken to prevent non-utilisation of sanctioned expenditure in future.

Item No. 13 (b) : To receive the report on the progress of Educational Development Plans implemented by the state governments.

Social Education Programmes in States

While considering the progress reports of the state governments, the committee noted most regretfully that the progress of social education schemes was very meagre. In several cases it was noted that an insignificant amount out of the budget allotment had been actually spent.

Literacy Campaign

The Board recommended that a well-phased programme of social education should be drawn up which should aim at the total abolition of illiteracy within a stipulated period. This plan should be framed not only as a vital educational programme in itself but as a support to the programme of achieving universal primary education (age-group 6 to 11) by the end of the third Five-Year Plan.

The Board further recommended that while framing a plan for compulsory national service for students, the Government of India should regard imparting of literacy and participation in social education programmes as recognised forms of national service.

Filmstrips and Newsreels

The Board urged on the National Board of Audio-Visual Education to give high priority to the production of filmstrips to be used as a media of social education.

Considering newsreels to be very useful for social education programmes, the Board recommended that the Ministry of Education should take steps to make these available in 16 mm to all social education agencies.

Voluntary Organisations in Social Education

The Board noted with satisfaction the policy of state and central governments to encourage voluntary agencies in the field of social education. The Board was strongly of the view that the present policy should continue and that more non-official agencies should be encouraged to undertake social education work.

Funds for Social Education

The Board noted with regret that funds provided for social education in some of the states were being spent for other activities. In view of the limited funds available for social education this should be discouraged.

Item No. 13 (c) : To receive the report on the scheme of scholarships including Scheduled Castes, Scheduled Tribes and Other Backward Classes for 1957-58.

The Board noted that the report circulated did not make clear that the candidates who were awarded scholarships in Humanities in 1957-58, and who could not be then sent abroad on account of exchange difficulties had been sent abroad during 1958-59. It was recommended that before fresh awards are made, scholars selected earlier must first be sent to the countries selected for their training.

The Board noted with regret the increase in segregation as a result of award of a large number of stipends and scholarships based on caste and backwardships and was of the opinion that all scholarships in the country except Merit Scholarships should be given on the basis of a means test, *i.e.* on the basis of the economic condition of the parents.

Item No. 13 (d) : To receive the report of the Central Educational Library for the year 1957-58.

The Board recommended that the Central Educational Library should be expanded to possess most of the literature on education. It should be of such dimensions and standard as to be able to render service to all educationists engaged in research work throughout the country. It should undertake the service of supplying extracts on various educational subjects to scholars throughout India on demand, on payment of a suitable fee.

Item No. 13 (e) : To receive the report on the activities of the Hindi Division during 1957-58.

The Board was glad to note the various efforts being made by the Ministry of Education for the propagation of Hindi and recommended that steps should be taken to publish selected books from all the regional languages in the Devanagri script to promote better knowledge of the literature in different regional languages. It further recommended that in some of the books the original text be printed on one page in the Devanagri script and on the opposite page an easy translation in Hindi of the original. At least one book of outstanding merit in each regional language should be brought out during the year 1959-60.

Item No. 13 (f) : To receive the report of the All India Council for Secondary Education.

In recording this report, the Board appreciated the good work done by the Council. It felt, however, that in the revised set-up of the Council, regional organisations did not seem to be conducive to carrying on the Council's work—not at this stage at any rate.

The Board expressed itself in favour of the organisation of seminars for teachers and other methods of improvement of standards in secondary education. In the opinion of the Board this could best be done in consultation with the state governments and on the advice of the Council.

Item No. 13 (g) : To receive the report on financial assistance to displaced students and institutions during 1957-58.

The Board noted the report.

Supplementary Items of the Agenda

Item No. 14 : Question of removing certain handicaps in education at the secondary stage in regard to linguistic minorities whose mother tongue has been included in the eighth schedule of the Constitution of India.

It was reported that the matter had already been taken up by the Committee set up by the Southern Zonal Council to consider the question of safeguards to be afforded to the linguistic minorities in the Southern Zone and the Mysore State. It was decided that it would be better to first await the recommendations of this Committee.

Item No. 15 : Religious and moral instruction in educational institutions.

The Board stressed the need to make provision for moral and spiritual instruction in all educational institutions. It authorised the Chairman to appoint a committee to make a detailed study of the entire question and make suitable recommendations in the matter.

Item No. 16 (a) : Need to increase provision for education in the second and subsequent Five-Year Plans.

The same as under Item No. 11 above.

Item No. 16 (b) : Appointment of State D. P. Is as Ex-officio Secretaries of the Education Departments of their States.

The Board reiterated its earlier recommendations that the Director of Public Instruction in a state should also be the Secretary to the State Government for Education. The practice of appointing separate secretaries should be discontinued.

Item No. 17 : Report of the National Committee on Women's Education.

Towards the end of the session, Mrs. Durgabai Deshmukh, who was present by special invitation was requested by the Chairman to introduce the report of the National Committee on Women's Education. At the outset Mrs. Deshmukh made a fervent plea that the recommendations of the Committee should be viewed in the proper educational perspective and should not be treated as part of a feminist movement addressed to the uplift of women.

She then went on to point out that the position of the education of girls at all stages was far less satisfactory than that of the boys. Even in the more advanced states where, generally speaking, the progress of education had been more rapid than in other parts of the country, the education of girls continued to be unsatisfactory. Even if the reduced target of bringing to school all children up to the age of 11 is to be implemented by 1965-66, the additional enrolment for girls, she pointed out, to be provided for annually till that year, will have to be of the order of 20 lakhs whereas the present figures were of the order of 4 lakhs only.

Another reason why special measures to expand and improve facilities for the education of women are necessary, she pointed out, is that an increasingly large number of trained women are going to be required for implementing various schemes incorporated in the second and third Five-Year Plans. She referred in this connection to the findings of a Special Study Group appointed by the Planning Commission recently. Some 20 lakh trained women workers would be required in education, health, community development and other developmental areas. If women workers have to be trained in such large numbers, suitable provision has got to be made for the education of girls at all levels.

The report, she disclosed, contained 185 recommendations, of which 20 were of a very important nature calling for action on a top priority basis. She suggested that a provision of at least Rs. 100 crores should be made in the third Five-Year Plan for women's education.

The Chairman thanked Mrs. Deshmukh for placing the report before the Board. He assured her that the Ministry would look into the recommendations carefully and promptly so that the implementation of the important recommendations could be taken in hand with the same seriousness with which the Committee under the able and distinguished chairmanship of Mrs. Deshmukh had formulated its recommendations.

Item No. 18 : The Third Five-Year Plan.

The Board desired that in so far as the third Five-Year Plan of education is concerned, a special committee should be appointed to look into the educational needs of the country and to work out the financial implications of the programmes necessary to meet these needs. The Board desired that the committee should place its report before the Board at its next meeting. The Board authorised the Chairman, Dr. K. L. Shrimali, to appoint this committee.

Before closing the session, on his own behalf and on that of the other members, Dr. Shrimali conveyed his grateful thanks to the Education Minister, Madras, for his hospitality and for having given the Board an opportunity to meet in Madras. The success of the session, in his opinion, was due largely to the pains taken by the Madras Government in providing the most favourable conditions for work. He expressed appreciation of the cooperation of the members in conducting the business of the Board. He also thanked Dr. Deshmukh and Shri V. T. Krishnamachari who were kind enough to respond to his invitation.

Item No. 19 : To fix the venue and dates of the next meeting of the Board.

The Ministers from Punjab and Madhya Pradesh extended invitations to the Board to hold the next meeting at Chandigarh and Bhopal respectively. The Board left the decision to the Chairman.

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

ANNEXURE A

Out-going Members

1. Smt. Lila Majumdar (Nominated).
2. Major General Habibullah (Nominated).
3. Kaka Saheb Kalelkar, M.P. (Rajya Sabha).
4. Shri R. C. Gupta, M.P. (Rajya Sabha).
5. Shri B. P. Paul (I.C.A.R.).

New Members

1. Smt. Ranu Mookerjee (Nominated).
2. Rear Admiral B.A. Samson (Nominated).
3. Dr. Nihar Ranjan Ray, M.P. (Rajya Sabha).
4. Dr. (Smt) Seeta Permanand, M.P. (Rajya Sabha).
5. Shri L.S.S. Kumar (I.C.A.R.).

Shri M. S. Thacker, Secretary, Ministry of Scientific Research and Cultural Affairs, has been appointed as member of the Central Advisory Board of Education against an additional vacancy. He was an ex-officio member before the bifurcation of the Ministry of Education and Scientific Research.

(xxvii) TWENTY-SEVENTH MEETING—FEBRUARY, 1960

INAUGURATING the 27th session of the Board, Dr. K. L. Shrimali paid a tribute to the memory of the late Dr. J. C. Ghosh. Dr. Ghosh who was an eminent scientist and a Member of the Planning Commission, he said, had made valuable contributions to the deliberations of the Board during his membership. On his suggestion, the members observed a minute's silence in Dr. Ghosh's memory.

The Chairman then delivered the following Inaugural Address :

“I have great pleasure in welcoming you to the 27th meeting of the Central Advisory Board of Education. We are meeting today after about a year. Though we are still greatly handicapped on account of lack of adequate financial resources, we have moved forward with faith and determination towards our goal of building up an educational edifice suited to our present and future needs. There are people who are impatient with our achievement and express dissatisfaction with the educational system both in the press and on the platform. This is understandable since the road of educational reconstruction is long and arduous and takes years to produce tangible results. The Reports that have been placed before you about the activities of the Ministry in various fields will give you an idea of what is being done to expand and develop education. I do not, therefore, propose to survey the whole field but to confine my remarks to a few issues of outstanding importance about which your advice and comments will be welcome.

“One important problem which continues to agitate our minds and which has recently assumed an epidemic form is that of students' unrest. Two of our universities in Uttar Pradesh had to be closed down recently on account of disturbances. The Inter-University Youth Festival which had run smoothly during the last five years was also marred by ugly events in Mysore. During the last five years serious disturbances have taken place in different universities. While the students start agitation for different and usually frivolous reasons, the events take more or less the same pattern. Students have demanded reduction in fees, free entry to cultural shows or tournaments, admission of undeserving students to the universities, dismissal of some teachers, banning the publication of a report or book, cancellation of action taken by invigilators for adoption of unfair means in examination, etc. When the university authorities refuse to accept their demands, they start strikes and hunger strikes, stage processions and meetings, and indulge in defiance of law and physical violence which have ultimately led in some cases to police intervention and closure of the universities. This is a sad story and it continues to repeat itself. These happenings have brought discredit to the universities and to some extent have tarnished the fair name of our country, specially at a time when our universities had begun to attract large number of students from foreign countries. It is all the more deplorable that this should have happened at a time when the country is engaged in an urgent and gigantic task of national reconstruction. If the present disruptive tendencies among the students are

not arrested and they continue to resort to direct action and physical violence, this state of affairs will lead to all-round deterioration of national life since the future of the country depends on the quality of men and women who come out of the universities. We must, therefore, put an end to this malady which is eating into the vitals of our national life.

“I shall not go into all the causes which have led to this situation for they are well known. They are many and arise from the need for adjustment and stability in a period of rapid transformation when traditional values and institutions are disintegrating without giving rise to new bonds and loyalties. The present economic situation and the dread of unemployment, which create uncertainty in the minds of our youth, also contribute to the difficulties of the situation. The University Grants Commission has appointed a committee to go into the various causes of students’ indiscipline. I hope the Commission will be able to suggest suitable remedies. I do not want to anticipate their recommendations but it is evident that, in the ultimate analysis, the present situation is a result of failure on the part of parents to exercise proper control over their wards and of teachers to win the respect, affection and confidence of their students. It is all the more tragic that, in many cases, the teachers themselves, have been found to instigate students to start agitation. There are also politicians who are always ready to fish in troubled waters and exploit the students for their political ends. I cannot think of a more heinous social crime than the teachers instigating their students to indulge in anti-social activities and politicians exploiting them for their selfish ends.

“The university as an autonomous and corporate body is created by the state to enable students to pursue their studies and seek truth and knowledge in an atmosphere of freedom and under the guidance of respected and scholarly teachers. Its success depends on the harmonious relationship between the students and the members of the staff. When this relationship breaks down, as has happened in several universities, the university ceases to function and its autonomy is gravely undermined. It is not a pleasant thing either for the university or for the government that the police should guard the portals of a university to maintain some semblance of law and order; at the same time when teachers lose their hold over students and the latter take the law into their own hands, it becomes the duty of government to support the university authorities to curb hooliganism. The university is the last place where the protection of the police should be sought for the maintenance of law and order but when the students begin to question the authority of their teachers and, instead of seeking guidance from them, begin to judge their conduct, the proper relationship between teachers and pupils breaks down and there is virtually an end of all academic life.

“The universities must make it clear to the students that, while they will consider all their demands sympathetically and try to deal with their legitimate grievances, they will not yield under any circumstances to threats of direct action. It is the duty of the university to look after the welfare of the students but action committees, hunger strikes, processions and mass agitation organised by the students’ unions are

repugnant to the academic atmosphere of the university and destructive of its liberal corporate life. The students who indulge in these activities have no place in the universities and there should be no hesitation in taking disciplinary measures against them.

“The universities should also make the teachers realise that they cannot be absolved of their responsibility in a situation where the students in a body revolt against them. There must obviously be something wrong in their attitude and behaviour which leads the students community to an open revolt against them. In well managed educational institutions where teachers are dedicated to their work and are genuinely interested in their students, they command their respect and there is no problem of indiscipline. The problem arises only in those institutions where factionalism is rampant, where teachers are more interested in securing personal advantage and power than in teaching and guiding their students and where personal contact is weak or entirely absent. If this problem is to be tackled effectively the university authorities will have to weed out by some process of screening those teachers who are incompetent or do not maintain high professional integrity. The universities should also adopt positive measures to establish greater contact between teachers and students through the tutorial system and other ways. The universities should not deal with students in mass but as individuals and place small groups of students under teachers who should be made responsible for their proper guidance and supervising their conduct and behaviour. It is only by improving the relationship between students and teachers and by establishing more intimate contact between them that the universities can eventually solve this problem. The problem of discipline is a human problem and can be solved only in a human way.

“In order that the students may receive effective guidance both in their studies and general behaviour the number of students in each university will have to be limited. The University Grants Commission has already made some suggestions to the universities in this regard but so far many of them have not paid much heed to their advice and have failed to resist the pressure of increasing numbers seeking admission after passing out of the high schools. It is after serious deliberations that the University Grants Commission has come to the conclusion that there can be no improvement either in the academic standards or in the behaviour of students unless we restrict their number and admit only those students who are likely to benefit from higher education. The University Grants Commission cannot remain indifferent to a situation where the universities continue to admit students in larger numbers than they can manage, and when they become actually unmanageable, they have to close down with the result that those students who are serious about their studies also suffer. This situation is intolerable and if the universities continue to ignore the advice of the University Grants Commission, it will have to consider whether it can continue to give grants under such circumstances. I do hope that the Commission will get the full cooperation both of the universities and the state governments in rehabilitating universities and such a situation will not arise.

“With regard to the politicians who exploit the students for political ends we have no remedy except to appeal to their conscience. A suggestion has been made that we should call a conference of the leaders of all political parties and come to a gentleman’s agreement not to exploit the students for political ends. From our past experience I am not hopeful of any satisfactory solution coming out of this conference since there are some political parties and groups which thrive on students’ unrest and agitation. The real remedy lies only in greater vigilance on the part of parents and guardians and in creating a healthy public opinion against the exploitation of immature students by political parties for their selfish ends.

“There is a growing feeling in the country that much of indiscipline and frustration among the youth is at least partly due to the fact that our educational institutions have failed to make any provision for the teaching of moral and spiritual values. This matter was discussed at the last meeting of the Central Advisory Board of Education and on the recommendation of the Board a committee was appointed under the Chairmanship of Shri Sri Prakasa, Governor of Bombay.

“The committee has warned us that, if we lose sensitiveness to moral and spiritual values and fail to practise them in our life, we shall be a nation without a soul, and our attempts to imitate the outer forms of other lands without understanding their inner meaning or psychologically attuning ourselves to them would only result in chaos and confusion. The first signs of this danger are already very distinctly visible on the horizon. The only way to save ourselves from the impending peril is to inculcate moral and spiritual values in our youth. The suggestions made by the committee do not in any way circumvent Article 28 of the Constitution, since their emphasis is essentially on the inculcation of those common moral and spiritual values such as personal integrity, honesty, self-discipline and tolerance which exalt and refine life and without which no society can thrive. It is a mistaken belief that a secular state is opposed to the inculcation of moral and spiritual values; it only rejects the concept of a state religion. In fact, a secular democracy cannot survive unless it is based on certain definite ethical principles and spiritual values and all its social institutions are geared to cultivate them in the intellectual and emotional dispositions of the young. This situation makes special claims on the schools, which are now beginning to play a more active and central role in the making of the young. A school would fail to discharge its functions if it does not make the young appreciate intelligently the moral and spiritual heritage of our society which can not only give them an insight into the complicated problems of today but also help them in facing an uncertain future with courage and conviction. A society, which aims at giving the greatest possible freedom to individuals must also expect them to cultivate and exercise moral restraint and self-discipline; otherwise freedom degenerates into licence. I hope the Sri Prakasa Committee’s Report which has been placed before you will receive due consideration by the Board.

“The government has had under consideration for some time a scheme for introducing National Service in order to divert the energies of the youth to constructive

channels and improve their standards of discipline. You will recall that the scheme was discussed at the last Education Ministers' Conference which was unanimous in its opinion that there was an urgent need for working out a practicable scheme for the purpose. The general feeling at the Conference was that the question of introducing the scheme on a compulsory basis should be considered after the experience of organising pilot projects on a voluntary basis is available. The Conference also recommended that a committee should be appointed to work out the details of the proposed scheme. The committee appointed under the Chairmanship of Dr. C. D. Deshmukh has now submitted its report. The committee has recommended that all students passing out of the higher secondary schools or the pre-university class should be drafted for national service on a compulsory basis for a period of nine months to one year. It has further recommended that, during this period, they should be required to live under military discipline and engage themselves in productive and construction work which will bring tangible benefits to the community. During this period they should also have some suitable form of general education to bring about greater emotional integration and orientation towards activities of national reconstruction. This experience of National Service will, I hope, enable the students to grapple more successfully with problems of real life and make the transition from school to vocational employment easy and smooth and thus be of immense advantage to students who want to enter life after their secondary education. At the same time, the students who wish to proceed to the university will have attained the age of about 18 and will be more mature and more able to derive full benefit from university education. The programme of National Service as envisaged by the committee is essentially an educational programme which aims at improving the quality and training of manpower. Men and women thus hardened and disciplined, will be available not only for immediate schemes of national reconstruction but also for any emergency that the nation may have to face. The committee has also recommended the setting up of an independent National Board to plan, implement and evaluate the programme of National Service. The recommendations of the committee are now under examination. It would help the government in coming to a decision if the members express their views at this stage on the general principles of this scheme.

“With our limited resources we have also taken various positive measures for providing healthy outlets for the youth. The Sports Council has been reorganised and grants have been given to the state governments for acquisition of play fields and purchase of sports equipment. The government will soon launch the National Physical Efficiency Drive to arouse the enthusiasm of people for higher standards of physical efficiency and achievement. A National Institute for Sports is proposed to be set up in the near future to produce coaches of outstanding ability to work at national and state levels. If these efforts are supplemented by the state governments and the community I have no doubt that the youth of the country will improve physically and take a more active share in games and sports and be diverted from destructive and anti-social activities.

“Government are also greatly exercised about the reorganisation of secondary education with a view to give it a more practical bias so that the students may enter trades and vocations after passing their high school examination. The Directorate of Extension Programmes for Secondary Education which has been set up under the Ministry, has been giving serious attention to this problem. On surveying the problems of the multi-purpose schools, the Ministry has recommended the setting up of 300 new multi-purpose high schools, one in each district of India, to serve as demonstration multi-purpose schools, and also the establishment of four regional teacher-education colleges for the purpose of preparing teachers in Agricultural, Commercial, Home Science and Technical Courses and also for purposes of Vocational Guidance. These four regional training institutions are expected to serve as leadership centres for stimulating the development of research and for promoting additional graduate education in the new fields. These proposals are now under consideration.

“The biggest single project that is proposed to be undertaken in the field of education during the third Five-Year Plan is the introduction of compulsory primary education for the age-group 6-11. This will be a huge programme involving the enrolment in schools of about 200 lakhs of children, 4 lakhs of additional teachers and an expenditure of about Rs. 300 crores. This is a programme of great magnitude and will require the fullest cooperation of the central and state governments as well as of the community.

“The general principles of the plan and the steps for implementing the project were discussed at the Education Ministers’ Conference held in August, 1959. Detailed studies about the primary education situation in each state of India are being made. Reports about the States of Orissa, Bihar, U. P., Rajasthan, Madhya Pradesh and Jammu and Kashmir, which are educationally backward have been completed, and we are having discussions with the state governments to find out ways and means of reaching our targets. These six states contain about 70 per cent of the total non-attending children in the country and it is clear that adequate financial assistance will have to be given to them to bring them upto the average level of other states. The manner in which central assistance should be made available is being examined at present. In this connection, another problem which is causing serious concern to the government is the backwardness of girls’ education. The government have accepted some of the recommendations made by the National Council for Women’s Education to meet the situation and measures to step up the progress of girls’ education are being given an important place in the third Plan.

“The Government of India have already initiated a scheme for producing an adequate number of trained teachers by increasing the intake capacity of the existing training institutions and by opening new institutions where necessary. Central grant on a 100 per cent basis is being given to the state governments and union territories for the years 1959-60 and 1960-61 for the purpose. The scheme envisages regular training for about half of these additional teachers and short orientation courses of 8 to 10 weeks’ duration for the rest. An attempt is also being made to train as many

women teachers as possible under this programme. In order to achieve the qualitative improvement in teachers' training it has been recommended to the state governments that, so far as possible, the minimum qualifications for admission into training institutions should be raised to matriculation or its equivalent and the training should be of two years' duration on the basic pattern. The Governments of Andhra Pradesh, Assam, Bihar, Bombay, Madhya Pradesh, Orissa, Rajasthan, U. P., and West Bengal have so far been given administrative approval for increasing the training facilities by 19,480 additional seats by 1960-61 for teachers of primary schools.

"A programme of such magnitude will pose various problems and difficulties and the success of the programme will depend largely on the foresight and the ability with which the administrators execute it. It will also be necessary to seek the cooperation of the community, since no amount which can be provided in the budgets of the central and state governments alone can ever be sufficient to meet the multifarious needs of our primary schools—such as buildings, school meals, grant of assistance to poor children in the form of books, educational equipment, clothes etc. In order to secure effective cooperation and participation of the community for this gigantic task, we shall have to intensify the efforts which are already being made and which have yielded fruitful results in many states.

"I should also like to make a reference to our desire for introducing increasing equality of opportunity in education through expanding our schemes of scholarships. There is no waste more tragic than the waste of human talent, the failure to provide opportunities for secondary and higher education for promising and meritorious students who have not the necessary financial resources for the purpose. Ideally, every talented young man and woman in the country should be able to receive education upto the highest level from which he or she is capable of profiting. Actually, we are anxious that, so far as our resources permit, in the third Plan our scholarship scheme should cover as many talented students at different levels as possible so as to give fuller content to our ideal of social and economic democracy.

"Lastly, I should like to touch on one point which in my opinion is of great importance and which requires careful consideration by the Board. It has been the policy of the government to encourage the growth of private institutions both at secondary and collegiate level. During the past few years, on account of increased taxation, the sources of private charity are drying up. There is a feeling in some quarters that government should take over the privately managed institutions. This is an unhealthy trend and we should counteract it by removing those factors which cause a sense of uncertainty in the minds of the people who manage these institutions. Public participation in education is essential for the healthy growth of democratic traditions in education, for the preservation of academic freedom and for promoting educational progress and experimentation. It should be our endeavour to give liberal assistance to voluntary organisations and to strengthen the association of the people in the development of education at all stages. I am not unaware of the many weaknesses of some private institutions—exploitation of teachers, misuse of public funds,

intrigues, factionalism and communalism among the members of the governing bodies who often utilise the institutions for selfish and political ends. In spite of these shortcomings which can be removed by exercising proper vigilance and control, I am of the view that it would be a retrograde step for the government to take over these institutions. Realising the great contribution which the voluntary organisations can make to the development of education, our Ministry has been giving special assistance to voluntary organisations of all India importance and we would like to expand the scope of the scheme so as to cover a larger number and variety of institutions. I would also urge the state governments to make the grant-in-aid rules more liberal so that the public may continue to participate and share in the responsibility of the government for education.

“In the end I should like to express my gratitude to the members of the Board and to Dr. C. D. Deshmukh, Chairman of the University Grants Commission, whose willing cooperation and unstinted support have been of great value to me in my arduous work.”

The Address was followed by a general discussion of the points made by the Chairman in his Address. A brief summary of the discussion is given below :—

PROF. SIDHANTA

Calling attention to the problem of indiscipline on which the Chairman had dwelt at length in his Address, Prof. Sidhanta said that student indiscipline had become one of the most disturbing features of this country's academic life. One reason for the present malaise, he said, was that with the unprecedented expansion of educational facilities at all levels, students were now coming from homes where no wholesome influence was available to supplement the educational work of the schools and colleges. Another important reason, according to him, was to be found in the irresponsible politician who rarely failed to fish in troubled waters for his own selfish ends. As there was no effective opposition in the national Parliament, or in the elected State Legislatures, it was hardly possible to make the politician behave in a more responsible manner. Coming to the remedies he stressed, *inter alia*, the need for the training of university teachers. At present teacher training was confined to school teachers only. There was no reason why university teachers also should not be required to undergo a regular course of training before taking up university work.

SHRI KAMLAPATI TRIPATHI

Analysing some of the incidents which had taken place in the universities of Uttar Pradesh in recent years, Shri Tripathi suggested that manifestations of indiscipline generally followed a recognizable pattern. To begin with, there is some unreasonable demand by the students. When the demand is rejected, students react by resorting to hunger strike. At this stage the political parties intrude themselves into the picture and by inciting students make any compromise difficult. The situation deteriorates and law and order come under serious threat. The authorities naturally seek the intervention of the Police which complicates the matter further. The Press

as a rule is unduly critical of the educational authorities and rarely says anything against the students and their instigators. All these factors conspire to produce an ugly situation even though the number of students who are actively interested in starting or supporting agitations is always very small. The only sound measure, in his opinion, necessary to combat this evil would be to improve the financial position and social status of the university teacher. Only then would he interest himself seriously in the welfare of his students.

SHRI MOHANLAL SUKHADIA

Shri Sukhadia made a number of suggestions for tackling the indiscipline problem. He favoured the idea of restricting admissions to the universities and suggested that a minimum age for entrance should be prescribed for the purpose. In no circumstances should a student who did not fulfil the age condition be allowed to go to the university. He was against direct elections of the office bearers of student bodies. An indirect method, in his opinion, would be more appropriate. He suggested that the centre should prepare a model constitution for the student unions and circulate it to the states. Further, he recommended the withdrawal of the right of students to issue election manifestoes. Once the manifestoes were issued, the student leaders when elected had no choice but to agitate for their declared objectives.

He made a special plea to the University Grants Commission for assisting the backward states more liberally. As facilities for higher education in such states were sub-standard, such assistance was fully justified. He also suggested that the assistance normally available to private colleges should be extended to government colleges in the backward states.

SHRI AVINASHILINGAM CHETTIAR

Shri Chettiar was of the view that selection of university teachers should not be made on the basis of academic qualifications alone ; some assessment of their character and personality should also be made. Suggesting the reorganisation of the examination system, he said that a student's success should depend not only on his performance in the written examination but also on the quality of his character and behaviour.

Commenting on elections to university bodies, he said that at present there was hardly any chance for a good teacher to get elected to such bodies. There was so much party politics in these matters. If things are to improve, suitable methods will have to be devised by which only teachers of good character should get elected to these bodies.

DR. (MRS.) SEETA PARMANAND

One important reason why students were indisciplined all over the country, Mrs. Seeta Parmanand said, was that teachers and leaders themselves were indisciplined. It was no use expecting students to be disciplined when the leaders behaved differently. While entering a college, she suggested, every student should be given a small booklet informing him of the code of conduct that he will have to follow and

of the penalties its breach would entail. Further, while applying for a job, every student should be required to produce a certificate testifying to his disciplined character and sense of responsibility.

Regarding teacher politicians, she suggested that those who were found guilty of instigating trouble should be given exemplary punishment. The punishment to a teacher should be severer than that to an ordinary citizen for a similar offence.

Dr. Parmanand also expressed concern about the increasing cinema-going tendency among young students. She felt that many of the films being screened everywhere were objectionable from the educational stand point. Such films played havoc with the character of young children. Many of the pictures challenged the age-old values of the Indian society. Under such conditions how could young children who see these pictures be expected to develop any faith in or regard for their culture ? Unless some effective control over the production and screening of films was exercised, the present malady would continue. She also suggested the establishment of childrens' clubs where they could participate in interesting extra-curricular activities.

HIS HIGHNESS THE MAHARAJA OF PATIALA

The Maharaja was not sure whether the majority of teachers today were capable of setting the right kind of example before their students. Also, the present system of education served to turn children into little better than so many cramming machines with hardly any outlet for ventilating their surplus energy. In such circumstances, indiscipline was natural. He made a fervent plea for making an adequate provision in the third Five-Year Plan for out-door activities in schools and colleges. The secret why the N.C.C. movement was so popular was that it provided adequate opportunities to young students for disciplined out-door work. If society wants to foster qualities of discipline and hard work among its youths, it will have to extend such facilities on a more liberal scale.

SHRI AMARNATH VIDYALANKAR

Shri Vidyalkar attributed the present student unrest to the lack of effective personal contact between the teacher and the taught. In many institutions there was no tutorial system ; in others it functioned only in name. He suggested that the maintenance of discipline in an institution should be the collective responsibility of the entire staff. Whenever an untoward incident occurred, an entry should be made in the Character Roll of every member mentioning that the incident occurred while the teacher was on the staff of the institution concerned. Several such entries in the Roll of a teacher would indicate that either he was an undesirable character or that he was not given to pulling his full weight in the matter.

Shri Vidyalkar did not agree with those who suggest that either the right to form student unions should be extinguished or that such unions should function along pre-determined lines. Denial of democracy was no answer to the problem. The only effective remedy would be to associate the teacher more and more with the student activities, curricular and extra curricular. If such association was assured,

there would be a far greater understanding between the teacher and the taught than was found today.

DR. (MISS) SUSHILA NAYAR

Dr. Nayar thought that the main reason for the present-day indiscipline among students was the paucity of good teachers. Since society was not willing to pay its teachers well, it was not able to recruit the right type of teachers for manning the nation's schools. She felt that a community, if it was seriously concerned about the future of its children, should see to it that those who go into the educational line, can get the highest emolument that any one can in any other line if he can get to the top in his chosen line. Secondly it was important to select teachers who could set an example to the students in their personal life. Separation of public and personal life was undesirable in all fields. It was inexcusable in the field of education. In the selection of teachers political consideration should not be allowed to come into play.

As for the opening of new colleges, she said that as far as possible new colleges should be opened in the rural areas so that there would be few distractions and students and teachers would seek each others company for entertainment and extra curricular activities. In the urban areas, people—which includes teachers and students—share very few common interests. Consequently, there is very little participation and sharing of mutual concerns in such areas. In a rural setting, on the other hand, conditions of living foster common interests and ties more naturally.

As regards the tutorial system, she suggested that the pupil teacher ratio should be made more favourable. A tutor should also be given a small entertainment allowance with which to entertain his group occasionally.

SHRI E. W. ARYANAYAKAM

Shri Aryanayakam complained that the university curriculum contained much dead wood and that it had not kept pace with the kaleidoscopic changes occurring during the last thirteen years. Important subjects like Socialism, Sarvodya, Bhoodan Movement, found no place in the university scheme of study. He also regretted that education was not being given a fair deal in the national planning. If the educational needs of the country were not to suffer, the government could provide at least a thousand crores of Rupees in the third Five-Year Plan for education.

SMT. RUKMINI DEVI ARUNDALE

Mrs. Arundale was definite that it was possible to teach the fundamental principles of the great religions without creating any dissensions or ill-will. She stressed the need to provide adequate facilities for activities like dance, drama and music so that students can learn to express themselves through these creative media. She also suggested that students should not be allowed to take part in political elections.

SHRI ANNARAO GANAMUKHI

Shri Annarao Ganamukhi suggested that universities should undertake only post-graduate work. All teaching up to the degree level should be the responsibility

of government and private colleges. Today many colleges were having classes right from the first year of the Intermediate to the Post-Graduate level. When students of such varying ages, background and levels of maturity came together, problems of indiscipline were bound to arise. He also suggested that students who have failed twice in an examination should not be allowed to continue with their studies. It was these students who were often at the bottom of student strikes and agitations.

SHRI HARBANS SINGH AZAD

Shri Azad deprecated the use of students as polling agents. Further, no teacher should be permitted to become a member of a political party. In his opinion it would also be necessary to vest the heads of institutions with sufficient authority to deal with student agitation on their own. At present, the Principals of colleges were helpless because they were not able to proceed even against those teachers who had been found guilty of fomenting trouble. If they were made 'the complete masters of their shows', he said, many of the present day problems would melt away. Teachers also should be told, he said, that unfavourable entries in their Character Rolls would disqualify them for higher positions.

DR. V. S. JHA

Dr. Jha said that many of the suggestions made by the members took a rather long range view of the situation. As such they would take time to bear fruit. The important question on the other hand was what is to be done immediately? He suggested that educational authorities should be given sufficient power to deal effectively with emergencies. He also advocated a legal ban on hunger strike as a weapon of redressing students' grievances.

DR. C. D. DESHMUKH

Winding up the debate on the subject of students indiscipline, Dr. Deshmukh clarified that as the committee appointed by the University Grants Commission to look into this question had not yet submitted its report, he was speaking only in his personal capacity. He began by questioning the thesis that university indiscipline arose primarily because of lack of teachers, lack of accommodation etc. While these problems exist everywhere, he pointed out, not every part of the country has suffered from student unrest in an equal measure. The Punjab and the South, for instance, were relatively free from this trouble. Referring to the incidents at Annamalai, Mysore, Hyderabad and Jaipur in some detail he tried to show that in each case the trouble was due less to any sense of frustration among students or to any supposed lack of faith in moral values on their part than to some local issue or to the bad and tactless handling of the situation by the authorities concerned.

In so far as the universities of U. P. were concerned, it was not without significance, he pointed out, that the trouble occurred only in the residential universities. The chief difficulty perhaps lay in the ever-growing size of these universities. Further

expansion of university education he suggested, should be in terms of teaching-cum-affiliating universities and not in terms of residential centres. This was the only way to keep institutions from growing into mammoth, unmanageable establishments.

With regard to the suggestions made by the members, he shared Dr. Jha's concern that most of them were of a long range character and would take time to mature. One had also to think of the immediate measures. What should be done, for instance, if an unforeseen situation developed in which students took law and order into their own hands and refused to listen to the counsel of their teachers? His own feeling was that it should be left entirely to the authorities concerned to decide what was right and what was wrong in a given situation. It should also be open to the authorities to take such action as they consider necessary to bring home the guilt to those who were found guilty.

He wanted, he said, the politicians to keep off from meddling in university affairs. When the leaders of political parties behaved in an undisciplined manner, one has no right to ask for good behaviour from the students.

With regard to the functions of the student unions, he was very clear that it would be necessary to confine the activities of these unions to cultural and academic matters. It should not be open to them to interest themselves in the administration of institutions. While most of the student unions were formed, at least partly, for the sake of academic activities, in actual functioning their main pre-occupation was meddling with administrative affairs. In many places the situation had become really serious. Since the state governments were doing nothing in the matter, the University Grants Commission, he informed the Board, were seriously considering whether on account of their statutory responsibility towards standards they could not intervene in the matter. In a particular situation, if the Vice-Chancellor was ineffective, it should be the responsibility of the state to take charge of the situation. If that also did not happen, it should be open to the centre, he pleaded, to intervene.

He also called attention to the fact that the majority of office bearers of student unions were indifferent students. He wondered whether it would not be worth while to make students who had not given a good account of themselves in their studies ineligible for holding the union offices.

The Board then took up the Agenda and adopted the following resolutions.

Item No. 1 : To record appreciation of the services rendered by those who have ceased to be members since the last meeting of the Board and to welcome new members.

The Board recorded its appreciation of the services of Dr. S. R. Sengupta, representative of the All India Council for Technical Education, and Shri L. S. S. Kumar, representative of the Agricultural Research Institute who had since ceased to be the members of the Board. It extended its welcome to the three incoming members, namely Shri Mohan Sinha Metha, Vice-Chancellor of the Rajasthan University

Shri T. Sen, a nominee of the All India Council for Technical Education and Dr. Naik, representative for the Indian Council for Agricultural Research.

Item No. 2: To report that the proceedings of the 26th meeting of the Central Advisory Board of Education held at Madras in January, 1959, were confirmed by circulation to members and copies were sent to state governments and the union territories, etc.

It was reported that the proceedings of the 26th meeting of the Central Advisory Board of Education held at Madras in January, 1959, were confirmed by circulation to Members and that copies were sent to the state governments and to the union territories, etc.

Item No. 3: Report of the Committee on Religious and Moral Education.

The Board devoted a full session to the discussion of the report of the Sri Prakasa Committee. There was general agreement about the recommendations of the Committee. Shri Pavate was the only speaker who expressed doubts about the practicability of the recommendations of the Committee. His own experience as the Director of Public Instruction in the Bombay State some time ago, he said, had been that it was impossible to provide for any kind of agreed religious instruction in schools except the morning prayer. He was also sceptical about the competence of the ordinary teachers in schools and colleges to deal with religious and moral instruction competently and in a manner that would not offend the susceptibilities of other religions and communities.

Shri Rai Harendra Nath Chaudhuri, Education Minister, West Bengal observed that the recommendations of the Committee were welcome so far as they went but if religious education were considered desirable then the Committee should not have interpreted the terms of reference to mean that religious education *per se* had to be avoided in view of Art. 28 of the Constitution of India. He was of opinion that the success achieved by the missionary schools whether established by the western missionaries or by the R. K. Mission etc., in inculcating discipline was largely due to religious teaching that was imparted in their schools. Art. 28 of the Constitution in so far as it permits religious education in such schools and prohibits such education in institutions maintained out of state fund is somewhat self-contradictory. In his view the Government of India by appointing the Committee desired a re-examination or review of this problem and if we considered that religious education was desirable then we should frankly suggest that Art. 28 of the Constitution should be amended on the lines of the British Education Act of 1944 which permitted the voluntary schools or special arrangement schools established by particular missions to carry on religious education according to the desire of their parents; while county schools or aided institutions were permitted to provide religious education on an agreed and non-denominational basis. If it is true as the Committee had observed in para 20 that "religion through the ages has influenced all departments of life", "it has inspired man to express all that is best of him", if it is again deemed desirable as the Committee

had further observed that the "personal lives of the (great) teachers invariably affect the students for their good" and therefore they, *i.e.*, the Committee, would like to see the atmosphere of the Missionary institutions extended to all schools and colleges in the country, then we should recommend that Art. 28 of the Constitution should be amended in the following way :—

"Religious instruction may be provided in all educational institutions recognised by the state or receiving aid out of state funds provided that no student attending any such school shall be required to take part in any religious instruction that may be imparted or participate in any prayer or religious worship that may be conducted therein if the parent or guardian of the student desires that he should abstain from it".

A point which was emphasized by a number of speakers was that a committee or a board should be set up at the centre for preparing textbooks and other reference literature in this field.

Dr. Deshmukh sought some clarification regarding the nature of the authority that will put the recommendations of the Committee into effect. He was also not sure whether the case for textbooks in moral and religious instructions was not being overstated. There was a danger that having produced the books, the society might think that it had done its duty by moral and religious instruction, and thus the entire matter might get relegated to schools and textbooks. Society might forget its own responsibility to set an 'example' without which no generation could grow into healthy moral beings.

Finally, the Board approved of the broad approach and the principles enunciated in the report of the Committee on Religious and Moral Education under the Chairmanship of Shri Sri Prakasa and recommended the implementation of the various suggestions made in it by the union government and state governments in the light of the *observations made by the standing committees.

Item No. 4 : Report of the Committee on National Service.

On a request from the Chair, Dr. C. D. Deshmukh introduced the report of the Committee on National Service by highlighting its salient features. While the State Education Ministers' Conference had only recommended that the scheme should be confined to university graduates and should be introduced in the form of pilot projects, the present Committee recommended that the scheme should, in the first instance, be confined to students coming out of the higher secondary schools. The additional year will be interposed as an inter-calary year between the school leaving stage and admission to the university. The training would be compulsory for everyone irrespective of whether he went to the university or not.

Dilating on the advantages of the scheme, Dr. Deshmukh explained that in the first place the course should result in an over-all improvement in the physical and

*(The observations of the standing committees on item 3 of the agenda are given at the end of the minutes.)

general maturity of students. Secondly, it would equip them better to take advantage of university education. It will also improve the quality of the national manpower and its capacity for undertaking programmes of national reconstruction. The scheme would also equip young men and women for protecting the territorial integrity of India's frontiers, should that be necessary. He clarified, however, that the scheme was essentially an educational scheme and not one for the promotion of military discipline.

In the discussion that followed a number of members participated. While there was general agreement about the very great importance that attached to the scheme in the present context of things, several members emphasized the need to work out its details carefully before launching it on a national scale. Some of the points made in the discussion are summarised below.

DR. MAHATAB

Dr. Mahatab said that the scheme would cost at least Rs. 250 crores during the third Five-Year Plan. Before deciding to launch it, it was necessary to find out whether an outlay of this size would be available for this purpose. He also stressed the need for making the work programmes under the scheme as useful as possible. Unless these programmes were useful, the scheme was not likely to inspire confidence. He also wondered whether the idea of compulsion was really necessary. In his opinion, compulsion and spontaneity of interest went ill together.

PROF. SIDHANTA

Prof. Sidhanta agreed that the scheme had several important advantages. The universities, for instance, should welcome it because it would help reduce overcrowding to some extent. The scheme would also encourage students to think about themselves and their careers seriously, instead of just letting themselves drift into colleges. Despite these advantages, he was not sure whether in its present conception the scheme was not over-ambitious. It sought to achieve within a short space of 9 months what 11 years of schooling had, by implication, failed to achieve. One of the major hurdles, he thought, would relate to the recruitment of the right type of trainers without whom the scheme could not obviously work. The question of resources was also important. If the necessary resources were not available, some kind of phasing would be inevitable. He then called attention to the fact that there was no uniformity regarding the school leaving age in different states. In some states the duration is 10 years, in others 11. In one state it is 12 years. In view of the prevailing diversity the entire question needed to be examined realistically.

With regard to the work to be completed by students, he emphasized the need to ensure that adequate care was taken of them after their completion. Nothing was more demoralizing than the neglect which such things suffered in the past. He also wanted that the possible repercussions of a scheme of this magnitude on the employment situation should be carefully studied. As it is, there is a good deal of unemployment and underemployment in the rural areas. To release a labour force of about

half a million young men and women in the rural areas might introduce new tensions in the already under-developed economy. The question of student adjustment to their new surroundings was also important. Many of the students to be drafted under the scheme will be visiting the rural areas for the first time in their lives. The presence of city-bred boys and girls in such large numbers in the countryside was bound to create problems of adjustment for all concerned. The matter needed to be looked into carefully.

Finally, he suggested that if the scheme was to be tried out as a national programme, it would be desirable to bring to each camp students from different parts of the country. This would enable the students to appreciate the rich variety of the Indian culture and its underlying unity. The experience of working together with compeers from different parts would go a long way in curbing unhealthy regionalism and linguistic differences.

SMT. DURGABAI DESHMUKH

Smt. Durgabai Deshmukh called attention to the fact that in so far as girls were concerned, it would not be practicable to operate the scheme on a compulsory basis. Because of the social backwardness of people, many parents would be unwilling to send their girls out at the age of seventeen plus.

SHRI S. B. P. PATTABHI RAMARAO

Shri Ramarao emphasised the need of building adequate housing accommodation in the rural areas. Since the organization of national service camps was going to be an annual feature, it would not be easy to make adequate arrangements for lodging the students in the rural areas without such facilities. He was also not sure whether in the initial stages some kind of a phased approach would not be more desirable. If in the very first year of the scheme, for instance, all the students leaving the high and higher secondary schools were brought under the scheme, the universities would certainly find themselves without any students in the 1st year class. This might create difficulties. The universities may need time to get adjusted to the scheme and its working.

SHRI G. RAMACHANDRAN

Welcoming the scheme Shri Ramachandran sounded a note of caution and suggested that we should be very careful in working out the details, otherwise, we might spend a lot of money, employ a lot of people and the end might turn out to be worse than the beginning.

DR. A. L. MUDALIAR

Dr. Mudaliar was happy that the Board had found it possible to devote three whole sessions to the problem of student indiscipline, moral and religious instruction and the national service scheme. These were related issues, for the main idea behind the entire discussion was to devise ways and means to produce an integrated personality:

Beginning with the problems of girls' participation in the National Service Scheme, Dr. Mudaliar felt that problems like who was to train them, would they work in the same camps with boys or in separate camps etc., were very important. He agreed with Smt. Deshmukh that the question of drafting girls under the scheme on a compulsory basis bristled with difficulties.

He lent support to Prof. Sidhanta's idea that in view of the varying ages at which students pass the high school or higher secondary examination in different parts of the country, the training should cover three to four years, say 16 to 19. Students belonging to the 16-17 age group may form one category and the others another.

With regard to the nature of service programmes, he suggested that in addition to manual work and social service, students could also be utilised for primary instruction. There was a great shortage of competent teachers at the primary stage. There was no reason why this new accession to the national manpower should not be utilised for remedying some of the chronic deficiencies of primary education.

He supported Dr. Mahatab's contention that if the scheme is to be implemented seriously, the necessary where-withals will have to be found. He was not sure whether the estimate of Rs. 250 crores for the five-year period was not really erring on the side of modesty.

He welcomed the clarification that the main idea behind the scheme was educational and not one of military training. It will be equally mistaken, he pointed out, to think that the main purpose was to step up the 'productivity' level of the individual. The only purpose of the scheme was to develop young men and women into disciplined and well-rounded human beings.

He did not share Prof. Sidhanta's apprehension that the scheme if not worked with care might adversely affect the employment situation. There was so much work to do all round that the addition of the high and higher secondary school leavers could not possibly upset the balance of the national economy.

He reiterated the point made earlier by several speakers that the scheme would need a large army of competent teachers. Unless the teacher-pupil ratio was favourable, the scheme would not work.

Finally, he suggested that a separate machinery will have to be set up to operate the scheme. If that was not done and the new responsibilities were entrusted to the district administration which is already overburdened, it will only break the back of the camel. He hoped that all these issues will be carefully looked into before launching the scheme.

DR. (MRS.) SEETA PERMANAND

Dr. Seeta Permanand suggested that the training need not be continuous and that, if possible, it should be distributed over three periods of three months each. This will make it easier to get the required personnel and to provide other facilities for

training. She also suggested that if the scheme was to succeed on a compulsory basis, some deterrent measures will have to be contemplated against unwilling students even if they were not going in for higher education. With regard to the shortage of women teachers, she suggested that house-wives with university degree should be considered for work on a part-time basis.

DR. A. N. KHOSLA

Dr. Khosla explained that the idea of compulsory national service was really an extension of the concept of basic education to a higher level.

Drawing attention to the financial outlay necessary to work a scheme of this magnitude, he suggested that initially the programmes under the scheme may be confined to campus projects only. This would cut out expenditure on travel which will otherwise be necessary for the transport of students to the training centres. He illustrated his observations by referring to the buildings constructed by the students of the Roorkee University. It was very important to ensure, he said, that the programmes were really worth-while. As far as possible, the "works" should be of a permanent nature. It was no use, he said, wasting time and energy on the building of roads which were likely to disappear with the first rains. Wherever possible, students could also be paid for the extra work done by them under the scheme. This would help needy students.

Another suggestion made by Dr. Khosla was that work done under the scheme should count towards the final examination. Unless the work had examination value, it was not likely to be taken up seriously. Wherever feasible, group and individual prizes should also be instituted to encourage students.

DR. T. SEN

Dr. T. Sen was of the view that instead of prescribing a year of compulsory service at the end of the secondary stage it would be better to provide this training at the university level. However, the training to be undergone should be integrated with the three-year degree course. This would enable a student to put in two or three months' service every year.

SMT. HANSA MEHTA

Smt. Hansa Mehta emphasized the need for not making the scheme over-ambitious. The danger was that in trying to kill too many birds, we may not succeed in killing even one. The question of developing suitable programmes was as difficult as it was important. Her own experience had been that the majority of the Arts students were not fit for anything other than carrying 'loads'. Such unskilled work did not inspire any pride in them and far from fulfilling the purpose of the scheme created problems of its own. The holding of camps also was not going to be an easy thing; for not all places were suitable for such camps. The need to shift the venue of the camps from place to place according to the requirements of the programmes was also likely to present difficulties.

DR. (MISS) SUSHILA NAYAR

Dr. Sushila Nayar emphasised that the programmes to be worked under the scheme should take into consideration the individual aptitudes of boys and girls. It would not do, she said, to follow a regimented policy in the matter. Students interested in adopting teaching as their career should be free, for instance, to undertake literacy work; boys and girls keen for a medical career could similarly be given opportunities for mass vaccination. It would also be desirable, she said, to devise lighter activities for those whose health did not permit full participation in the regular programmes. In other ways also, it would be necessary to introduce some flexibility in the scheme. In certain places, for instance, rains and floods would make it impossible for any programmes to be undertaken during some months.

Finally, the Board resolved as follows :—

“The Board welcomes the report of the National Service Committee under the Chairmanship of Dr. C. D. Deshmukh, warmly commends the objectives and policies outlined in the report, and recommends its speedy implementation after careful working of the details, specially in view of the many practical difficulties as envisaged and pointed out by the Board. The Board is of the view that the entire scheme should be formulated and implemented within the broad frame work of education in this country”.

Item No. 5 : Examination of higher secondary school candidates with compulsory English and without English—Desirability of two types of public examinations.

There was some difference of opinion on this proposal of the Rajasthan Government. Briefly, the argument in favour of the proposal was that the largest number of failures occurred in the subject and that a large number of students who did not go to a university had no use for English. The argument for retaining English as a compulsory subject was that it still occupied an important place in administration and in the educational and cultural life of the country, that students were generally unable to decide early whether they would proceed to higher education and whether they had the capacity to pass the examination in English and that in any case past experience had shown that even when English was made optional, the demand for the subject continued to be universal.

Taking all the pros and cons into consideration, the Board decided in favour of maintaining the *status quo*.

Item No. 6 : Attaching class VIII to higher secondary section and spreading the course to four years.

The Board discussed the various aspects of this issue with reference to elementary and secondary stages of education and was of the opinion that the integrated course of eight years of basic education (6—14 years) which had been accepted as the pattern of elementary education already should not be disturbed, particularly in view of Article 45 of the Constitution requiring the provision of compulsory education upto the age of 14.

Item No. 7 : The establishment of State Evaluation Units to promote examination reform.

Recognizing the urgency of setting up State Evaluation Units in order to bring about examination reform expeditiously, the Board recommended that state departments should take immediate steps to set up such units and recruit the necessary personnel, so that the training programme of the officers could be organised in time and before the commencement of the academic year 1960-61.

The Board further recommended that the training course should be conducted in one batch by the Central Examination Unit, and that it should be of about two months' duration. The expenses on this training course should be borne by the centre.

Item No. 8 : The provision of science teaching in every secondary school and the preparation of an adequate number of qualified and trained science teachers for the purpose.

The Board recommended that in view of the great importance of Science teaching in our schools, steps should be taken by the states to provide for the teaching of General Science in every secondary school, and of elective science in all the old and new higher secondary and multi-purpose schools, by the end of the third Plan. This meant that the supply of the requisite number of Science (B.Sc. Hons./M.Sc.) graduates should be provided for by expanding facilities in the existing colleges and increasing their intake, by preparing existing teachers through condensed courses (as was being done in West Bengal and Andhra Pradesh) and by opening new institutions. The Board wished to stress the urgency of the problem which called for the immediate attention of the states, the centre and the University Grants Commission.

With regard to the shortage of trained women Science graduates, the Board suggested that women teachers may be employed on a part-time basis if they were not able to work full-time, and even if this expedient did not solve the problem, men teachers may be appointed in the schools for girls so long as the supply of women Science teachers did not improve.

Item No. 9 : Grant of adequate central assistance for schemes under university education to states having low output of graduates.

In view of the action** taken on the recommendation in item 11 of the agenda of the meeting of the Central Advisory Board of Education held at Madras last year, the

**Recommendation.—The Board viewed with sympathy the proposal of additional central assistance beyond the standard rate of 50% to state governments on a scale based on the comparative backwardness of the State as revealed from its annual output of Matriculates per lakh of population. It noted, however, that the general question was under discussion between the Ministry of Education and the Planning Commission. As such it was decided to await the decision of the Central Government in this behalf.

Action taken.—The Planning Commission have not agreed to the Ministry's proposal of giving liberalised assistance to educationally backward states for implementation of their educational development programmes. They have, however, suggested that the position could be reviewed at an appropriate stage in connection with third Five-Year Plan.

matter was left for discussion in connection with the third Five-Year Plan between the State Governments, the Ministry of Finance, the Ministry of Education and the Planning Commission.

At this stage the Board adjourned with a vote of thanks to the Chair. It was decided to take up the remaining items of the Agenda at the next meeting of the Board.

Observations of the Standing Committees of the Central Advisory Board of Education which met at New Delhi on the 4th and 5th February, 1960 to consider the Agenda of the 27th Session of the Central Advisory Board of Education.

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Item No. 3 : Report of the Committee on Religious and Moral Education.

Basic Education

The report of the Committee on Religious and Moral Instruction was endorsed by the Committee. It was, however, felt that the success of the programme would very much depend on evolving a uniform course of studies for all the schools in a state and the preparation of carefully written textbooks. The Committee was further of the opinion that books will be necessary not only for the students but also for the teachers, as a source of reference. Since moral instruction will be a regular feature of the school activities, a regular course should be introduced on this subject in the teacher training programmes. This will also require necessary modifications in the examination practices so that children showing better achievement in moral and spiritual values are duly rewarded. The state governments may be directed to take action on these lines.

Secondary Education

Discussing the recommendation of the Committee on Moral and Religious Instruction that "we should lay special stress on the teaching of moral and spiritual values", the Committee felt that the inculcation of these values could be effected better through creating the right atmosphere in the educational institutions than by direct teaching. The Committee also felt that the treatment should not hurt susceptibilities and, therefore, great caution must be exercised to separate moral and spiritual values from dogmas and tenets.

The Committee agreed that in order to secure a balanced presentation of values, the centre should prepare reference material in the form of books for the use of teachers. The highest talent available in the country should be drawn upon in the preparation of these books so that the essential values of each religion may be clearly brought out without getting involved in theological doctrine.

The Committee next considered the suggestions made in the report on the frame-work of instruction at the secondary stage, and expressed its agreement with (a) and (b). Regarding (c), it was felt that at least one period, rather than one hour, a week should be provided exclusively for the use of the books referred to above.

It endorsed the principle contained in (d), namely that all the activities in the school contribute to the development of the pupil's personality. Regarding the suggestion in (c) that "qualities of character and behaviour should form an essential part of the overall assessment of the student's performance", the Committee felt that it would be difficult to establish a relationship between these qualities and the academic relationship between these qualities and the academic achievement of a student but that in his cumulative record or school leaving certificate, a mention should be made of his qualities of character and behaviour.

Higher Education

The Committee agreed with the conclusions in parts (a) and (b) of the report of the Committee on Religious and Moral Instruction but felt that the last sentence in part (b) relating to the inculcation of good manners, social service and true patriotism should be dropped because these had been dealt with elsewhere.

With regard to sub-para (i) of part (b) of para 32, the Committee made the following recommendation :—

"It is unfortunate that the cinema as a mass medium for the indirect inculcation of moral and spiritual values through concrete instances of human conduct has not so far been fully utilised and it is the duty of the state to utilise this to the fullest extent".

The Committee felt that the last sentence in this sub-para should be dropped.

Regarding sub-para (ii) of part (b) of para 32, the Committee recommended that the words "a few minutes of silent meditation either in the classroom or in a common hall" occurring in the first sentence be replaced by the words "a few minutes of silent congregation in the classroom or in a common hall as a measure of self-discipline". The Committee also recommended that the words "and hymns" occurring in the last sentence of this sub-para should be dropped and that before the work of the day starts in every institution, the national anthem "Jana Gana Mana" should be sung.

With regard to the inculcation of patriotism reference to which has been made in sub-para (iii) of part (b) of para 32, the Committee recommended as follows :—

"Bringing out the noblest examples of humanity is very important in the midst of the conditions in which we are placed today".

The Committee suggested the omission of the second sentence occurring in sub-para (v) of part (b) of para 32 and recommended that booklets on social courtesies and good manners may be prepared for use in educational institutions.

In regard to sub-para (vi) of part (b) of para 32, the Committee recommended that—

"Facilities must be provided to all educational institutions for encouraging outdoor games and sports through the provision of adequate playing grounds and congregation rooms".

After sub-para (c) of para 34 under the head "University Stage", the Committee recommended the following additions :

"This course which will be extra-curricular is to be taken as a part of intellectual discipline rather than of moral and spiritual values.

In order to equip the teachers to do this part of their work satisfactorily, a regular course should be instituted in all training colleges where, just as the teacher-trainees are trained in the art of teaching of ordinary subjects like English, History, Physics, etc., they should also be taught the way of teaching the subject of inculcation of moral values".

General Purposes

The Committee examined the recommendations of the Committee on Religious and Moral Instruction. The Committee are of the view that the suggestions made in para 34 of the Report may be accepted subject to the following modifications :—

- (i) For (b) read "Simple and interesting stories about the lives and teachings of religious and spiritual leaders should be included in the syllabus for language teaching".
- (ii) At the end of (c) *add* "History and Social Studies".
- (iii) The first line of (d) should read as "in the school programme one or two periods.....".
- (iv) On p. 19, after the fourth line of (d) *add* "reverence and courtesy".

APPENDIX I

MEMBERS OF THE BOARD AND INVITEES TO MEETINGS

FIRST MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION HELD AT NEW DELHI ON THE 19TH AND 20TH OF DECEMBER, 1935

Members present

1. The Hon'ble Sir Girja Shankar Bajpai, K.B.E., C.I.E., I.C.S., Member in charge of the Department of Education, Health and Lands—(*Chairman*).
2. Sir George Anderson, Kt., C.S.I., C.I.E., Educational Commissioner with the Government of India.
3. The Right Hon'ble Sir Tej Bahadur Sapru, K.C.S.I., LL.D.
4. Dr. A. H. Mackenzie, D. Litt., C.S.I., C.I.E., Pro-Vice-Chancellor, Osmania University.
5. The Rt. Rev. G. D. Barne, M.A., C.I.E., O.B.E., V.D., Bishop of Lahore.
6. Lady Grigg.
7. Rajkumari Amrit Kaur.
8. The Hon'ble Diwan Bahadur Sir K. Ramunni Menon, Kt., formerly Vice-Chancellor, Madras University.
9. Dr. Zia-ud-Din Ahmad, C.I.E., Ph.D., D.Sc., M.L.A., Vice-Chancellor, Aligarh Muslim University.
10. Dr. Bhagavan Das, M.L.A.
11. Shyamaprasad Mukherjee, Esq., M.A., B.L., Bar-at-Law, M.L.C., Vice-Chancellor, Calcutta University.
12. Dr. Sir S. Radhakrishnan, Kt., M.A., D. Litt., Vice-Chancellor, Andhra University.
13. Mr. H. F. Saunders, M.A., I.E.S., Director of Public Instruction, Madras.
14. Mr. W. Grieve, M.A., I.E.S., Director of Public Instruction, Bombay.
15. The Hon'ble Khan Bahadur M. Aziz-ul-Haque, Minister for Education, Bengal.
16. The Hon'ble Sir Jwala Prasad Srivastava, Kt., M.Sc., A.M.S.T., Minister for Education, United Provinces.
17. Mr. J. E. Parkinson, M.A., I.E.S., Director of Public Instruction, Punjab.
18. The Hon'ble Mr. Sayid Abdul Aziz, Bar-at-Law, Minister for Education, Bihar and Orissa.
19. The Hon'ble Mr. B. G. Khaparde, B.A., LL.B., Minister for Education, Central Provinces.
20. Mr. G. A. Small, M.A., I.E.S., Director of Public Instruction, Assam.
21. Mr. T. C. Orgill, M.A., I.E.S., Director of Public Instruction, North-West Frontier Province.

Members who could not attend.

22. The Right Hon'ble Sir Akbar Hydari, Kt., B.A., LL.D., Finance Member, H.E.H. the Nizam's Government.
23. Dr. R. P. Paranjpye M.A., D.Sc., Vice-Chancellor, Lucknow University.
24. The Hon'ble Dr. Ba Maw, M.A., Bar-at-Law, Minister for Education, Burma.

Member present by invitation

25. The Hon'ble Mr. A. G. Clow, C.S.I., C.I.E., I.C.S., Joint Secretary to the Government of India, Department of Industries and Labour.

SECOND MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION HELD AT NEW DELHI ON THE 14TH DECEMBER, 1936

Members present

1. The Hon'ble Kunwar Sir Jagdish Prasad, Kt., C.S.I., C.I.E., O.B.E., Member in charge of the Department of Education, Health and Lands, Government of India—(*Chairman*).

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2. Mr. J. E. Parkinson, M.A., I.E.S., Education Commissioner with the Government of India.
3. The Right Hon'ble Sir Tej Bahadur Sapru, K.C.S.I., LL.D.
4. Mr. M. R. Jayakar, M.A., Bar-at-Law.
5. The Rt. Rev. G. D. Barne, M.A., C.I.E., O.B.E., V.D., Bishop of Lahore.
6. Lady Grigg.
7. Mr. A. G. Clow, C.S.I., C.I.E. I.C.S., Secretary to the Government of India, Department of Industries and Labour.
8. Lala Shri Ram, Mill-owner, Delhi.
9. Mr. Shyamaprasad Mukherjee, M.A., B.L., Bar-at-Law, Vice-Chancellor, Calcutta University.
10. Mr. V. N. Chandavarkar, B.A. (Cantab.), Bar-at-Law, Vice-Chancellor, Bombay University.
11. Mr. R. M. Savur, B.A. (Cantab.), District Educational Officer, Madras.
12. Mr. S. N. Moos, B.A. (Bom.), M.A. (Cantab.), I.E.S., Offg. Director of Public Instruction, Bombay.
13. The Hon'ble Khan Bhadur M. Aziz-ul-Haque, Minister for Education, Bengal.
14. Mr. R. S. Seir, M.A., B.Sc. (Glas.), I.E.S., Director of Public Instruction, United Provinces.
15. Mr. W. H. F. Armstrong, M.A., F.C.S., I.E.S., Director of Public Instruction, Punjab.
16. Mr. A. Campbell, M.C., I.E.S., Offg. Director of Public Instruction, Burma.
17. Mr. F. R. Blair, M.A., I.E.S., Offg. Director of Public Instruction, Bihar.
18. Miss E. Chamier, M.A. (Oxon.), Inspectress of Schools, Jubbulpore Circle, Central Provinces.
19. Mr. G. A. Small, M.A., I.E.S., Director of Public Instruction, Assam.
20. Miss G. E. Littlewood, M.B.E., I.E.S., Inspectress of Girls' Schools, North-West Frontier Province.
21. Khan Bahadur G. N. Kazi, B.A., Director of Public Instruction, Sind.
22. Mr. H. Dippie, C.I.E., D.S.O., M.A., I.E.S., Director of Public Instruction, Orissa.

Members who could not attend

23. The Right Hon'ble Sir Akbar Hydari, Kt., LL.D.
24. Rajkumari Amrit Kaur.
25. The Right Hon'ble V. S. Srinivasa Sastri, P.C., C.H., LL.D., Vice-Chancellor, Annamalai University.
26. Mr. S. A. Roberts, B.Sc., M.I.M.E., of Messrs Bird & Co., Calcutta.
27. Dr. Ziauddin Ahmad, C.I.E., Ph.D., D.Sc., M.L.A., Vice-Chancellor, Aligarh Muslim University.
28. Dr. Bhagavan Das, M.L.A.
29. Dr. R. P. Paranjpye, M.A., D.Sc., Vice-Chancellor, Lucknow University.

Members present by invitation

30. Sir Girja Shankar Bajpai, K.B.E., C.I.E., I.C.S., Secretary to the Government of India, Department of Education, Health and Lands.
31. Mr. A. Abott, C.B.E., former Chief Inspector of Technical Schools, Board of Education, London.
32. Mr. S. H. Wood, M.C., Director of Intelligence, Board of Education and Ministry of Health, London.

THIRD MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION HELD AT
NEW DELHI ON THE 28TH JANUARY, 1938

Members present

1. The Hon'ble Kunwar Sir Jagdish Prasad, K.C.S.I., C.I.E., O.B.E., Member-in-charge of the Department of Education, Health and Lands—(*Chairman*).

APPENDIX I—LIST OF MEMBERS AND INVITEES TO MEETINGS

2. Sir Girja Shankar Bajpai, K.B.E., C.I.E., I.C.S., Secretary to the Government of India, Department of Education, Health and Lands.
3. Mr. J. E. Parkinson, I.E.S., Educational Commissioner with the Government of India.
4. The Right Hon'ble Sir Tej Bahadur Sapru, K.C.S.I., LL.D.
5. The Right Hon'ble Sir Akbar Hydari, LL.D., Prime Minister, His Exalted Highness the Nizam's Government.
6. Lady Grigg.
7. Rajkumari Amrit Kaur.
8. Mr. A. G. Clow, C.S.I., C.I.E., I.C.S., Secretary to the Government of India, Labour Department.
9. Lala Shri Ram.
10. The Hon'ble Diwan Bahadur Sir K. Ramunni Menon.
11. Dr. Sir Zia-ud-Din Ahmad, C.I.E., Ph.D., D.Sc., M.L.A., Vice-Chancellor, Aligarh Muslim University.
12. Mr. Shyamaprasad Mukherjee, Bar-at-Law, Vice-Chancellor, Calcutta University.
13. Mr. V. N. Chandavarkar, Bar-at-Law, Vice-Chancellor, Bombay University.
14. Mr. J. M. Bottomley, C.I.E., I.E.S., Director of Public Instruction, Bengal.
15. The Hon'ble Pandit Pyare Lal Sharma, Minister of Education, United Provinces.
16. Mr. W. H. F. Armstrong, I.E.S., Director of Public Instruction, Punjab.
17. The Hon'ble Dr. Syed Mahmood, Minister of Education, Bihar.
18. The Hon'ble Pandit R. S. Shukla, Minister of Education, Central Provinces.
19. Mr. G. A. Small, I.E.S., Director of Public Instruction, Assam.
20. The Hon'ble Qazi Ataullah Khan, Minister of Education, North-West Frontier Province.
21. Khan Bahadur G. N. Kazi, Director of Public Instruction, Sind.
22. Mr. S. C. Tripathi, I.E.S., Principal, Ravenshaw College, Cuttack.

Members who could not attend

23. The Rt. Rev. G. D. Barne, C.I.E., O.B.E., V.D., Bishop of Lahore.
24. The Right Hon'ble V. S. Srinivasa Sastri, P.C., C.H., LL.D.
25. Dr. Bhagavan Das, M.L.A.
26. Dr. R. P. Paranjpye, D.Sc., Vice-Chancellor, Lucknow University.
27. Mr. R. M. Statham, C.I.E., I.E.S., Director of Public Instruction, Madras.
28. Mrs. Hansa Mehta, Parliamentary Secretary for Education to the Hon'ble the Premier of Bombay.

Member present by invitation

29. Mr. A. Abbott, C.B.E.

FOURTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION HELD AT NEW DELHI ON THE 3RD DECEMBER, 1938.

Members present

1. The Hon'ble Kunwar Sir Jagdish Prasad, K.C.S.I., C.I.E., O.B.E., Member in charge of the Department of Education, Health and Lands, Government of India—(*Chairman*).
2. Sir Girja Shankar Bajpai, K.B.E., C.I.E., I.C.S., Secretary to the Government of India, Department of Education, Health and Lands.
3. Mr. J. E. Parkinson, C.I.E., Educational Commissioner with the Government of India.
4. The Rt. Rev. G. D. Barne, C.I.E., O.B.E., V.D., Bishop of Lahore.
5. Lady Grigg.
6. Rajkumari Amrit Kaur.
7. The Hon'ble Mr. Justice M. R. Jayakar, Judge, Federal Court of India.
8. Mr. P. F. S. Warren of Messrs Jessop & Co., Calcutta.
9. The Hon'ble Diwan Bahadur Sir K. Ramunni Menon.
10. Dr. Sir Zia-ud-Din Ahmad, C.I.E., Ph.D., D.Sc., M.L.A.

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11. Shyamaprasad Mukherjee, Esq., M.A., B.L., Bar-at-Law, M.L.C., Vice-Chancellor, Calcutta.
12. Pandit Amarnath Jha, M.A., Vice-Chancellor, Allahabad University.
13. Dr. R. C. Mazumdar, Ph.D., Vice-Chancellor, Dacca University.
14. Mrs. Hansa Mehta, Parliamentary Secretary for Education to the Hon'ble Prime Minister, Bombay.
15. Dr. W. A. Jenkins, D.Sc., Director of Public Instruction, Bengal.
16. Mr. R. S. Weir, I.E.S., Director of Public Instruction, United Provinces.
17. Mr. W. H. F. Armstrong, I.E.S., Director of Public Instruction, Punjab.
18. The Hon'ble Dr. Syed Mahamood, Minister of Education, Bihar.
19. The Hon'ble Mr. S. V. Gokhale, Minister of Education, Central Provinces.
20. Mr. G. A. Small, I.E.S., Director of Public Instruction, Assam.
21. The Hon'ble Qazi Ataullah Khan, Minister of Education, North-West Frontier Province.
22. Khan Bahadur G. N. Kazi, Director of Public Instruction, Sind.
23. Mr. S. C. Tripathi, I.E.S., Director of Public Instruction, Orissa.

Members who could not attend

24. The Right Hon'ble Sir Akbar Hydari, LL.D., President of His Exalted Highness the Nizam's Executive Council, Hyderabad State (Deccan).
25. Mr. A. G. Clow, C.S.I., C.I.E., I.C.S., Secretary to the Government of India, Labour Department.
26. Lala Shri Ram.
27. The Right Hon'ble V. S. Srinivasa Sastri, P. C., C.H., LL.D., Vice-Chancellor, Annamalai University.
28. Mr. R. M. Statham, C.I.E., I.E.S., Director of Public Instruction, Madras.
29. Dr. Zakir Husain, Principal, Jamia Millia Islamia, Delhi.

Member present by invitation

30. Mr. John Sargent.

FIFTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION HELD AT
SIMLA ON THE 6TH AND 7TH MAY, 1940

Members present.

1. The Hon'ble Sir Girja Shankar Bajpai, K.B.E., C.I.E., I.C.S., Member of the Governor-General's Executive Council in charge of the Department of Education, Health and Lands—(*Chairman*).
2. John Sargent, Esq., M.A., Educational Commissioner with the Government of India.
3. The Rt. Rev. G. D. Barne, C.I.E., O.B.E., V.D., Bishop of Lahore.
4. Lady Glancy.
5. The Hon'ble Sir Andrew Clow, C.S.I., C.I.E., I.C.S., Member of the Governor-General's Executive Council in charge of the Department of Communications.
6. Lala Shri Ram.
7. Rajkumari Amrit Kaur.
8. The Hon'ble Sir Maurice Gwyer, K.C.B., K.C.S.L., Chief Justice of India.
9. The Hon'ble Diwan Bahadur Sir K. Ramunni Menon.
10. Dr. Sir Zia-ud-Din Ahmad, C.I.E., Ph.D., D.Sc., M.L.A.
11. Pandit Amarnath Jha, M.A., Vice-Chancellor, Allahabad University.
12. Dr. R. C. Mazumdar, Ph.D., Vice-Chancellor, Dacca University.
13. S. N. Moos, Esq., I.E.S., Director of Public Instruction, Bombay.
14. J. M. Bottomley, Esq., I.E.S., Director of Public Instruction, Bengal.
15. J. C. Powell-Price, Esq., I.E.S., Director of Public Instruction, United Provinces.
16. W. H. F. Armstrong, Esq., I.E.S., Director of Public Instruction, Punjab.
17. Dr. A. C. Sen Gupta, M.A., D.Litt., I.E.S., Director of Public Instruction, Central Provinces.

APPENDIX I—LIST OF MEMBERS AND INVITEES TO MEETINGS

18. G. A. Small, Esq., I.E.S., Director of Public Instruction, Assam.
19. Khan Sahib Khan Shah Alam Khan, M.A., LL.B., Director of Public Instruction, North-West Frontier Province.
20. Dr. U. M. Daudpota, M.A., Ph.D., Director of Public Instruction, Sind.
21. S. C. Tripathi, Esq., I.E.S., Director of Public Instruction, Orissa.

Members who could not attend

22. The Right Hon'ble Sir Akbar Hydari, LL.D., President of His Exalted Highness the Nizam's Executive Council, Hyderabad State (Deccan).
23. Dr. A. F. Rahman, LL.D., B.A. (Oxon.), Member, Federal Public Service Commission.
24. P. F. S. Warren, Esq.
25. Rao Bahadur Sir V. T. Krishnamachari, K.C.I.E., Dewan of Baroda.
26. Abdur Rasheed Chaudhury, Esq., M.L.A.
27. The Right Hon'ble V. S. Srinivasa Sastri, P.C., C.H., LL.D., Vice-Chancellor, Annamalai University.
28. R. M. Statham, Esq., C.I.E., I.E.S., Director of Public Instruction, Madras.
29. J. S. Armour, Esq., I.E.S., Director of Public Instruction, Bihar.

SIXTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION HELD AT MADRAS ON THE 11TH AND 12TH JANUARY, 1941

Members present

1. The Hon'ble Sir Girja Shankar Bajpai, K.B.E., C.I.E., I.C.S., Member of the Viceroy's Executive Council, Department of Education, Health and Lands—(*Chairman*).
2. John Sargent, Esq., M.A., Educational Commissioner with the Government of India.
3. The Right Hon'ble Sir Akbar Hydari, LL.D., President of H.E.H. the Nizam's Executive Council, Hyderabad-(Deccan).
4. Dr. A. F. Rahman, LL.D., B.A. (Oxon.), Member, Federal Public Service Commission.
5. Rajkumari Amrit Kaur.
6. The Hon'ble Sir Maurice Gwyer, K.C.B., K.C.S.I., Chief Justice of India.
7. The Hon'ble Diwan Bahadur Sir K. Ramunni Menon.
8. Dr. Sir Zia-ud-Din Ahmad, C.I.E., Ph.D., D.Sc., M.L.A.
9. Pandit Amarnath Jha, M.A., Vice-Chancellor, Allahabad University.
10. Dr. R. C. Mazumdar Ph.D., Vice-Chancellor, Dacca University.
11. Dr. C. R. Reddy, Vice-Chancellor, Andhra University.
12. H. C. Papworth, Esq., O.B.E., I.E.S., Director of Public Instruction, Madras.
13. S. N. Moos, Esq., M.A., I.E.S., Director of Public Instruction, Bombay.
14. Dr. W. A. Jenkins, D.Sc., I.E.S., Officer on Special Duty, Education Department, Bengal.
15. J. C. Powell-Price, Esq., M.A., I.E.S., Director of Public Instruction, United Provinces.
16. W. H. F. Armstrong Esq., M.A., I.E.S., Director of Public Instruction, Punjab.
17. Dr. G. G. R. Hunter, M.A., D. Phil. (Oxon.), F.R.A.I., I.E.S., Director of Public Instruction, Central Provinces and Berar.
18. G. A. Small Esq., B.A., I.E.S., Director of Public Instruction, Assam.
19. The Hon'ble Sheikh Abdul Majid, Minister of Education, Sind.
20. Shamsul-Ulema Dr. U. M. Daudpota, M.A., Ph.D., Director of Public Instruction, Sind.
21. S. C. Tripathi Esq., B.A., I.E.S., Director of Public Instruction, Orissa.

Members who could not attend

22. The Rt. Rev. G. D. Barne, C.I.E., O.B.E., V.D., Bishop of Lahore.
23. Lady Glancy.
24. The Hon'ble Sir Andrew Clow, C.S.I., C.I.E., I.C.S., Member of the Viceroy's Executive Council, Department of Communications.
25. Lala Shri Ram.
26. P. F. S. Warren, Esq.
27. Rao Bahadur Sir V. T. Krishnamachari K.C.I.E., Dewan of Baroda.

28. Abdur Rasheed Chaudhury Esq., M.L.A.
29. J. S. Armour M.A., I.E.S., Director of Public Instruction, Bihar.
30. Khan Sahib Khan Shah Alam Khan M.A., LL.B., Director of Public Instruction, North-West Frontier Province.

SEVENTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION HELD AT HYDERABAD (DECCAN) ON THE 14TH AND 15TH JANUARY, 1942

Members present

1. Rajkumari Amrit Kaur—(Nominated).
2. The Rt. Rev. The Bishop of Lahore—(Nominated).
3. The Hon'ble Sir Maurice Gwyer, K.C.B., K.C.S.I., Chief Justice of India—(Nominated).
4. Srimati Renuka Ray, B.Sc. (Econ.), (London)—(Nominated).
5. P. F. S. Warren Esq., B.A. (Cantab), A.M.I.C.E., M.I.E., (Ind), Director, Messrs Jessop & Co., Calcutta.—(Nominated).
6. John Sargent Esq., M.A., C.I.E., Educational Commissioner with the Government of India—(*Ex officio*).
7. The Hon'ble Diwan Bahadur Sir K. Ramunni Menon, M.A. (Cantab), LL.D. (Hony) (Council of State).
8. Dr. P. N. Banerjea, M.A., D.S. (Lond), Barrister-at-Law, M.L.A. (Legislative Assembly).
9. Dr. Sir Zia-ud-Din Ahmad, Ph.D., D.Sc., C.I.E., M.L.A. Vice-Chancellor, Aligarh Muslim University (Legislative Assembly).
10. Khan Bahadur Mian M. Afzal Hussain, M.Sc. M.A. (Cantab), I.A.S., Vice-Chancellor. University of Punjab (Inter-University Board).
11. S. C. Roy Esq., M.A., (Lond), I.E.S., Director of Public Instruction, Assam.
12. J. M. Bottomley Esq., M.A., C.I.E., I.E.S., Director of Public Instruction, Bengal.
13. A. S. Khan Esq., M.Sc. C.I.E., I.C.S., Adviser to H.E. the Governor of Bombay.
14. S. N. Moos Esq., M.A. (Cantab), I.E.S., Director of Public Instruction, Bombay.
15. Dr. G. G. R. Hunter, M.A., D.Phil. (Oxon), F.R.A.I., I.E.S., Director of Public Instruction, Central Provinces.
16. R. M. Savur, Esq., B.A. (Cantab), Divisional Inspector of Schools, Coimbatore, Madras.
17. Khan Sahib Khan Shah Alam Khan, M.A., LL.B., Director of Public Instruction. N.W.F. Province.
18. S. C. Tripathi Esq., M.A., I.E.S. Director of Public Instruction. Orissa.
19. W. H. F. Armstrong, Esq., M.A., F.C.S., I.F.S., Director of Public Instruction, Punjab.
20. The Hon'ble Mr. Illahi Baksh Nawazali Pir, Minister of Education, Sind.
21. Dr. Panna Lall, D. Litt., C.I.E., I.C.S., Adviser to H.E. the Governor of the United Provinces.

Member present by special invitation

22. Nawab Mahdi Yar Jung Bahadur, M.A. (Oxon), Minister-in-charge of Education and Finance H.E.H. the Nizam's Government, Hyderabad.

Members unable to attend

23. S. V. Chandrasekharan Esq., M.A. (Oxon), F.R.H.S., Pro-Vice-Chancellor, University of Travancore.
24. The Hon'ble Sir Andrew Clow, K.C.S.I., C.I.E., I.C.S., Member of the Viceroy's Executive Council, Department of Communications.
25. Dr. Sir C. Ramalinga Reddy, M.A. (Cantab), Hon. D.Litt, M.L.C., Vice-Chancellor, Andhra University.
26. Dr. Sir A. Fazlur Rahman, B.A. (Oxon), LL.D., Member, Federal Public Service Commission.
27. Sir Shri Ram, Mill-owner, Delhi.
28. Rao Bahadur Sir V. T. Krishnamachari, K.C.I.E., Dewan of Baroda.

EIGHTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION HELD AT LUCKNOW ON THE 14TH AND 15TH JANUARY, 1943

Members present

1. The Hon'ble Sardar Sir Jogendra Singh, Member of Viceroy's Executive Council, Department of Education, Health and Lands—(*Chairman*).
2. The Rt. Rev. the Bishop of Lahore—(Nominated).
3. Gaganvihari L. Mehta Esq., M.A.—(Nominated).
4. Srimati Renuka Ray, B.Sc., (Econ.) (Lond)—(Nominated).
5. Sardar Bahadur Sardar Ujjal Singh, M.A., M.L.A. (Punjab)—(Nominated).
6. The Hon'ble Diwan Bahadur Sir K. Ramunni Menon, M.A. (Cantab), LL.D. (Hon) (Council of State).
7. Dr. Sir Zia-ud-Din Ahmad, C.I.E., Ph.D., D.Sc., M.L.A., Vice-Chancellor, Aligarh Muslim University (Legislative Assembly).
8. Dr. P. N. Banerjea M.A. D.Sc. (Lond), Barrister-at-Law, M.L.A.—(Legislative Assembly).
9. Rajyasevapravina C. V. Chandrasekharan, M.A. (Oxon), F.R.H.S., Pro-Vice-Chancellor, University of Travancore (Inter-University Board).
10. The Hon'ble Khan Bahadur Sayidur Rahman, Minister of Education, Assam.
11. J. M. Bottomley Esq., C.I.E., I.E.S., Director of Public Instruction, Bengal.
12. A. S. Khan Esq., M.Sc., I.E.S., Director of Public Instruction, Bihar.
13. S. N. Moos Esq., C.I.E., M.A. (Cantab), I.E.S., Director of Public Instruction, Bombay.
14. J. N. W. Paul Esq., M.A., F.R.H.S., M.R.S., Deputy Director of Public Instruction, Central Provinces.
15. Sir Meverel Statham C.I.E., I.E.S., Director of Public Instruction, Madras.
16. Khan Sahib Khan Shah Alam Khan, M.A., LL.B., Director of Public Instruction, N.W.F. Province.
17. S. C. Tripathi Esq., I.E.S., Director of Public Instruction, Orissa.
18. W. H. F. Armstrong Esq., M.A., I.E.S., Director of Public Instruction, Punjab.
19. The Hon'ble Mr. Illahi Baksh Nawazali Pir, Minister of Education, Sind.
20. Dr. Panna Lall, C.S.I., C.I.E., D.Litt., I.C.S., Adviser to H.E. the Governor of the United Provinces.

Members who could not attend

21. The Hon'ble Sir Maurice Gwyer, K.C.B., K.C.S.I., Chief Justice of India.
22. Khan Bahadur Mian M. Afzal Husain, M.A. (Cantab), M.Sc., I.A.S., Vice-Chancellor, University of Punjab.
23. Sir Mirza Mohammad Ismail, K.C.I.E., O.B.E., Prime Minister, Jaipur.
24. Rao Bahadur Sir V. T. Krishnamachari, K.C.I.E., Dewan of Baroda.
25. Dr. Sir A. Fazlur Rahman, B.A. (Oxon), LL.D., Jalpaiguri, Bengal.
26. Dr. Sir C. Ramalinga Reddy, M.A. (Cantab), D. Litt., M.L.C., Vice-Chancellor, Andhra University.
27. John Sargent, Esq., C.I.E., M.A., Educational Adviser to the Government of India.
28. P. F. S. Warren Esq., B.A., (Cantab), A.M.I.E., M.I.E. (Ind), Messrs Jessop & Co., Calcutta.

NINTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION HELD AT DEHRA DUN ON THE 13TH, 14TH AND 15TH OCTOBER, 1943

Members present

1. John Sargent, Esq., C.I.E., M.A., Educational Adviser to the Government of India (*Ex officio*).
2. The Rt. Rev. G. D. Barne, C.I.E., O.B.E., V.D., Bishop of Lahore—(Nominated).
3. Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., LL.D. (Ex-Chief Justice of India), Vice-Chancellor, Delhi University—(Nominated).

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4. Sir Mirza Mohammad Ismail, K.C.I.E., O.B.E., Prime Minister, Jaipur—(Nominated).
5. Gaganvihari L. Mehta Esq., M.A.—(Nominated).
6. Srimati Renuka Ray, B.Sc., (Econ) (Lond), M.L.A.
7. Sardar Bahadar Sardar Ujjal Singh, M.A., M.L.A., (Pb).
8. P. F. S. Warren Esq., B.A. (Cantab), A.M.I.C.E., M.I.E. (India).
9. The Hon'ble Diwan Bahadur Sir K. Ramunni Menon (Council of State).
10. Dr. P. N. Banerjea, M.A., D.Sc. (London), Bar-at-Law, M.L.A. (Legislative Council).
11. Dr. Sir Zia-ud-Din Ahmad, C.I.E., Ph.D., D.Sc., M.L.A., Vice-Chancellor, Aligarh Muslim University (Legislative Council).
12. Rajyasevapravina Dr. C. V. Chandrasekharan M.A. (Oxon), D.Litt, F.R.H.S., Pro-Vice-Chancellor, University of Travancore (Inter-University Board).
13. Khan Bahadur Mian M. Afzal Husain, M.Sc., M.A. (Cantab), I.A.S., Vice-Chancellor, University of Punjab (Inter-University Board).
14. H. N. Sen Esq., M.Sc., Director of Public Instruction, Assam.
15. The Hon'ble Mr. Tamizuddin Khan, Minister for Education, Bengal.
16. Dr. W. A. Jenkins, C.I.E., D.Sc., I.E.S., Director of Public Instruction, Bengal.
17. A. S. Khan Esq., M.Sc., I.E.S., Director of Public Instruction, Bihar.
18. S. N. Moos Esq., C.I.E., M.A., I.E.S., Director of Public Instruction, Bombay.
19. L. G. D'Silva, Esq., M.B.E., B.A., Director of Public Instruction, Central Provinces and Berar.
20. The Hon'ble Mr. Samin Jan Khan, B.A., LL.B., Minister of Education, N.W.F. Province.
21. Khan Bahadur Khan Shah Alam Khan, M.A., LL.B., Director of Public Instruction, N.W.F. Province.
22. The Hon'ble Pandit Godavaris Misra, M.A., B.T., Minister for Education, Orissa.
23. W. H. F., Armstrong, Esq., C.I.E., M.A., I.E.S., Director of Public Instruction, Punjab.
24. The Hon'ble Pir Illahi Bakhsh Nawazali, Minister for Education, Sind.
25. W. G. P. Wall, Esq., M.Sc., I.E.S., Director of Public Instruction, United Provinces.

Members who could not attend

26. The Hon'ble Sardar Sir Jogendra Singh, Member of the Viceroy's Executive Council, Department of Education, Health and Lands.
27. Rao Bahadur Sir V. T. Krishnamachari, K.C.I.E., Dewan of Baroda.
28. Dr. Sir. A. F. Rahman, B.A. (Oxon), LL.D.
29. Dr. Sir C. R. Reddy, M.A., (Cantab), Hon'y D.Litt., M.L.C., Vice-Chancellor, Andhra University.
30. Sir Meverel Statham, C.I.E., I.E.S., Director of Public Instruction, Madras.

TENTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION HELD AT BARODA ON THE 19TH, 20TH AND 21ST JANUARY, 1944

Members present

1. The Hon'ble Sardar Sir Jogendra Singh, Member of the Executive Council, Department of Education, Health and Lands—(*Chairman*).
2. John Sargent Esq., C.I.E., M.A., Educational Adviser to the Government of India (*Ex officio*).
3. The Rt. Rev. G. D. Barne, C.I.E., O.B.E., M.A., D.D., V.D., Bishop of Lahore—(Nominated).
4. Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., LL.D. (Ex-Chief Justice of India), Vice-Chancellor, Delhi University—(Nominated).
5. Rao Bahadur Sir V. T. Krishnamachari, K.C.I.E., Dewan of Baroda—(Nominated).
6. Gaganvihari L. Mehta, Esq., M.A., Ex-President, Federation of Indian Chambers of Commerce—(Nominated).

APPENDIX I—LIST OF MEMBERS AND INVITEES TO MEETINGS

7. Srimati Renuka Ray, B.Sc. (Econ) (Lond), M.L.A.—(Nominated).
8. Dr. (Mrs.) Malini B. Sukthankar, M.B.B.S., J.P.—(Nominated).
9. The Hon'ble Diwan Bahadur Sir K. Ramunni Menon, M.A. (Cantab), LL.D.—(Council of State).
10. Dr. P. N. Banerjea, M.A., D.Sc., (London), Bar-at-Law, M.L.A. (Legislative Council).
11. Dr. Sir Zia-ud-Din Ahmad, C.I.E., Ph.D., D.Sc., M.L.A., Vice-Chancellor, Aligarh Muslim University (Legislative Council).
12. Rajyasevapravina Dr. C. V. Chandrasekharan, M.A. (Oxon), D.Litt, F.R.H.S., Pro-Vice-Chancellor, University of Travancore (Inter-University Board).
13. Khan Bahadur Mian M. Afzal Husain, M.Sc., M.A. (Cantab), I.A.S., Vice-Chancellor, University of the Punjab (Inter-University Board).
14. M. Ruthnaswamy Esq., C.I.E., M.A., Bar-at-Law. Vice-Chancellor, Annamalai University—(Inter-University Board).
15. The Hon'ble Khan Bahadur Saiyidur Rahman, Minister for Education, Assam.
16. The Hon'ble Mr. Tamizuddin Khan, Minister for Education, Bengal.
17. A. S. Khan Esq., M.Sc., I.F.S., Director of Public Instruction, Bihar.
18. I. H. Taunton Esq., C.I.E., I.C.S., Adviser to H.E. the Governor, Bombay.
19. Dr. V. S. Jha, Ph.D., Divisional Superintendent of Education, Central Provinces and Berar.
20. Khan Bahadur Shah Alam Khan, M.A., LL.B., Director of Public Instruction, N.W.F. Province.
21. S. C. Tripathi Esq., M.A., I.E.S., Director of Public Instruction, Orissa.
22. W. H. F. Armstrong Esq., C.I.E., M.A., I.E.S., Director of Public Instruction, Punjab.
23. The Hon'ble Pir Illahi Bakhsh Nawazali, Minister of Education, Sind.
24. W. G. P. Wall Esq., M.Sc., I.E.S., Director of Public Instruction, United Provinces.

Members unable to attend

25. The Hon'ble Mian Abdul Haye, Minister of Education, Punjab.
26. Sir Mirza Mohammad Ismail, K.C.I.E., O.B.E., Prime Minister, Jaipur.
27. Dr. Panna Lall, C.S.I. C.I.E., D.Litt., I.C.S., Adviser to H.E. the Governor of the United Provinces.
28. The Hon'ble Pandit Godavaris Misra, M.A., B.T., Minister for Education, Orissa.
29. Dr. Sir A. Fazlur Rahman, B.A. (Oxon), LL.D.
30. Sardar Bahadur Sardar Ujjal Singh, M.A., M.L.A.—(Punjab).
31. P. F. S. Warren Esq., B.A. (Cantab), A.M.I.C.E., M.I.E., (India).
32. Sir Meverel Statham, C.I.E., I.E.S.

ELEVENTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION
HELD AT KARACHI ON THE 16TH, 17TH AND 18TH JANUARY, 1945

Members present

1. The Hon'ble Sardar Sir Jogendra Singh, Member of the Viceroy's Executive Council, Department of Education, Health and Lands—(*Chairman*).
2. Dr. John Sargent Esq., C.I.E., M.A., Education Adviser to the Government of India (*Ex-officio*).
3. The Rt. Rev. G. D. Barne, C.I.E., O.B.E., M.A., D.D., V.D., Bishop of Lahore—(Nominated).
4. Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., LL.D. (Ex-Chief Justice of India), Vice-Chancellor, Delhi University—(Nominated).
5. Dr. (Mrs.) Malini B. Sukthankar M.B.B.S., J.P.—(Nominated).
6. Lady Premila V. Thackersey—(Nominated).
7. Sardar Bahadur Sardar Ujjal Singh, M.A. M.L.A. (Punjab)—(Nominated).
8. Dr. Zia-ud-Din Ahmad, C.I.E., D.Sc., M.L.A., Vice-Chancellor, Aligarh Muslim University—(Legislative Assembly).

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9. Sri Prakasa, B.A., LL.B., (Cantab), Bar-at-Law, M.L.A. (Legislative Assembly).
10. Lt.-Col. Dr. J. C. Chatterjee, M.A., D.Litt., M.L.A., Vice-Chancellor, Agra University—(Inter-University Board).
11. Khan Bahadur Dr. M. Hasan, M.A., D.Phil. (Oxon), Bar-at-Law, Vice-Chancellor, University of Dacca—(Inter-University Board).
12. J. A. Lais Esq., M.B.E., Director of Public Instruction Assam.
13. The Hon'ble Mr. Tamizuddin Khan, Minister for Education, Bengal.
14. A. S. Khan Esq., M.Sc., I.E.S., Director of Public Instruction, Bihar.
15. I. H. Taunton Esq., C.I.E., I.C.S., Adviser to H.E. the Governor of Bombay.
16. L. G. D'Silva Esq., O.B.E., B.A., Director of Public Instruction, Central Provinces and Berar.
17. Khan Bahadur Shah Alam Khan, M.A., LL.B., Director of Public Instruction, North West Frontier Province.
18. S. C. Tripathi Esq., M.A., I.E.S., Director of Public Instruction, Orissa.
19. W. H. F. Armstrong Esq., C.I.E., M.A., I.E.S., Director of Public Instruction, Punjab.
20. The Hon'ble Pir Illahi Bakhsh Nawazali, Minister for Education, Sind.
21. W. G. P. Wall, Esq., M.Sc., I.E.S., Director of Public Instruction, United Provinces.
22. Rajamantrapravina H. B. Gundappa Gowda, B.A., B.L., Minister-in-charge for Education, Mysore.
23. Dr. Mohan Sinha Mehta, M.A., Ph.D., LL.B., Bar-at-Law, Diwan of Banswara.

Members unable to attend

24. Nawab Sir Mehdi Yar Jung Bahadur, M.A. (Oxon), Education Member, H.E.H. the Nizam's Government.
25. Sir Thomas Austin, K.C.I.E., I.C.S. Adviser to H.E. the Governor of Madras.
26. Sir Mirza Mohammad Ismail, K.C.I.E., O.B.E., Prime Minister, Jaipur State.
27. Rao Bahadur Sir V. T. Krishnamachari, K.C.I.E.
28. Gaganvihari L. Mehta Esq., M.A. (Ex-President, Federation of Indian Chambers of Commerce).
29. The Hon'ble Diwan Bahadur Sir K. Ramunni Menon, M.A. (Cantab), LL.D.
30. Diwan Bahadur Dr. A. L. Mudaliar, M.D., F.R.C.O.G., F.A.C.S., Vice-Chancellor, University of Madras.
31. Dr. Sir A. Fazlur Rahman, B.A. (Oxon), LL.D.
32. Sachivottama Sir C. P. Ramaswamy Aiyar, K.C.S.I. K.C.I.E., LL.D., Diwan of Travancore.
33. The Hon'ble Minister for Education, Assam.
34. The Hon'ble Minister for Education, North-West Frontier Province.
35. The Hon'ble Minister for Education, Punjab.
36. Adviser to H.E. the Governor of Bihar.
37. Adviser to H.E. the Governor of Central Provinces and Berar.
38. Adviser to H.E. the Governor of Orissa.
39. Adviser to H.E. the Governor of United Provinces.
40. Sir B. N. Rau, C.I.E., B.A. (Cantab), I.C.S. (Retd), Prime Minister, Kashmir.
41. Srimati Renuka Ray, B.Sc., (Econ.) (Lond), M.L.A.
42. P. F. S. Warren Esq., B.A. (Cantab), A.M.I.C.E., M.I.E., (India).

TWELFTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION HELD AT MYSORE ON THE 24TH, 25TH AND 26TH JANUARY, 1946

Members present

1. Sir John Sargent C.I.E., D.Litt., Secretary to the Education Department and Educational Adviser to the Government of India (*Ex-officio*).
2. The Rt. Rev. G. D. Barne, C.I.E., D.D., Bishop of Lahore—(Nominated).
3. Rajkumari Amrit Kaur—(Nominated).

APPENDIX I—LIST OF MEMBERS AND INVITEES TO MEETINGS

4. Mrs. Renuka Ray, B.Sc. (Econ.) (London)—(Nominated).
5. Dr. (Mrs.) Malini B. Sukthankar, M.B.B.S., J.P.—(Nominated).
6. Lady Premilla V. Thackersey—(Nominated).
7. The Hon'ble Diwan Bahadur Sir K. Ramuani Menon, M.A. (Cantab), LL.D. (Council of State).
8. Khan Bahadur Dr. M. Hasan, M.A., D.Phil. (Oxon.), Bar-at-Law, Vice-Chancellor, University of Dacca (Inter-University Board).
9. Diwan Bahadur Sir A. Lakshmanaswami Mudaliar, M.D., F.R.C.O.G., F.A.C.S., Vice-Chancellor, University of Madras—(Inter-University Board).
10. S. N. Sen Esq., M.A., Director of Public Instruction, Assam.
11. A. K. Chanda Esq., M.A., (Oxon.), I.E.S., Director of Public Instruction, Bengal.
12. A. S. Khan Esq., C.I.E., I.E.S., Director of Public Instruction, Bihar.
13. Sir Ivon Taunton C.I.E., I.C.S., Adviser to His Excellency the Governor of Bombay.
14. L. G. D'Silva Esq., O.B.E., Director of Public Instruction, Central Provinces and Berar.
15. Dr. S. R. U. Savor M.A., D.Sc., I.E.S., Director of Public Instruction, Madras.
16. Khan Bahadur Shah Alam Khan, M.A., LL.B., Director of Public Instruction, N.W.F.P.
17. S. C. Tripathi Esq., M.A., I.E.S., Director of Public Instruction, Orissa.
18. The Hon'ble Mian Abdul Haye, Minister of Education, Punjab.
19. Khan Bahadur Muhammad Daim A. Sidiki, Secretary to the Government of Sind, General Department.
20. W. G. P. Wall, Esq., M.Sc., I.E.S., Director of Public Instruction, United Provinces.
21. Sachivottama Sir C. P. Ramaswamy Aiyar, K.C.S.I., K.C.I.E., LL.D., Dewan of Travancore.
22. S. M. Azam Esq., M.A. (Cantab.), Minister of Education, H.E.H. the Nizam's Executive Council, Hyderabad (Deccan).
23. Dr. Mohan Sinha Mehta, M.A., Ph.D., Bar-at-Law., Diwan of Banswara.
24. Dr. T. C. M. Royan, M.D., Minister for Education and Public Health, Mysore.

Members present by special invitations

25. Rajamantrapravina H. B. Gundappa Gowda, B.A., B.L., formerly Minister for Self-Government and Public Health, Mysore.
26. N. S. Hirannayya Esq., M.A., Secretary to Government, Education Department, Mysore.

Members who could not attend

27. The Hon'ble Sardar Sir Jogendra Singh, Member of the Viceroy's Executive Council, Departments of Education, Health and Agriculture.
28. The Hon'ble Dr. B. R. Ambedkar, Member of the Viceroy's Executive Council, Department of Labour.
29. Lt. Col. Dr. J. C. Chatterjee, M.A., D.Litt., Vice-Chancellor, Agra University.
30. B. K. Gokhale, Esq., C.S.I., C.I.E., I.C.S., Adviser to H.E. the Governor of Orissa.
31. Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., Vice-Chancellor, University of Delhi.
32. Sir Mirza Mohammad Ismail, K.C.I.E., O.B.E., Prime Minister, Jaipur State.
33. Rai Bahadur R. C. Kak, Prime Minister, Kashmir.
34. Rao Bahadur Sir V. T. Krishnamachari K.C.I.E.
35. Gaganvihari L. Mehta Esq., M.A.
36. The Hon'ble Khan Bahadur Saiyidur Rahman, Minister for Education, Assam.
37. Sardar Bahadur Sardar Ujjal Singh, M.A., M.L.A. (Punjab).
38. P. F. S. Warren Esq., B.A. (Cantab), A.M.I.C.E., M.I.E. (Ind.).

THIRTEENTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION
HELD AT BOMBAY ON 9TH, 10TH AND 11TH JANUARY, 1947

Members present

1. The Hon'ble Mr. C. Rajagopalachari, Education Member—(*Chairman*).

CENTRAL ADVISORY BOARD OF EDUCATION

2. Sir John Sargent C.I.E., M.A., D.Litt., Educational Advisory and Secretary to the Government of India, Department of Education—(*Ex-officio*).
3. Dr. B. R. Ambedkar Ph.D., D.Sc., Bar-at-Law—(Nominated).
4. The Rt. Rev. G. D. Barne, C.I.E., D.D., V.D., Bishop of Lahore—(Nominated).
5. Rajkumari Amrit Kaur—(Nominated).
6. Rao Bahadur Sir V. T. Krishnamachari K.C.I.E., Prime Minister, Jaipur State—(Nominated).
7. Gaganvihari L. Mehta, Esq., M.A., (Calcutta)—(Nominated).
8. Mrs. Renuka Ray, B.Sc., (Econ.) (London)—(Nominated).
9. Dr. (Mrs.) Malini B. Sukhtankar, M.B.B.S., J.P.—(Nominated).
10. Lady Premilla V. Thackersey—(Nominated).
11. Sardar Ujjal Singh, M.A., M.L.A. (Pb)—(Nominated).
12. Dr. Ziauddin Ahmad D.Sc., M.L.A., Vice-Chancellor, Aligarh Muslim University—(Legislative Assembly).
13. Satya Priya Banerjee, Esq., M.L.A.—(Legislative Assembly).
14. Jagannath Das, Esq., M.L.A. (Legislative Assembly).
15. Tamizuddin Khan, Esq., M.L.A. (Legislative Assembly).
16. Khan Bahadur Dr. M. Hasan, M.A., D.Phil. (Oxon.), Bar-at-Law, Vice-Chancellor, University of Dacca (Inter-University Board).
17. The Hon'ble Srijut Gopinath Bardolai, M.A., B.L., Premier and Minister for Education, Assam.
18. Khan Bahadur A. M. M. Asad, M.A., Director of Public Instruction, Bengal.
19. Rai Bahadur Ram Saran Upadhyaya, Secretary, Basic Education Department, Bihar.
20. The Hon'ble Mr. B. G. Kher, Prime Minister and Minister for Education, Bombay.
21. The Hon'ble Mr. S. V. Gokhale, Minister for Education, C. P. & Berar.
22. The Hon'ble Sri T. S. Avinashilingam Chettiar, Minister for Education, Madras.
23. The Hon'ble Mr. Mohd. Yahya Khan M.A., Minister For Education.
24. S. C. Tripathi Esq., M.A. (Cantab.), I.E.S., Director of Instruction, Orissa.
25. G. C. Chatterjee Esq., M.A. (Cantab.), I.E.S., Director of Public Instruction and Secretary to Government, Education Department, Punjab.
26. Shamsul-Ulema Dr. Y. M. Daudpota, M.A., Ph.D., Director of Public Instruction, Sind.
27. Rai Bahadur Chuni Lal Sahney, M.Sc., Director of Public Instruction, United Provinces.
28. Nawab Azam Yar Jung Bahadur M.A. (Cantab), Minister of Education, H.E.H. the Nizam's Executive Council, Hyderabad (Deccan).
29. Dr. Mohan Sinha Mehta, M.A., Ph.D., Bar-at-Law, Diwan of Banswara.
30. Diwan Bahadur T. C. M. Royan, M.D., Minister for Education and Public Health, Mysore.

Members present by special invitation

31. Sir Angus Gillan K.B.E., C.M.G., Director, Empire Division of the British Council, London.
32. Brig. S. P. P. Thorat, D.S.O., Secretary, Indian National War Memorial Academy, Defence Department, Government of India.
33. P. M. Advani Esq., M.A., B.Sc., Principal, School for the Blind, Karachi.

Members who could not attend

34. The Hon'ble Mian M. Ibrahim Barq., Minister for Education, Punjab.
35. The Hon'ble Khan Bahadur Syed Muazzamuddin Hosain, Minister for Education, Bengal.
36. The Hon'ble Pandit Lingaraj Misra, Minister for Education, Orissa.
37. The Hon'ble Pir Ilahi Baksh Nawazali, Minister for Education, Sind.
38. The Hon'ble Sri Sampurnanand, Minister for Education, United Provinces.
39. The Hon'ble Acharya Badri Nath Verma, Minister for Education, Bihar.

APPENDIX I—LIST OF MEMBERS AND INVITEES TO MEETINGS

40. Sachivottama Sir C. P. Ramaswamy Aiyar, K.C.S.I., K.C.I.E., LL.D., Diwan of Travancore.
41. Frank R. Anthony Esq., M.L.A.
42. Dr. J. C. Chatterjee, M.A., D.Litt., M.L.A.
43. Sir Maurice Gwyer, K.C.B., K.C.S.I., D.C.L., LL.D., Vice-Chancellor, Delhi University.
44. Sir Mirza Mohammad Ismail, K.C.I.E., O.B.E., President H.E.H. the Nizam's Executive Council.
45. Rai Bahadur R. C. Kak, Prime Minister, Kashmir.
46. The Hon'ble Diwan Bahadur Sir K. Ramunni Menon M.A. (Cantab), LL.D., Member, Council of State.
47. Diwan Bahadur Sir A. Lakshmanaswamy Mudaliar, B.A., M.D., F.R.C.O.G., F.A.C.S., Vice-Chancellor, University of Madras.
48. The Hon'ble Pandit P. N. Saprū, Member, Council of State.
49. Rao Bahadur Dr. S. R. U. Savor, M.A. (Cantab), D.Sc., I.E.S., Director of Public Instruction, Madras.
50. Mr. P. F. S. Warren B.A., (Cantab), A.M.I.C.E., M.I.E. (Ind.).

FOURTEENTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION
HELD AT NEW DELHI ON 13TH, 14TH AND 15TH JANUARY, 1948

Members present

1. The Hon'ble Maulana Abul Kalam Azad, Education Minister—(*Chairman*).
2. Sir Shanti Swarup Bhatnagar, O.B.E., F.R.S., Educational Adviser to the Government of India—(*Ex-officio*).
3. The Rt. Rev. G. D. Barne, C.I.E., D.D., V.D., Bishop of Lahore—(Nominated).
4. The Hon'ble Rajkumari Amrit Kaur, Minister for Health, Government of India—(Nominated).
5. Dr. A. H. Pandya, D.Sc., A.M.I.C.E., M.I., Strut, E.M.I.E.,—(Nominated).
6. Dr. Zakir Husain M.A., Ph.D.—(Nominated).
7. Mrs. Renuka Ray B.Sc., (Econ.) (London)—(Nominated).
8. Mrs. Hannah Sen, M.A.—(Nominated).
9. Sardar Ujjal Singh, M.A.—(Nominated).
10. Principal Mata Prasad—(Nominated).
11. Shri M. Ananthasayanam Ayyangar—(Legislative Constituent Assembly).
12. Shri Mohan Lal Saksena—(Legislative Constituent Assembly).
13. Pandit Lakshmi Kanta Maitra—(Legislative Constituent Assembly).
14. Prof. N. K. Sidhanta M.A. (Cantab), Lucknow University, Lucknow (Inter-University Board).
15. M. Ruthnaswamy Esq., C.I.E., M.A., Bar-at-Law, Vice-Chancellor, Annamalai University, Annamalainagar—(Inter-University Board).
16. P. C. Sanyal Esq., M.A., M.B.E., Director of Public Instruction, Assam.
17. Dr. Snehamoy Dutta, M.Sc. (Cal.), D.Sc. (London), D.I.C., F.N.I., Director of Public Instruction, West Bengal.
18. The Hon'ble Acharya Badri Nath Verma, Minister for Education, Bihar.
19. D. C. Pavate Esq., M.A. (Cantab), Director of Public Instruction, Bombay.
20. The Hon'ble Mr. S. V. Gokhale, Minister for Education, Central Provinces and Berar.
21. The Hon'ble Sri T. S. Avinashilingam Chettiar, Minister for Education, Madras.
22. The Hon'ble Pandit Lingaraj Misra, M.A., Minister for Education, Orissa.
23. G. C. Chatterji Esq., M.A., I.E.S., Director of Public Instruction, East Punjab.
24. Rai Bahadur Chuni Lal Sahney, M.Sc., Director of Public Instruction, United Provinces.
25. Sardar K. M. Pannikar, Prime Minister of Bikaner.
26. Rao Bahadur Sir V. T. Krishnamachari K.C.I.E., Prime Minister, Jaipur State.
27. G. P. Pillai, Esq., Travancore State.

CENTRAL ADVISORY BOARD OF EDUCATION

28. A. P. Pattani, Esq., Bhavnagar State.
29. Syed B. H. Zaidi, Esq., C.I.E., Chief Minister, Rampur State.

Members who could not attend

30. The Hon'ble Dr. B. R. Ambedkar Ph.D., D.Sc., Bar-at-Law, Minister for Law, Government of India.
31. The Hon'ble Dr. Gopichand Bhargava.
32. The Hon'ble Srijut Gopinath Bardoloi.
33. Shri Rohini Kumar Chaudhowry.
34. Mrs. Zarina Currimbhoy.
35. The Hon'ble Dr. P. C. Ghosh.
36. Sir Mirza Mohd. Ismail, K.C.I.E., O.B.E.
37. The Hon'ble Mr. B. G. Kher.
38. Pandit Govind Malaviya.
39. Dewan Bahadur Sir A. L. Mudaliar, B.A., M.D., F.R.C.O.G., F.A.C.S.
40. The Hon'ble Sri Sampurnanand.

FIFTEENTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION HELD
AT ALLAHABAD ON 7TH, 8TH AND 9TH JANUARY, 1949

Members present

1. The Hon'ble Maulana Abul Kalam Azad, Minister for Education, Government of India—(*Chairman*).
2. Dr. Tara Chand M.A., D.Phil. (Oxon.), Educational Adviser to the Government of India—(*Ex-officio*).
3. Shri E. W. Aryanayakam—(Nominated).
4. Shrimati Zarina Currimbhoy—(Nominated).
5. Principal Mata Prasad—(Nominated).
6. Shrimati Hannah Sen—(Nominated).
7. Shrimati Ammu Swaminathan—(Nominated).
8. Pandit Govind Malaviya—(Legislative Assembly).
9. Dr. Raghuvira—(Legislative Assembly).
10. Shri Mahendramohan Chowdhury, Parliamentary Secretary for Education, Assam.
11. The Hon'ble Rai Shri Harendra Nath Chowdhury, Minister for Education, West Bengal.
12. Shri Gorakhnath Sinha, Director of Public Instruction, Bihar.
13. Mr. K. G. Saiyidain, M.Ed. (Leeds), Educational Adviser to the Government of Bombay.
14. The Hon'ble Shri P. K. Deshmukh, Minister for Education, Central Provinces & Berar.
15. The Hon'ble Shri T. S. Avinashilingam Chettiar, Minister for Education, Madras.
16. The Hon'ble Pandit Lingaraj Misra, M.A., Minister for Education, Orissa.
17. Shri G. C. Chatterjee, M.A., I.E.S., Director of Public Instruction and Secretary to Government, East Punjab.
18. The Hon'ble Shri Sampurnanand, B.Sc., Minister for Education, United Provinces.
19. Shri Nana Bhai Kalidas Bhatt, Minister for Health, Education and Agriculture, United States of Saurashtra.
20. Shri Kashi Nath Trivedi, Minister for Education, Madhya Bharat.
21. Syed B. H. Zaidi, Chief Minister, Rampur State.

Members who could not attend

22. Shri M. Ananthasayanam Ayyangar.
23. The Rt. Rev. G. D. Barne.
24. The Hon'ble Dr. Gopichand Bhargava.
25. Dr. S. K. Bhuyan.

APPENDIX I—LIST OF MEMBERS AND INVITEES TO MEETINGS

26. The Hon'ble Shri Gopinath Bardoloi.
27. Shri Rohini Kumar Chowdhury.
28. Dr. Zakir Husain.
29. Mr. Mohammed Ismail.
30. The Hon'ble Shri B. G. Kher.
31. Shri V. T. Krishnamachari.
32. Pandit Lakshmi Kanta Maitra.
33. Shri A. L. Mudaliar.
34. Dr. A. H. Pandya.
35. Shri G. P. Pillai.
36. Shrimati Renuka Ray.
37. Shri M. Ruthnaswamy.
38. Prof. N. K. Sidhanta.
39. Brigadier Mahadeo Singh.
40. Justice Teja Singh.
41. The Hon'ble Acharya Badri Nath Verma.

SIXTEENTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION HELD
AT CUTTACK ON THE 8TH AND 9TH JANUARY, 1950

Members present

1. The Hon'ble Maulana Abul Kalam Azad, Minister for Education, Government of India—(*Chairman*).
2. Dr. Tara Chand, Educational Adviser to the Government of India—(*Ex-officio*).
3. Shri E. W. Aryanayakam—(Nominated).
4. Mrs. Zarina Currimbhoj—(Nominated).
5. Prof. Humayun Kabir—(Nominated).
6. Shrimati Hannah Sen—(Nominated).
7. Major-General Mahadeo Singh—(Nominated).
8. Justice Teja Singh—(Nominated).
9. Shrimati Ammu Swaminathan—(Nominated).
10. Pandit Lakshmi Kanta Maitra—(Legislative Assembly).
11. Prof. N. K. Sidhanta—(Inter-University Board).
12. Shri Mohendramohan Chowdhury, Parliamentary Secretary for Education, Assam.
13. The Hon'ble Rai Shri Harendra Nath Chowdhury, Minister for Education, West Bengal.
14. Shri Gorakhnath Sinha, Director of Public Instruction, Bihar.
15. Mr. K. G. Saiyidain, Educational Adviser, Bombay.
16. The Hon'ble Shri P. K. Deshmukh, Minister for Education, Central Provinces and Berar.
17. Shri D. S. Reddi, Director of Public Instruction, Madras.
18. The Hon'ble Pandit Lingaraj Misra, Minister for Education, Orissa.
19. The Hon'ble Sardar Narotam Singh, Minister for Education, East Punjab.
20. Shri S. K. Ghosh, Director of Education, United Provinces.
21. The Hon'ble Col. Pir Mohd. Khan, Education Minister, Jammu and Kashmir.
22. The Hon'ble Shri Kalu Ram Virulkar, Education Minister, Madhya Bharat.
23. The Hon'ble Shri Prem Narain Mathur, Education Minister, United States of Rajasthan.
24. The Hon'ble Shri Balwant Raj G. Mehta, Education Minister, United States of Saurashtra.
25. The Hon'ble Shri P. Govinda Menon, Education Minister, Travancore and Cochin.

Members who could not attend

26. Shri M. Ananthasayanam Ayyangar.
27. Shri Rohini Kumar Chaudhury.
28. Dr. Zakir Husain.
29. Sir Mirza Mohd. Ismail.
30. Pandit Govind Malaviya.

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31. Dr. A. L. Mudaliar.
32. Dr. A. H. Pandya.
33. Principal Mata Prasad.
34. Dr. Raghuvira.
35. Mrs. Renuka Ray.

SEVENTEENTH (SPECIAL) SESSION OF THE CENTRAL ADVISORY BOARD OF
EDUCATION HELD AT NEW DELHI ON THE 22ND AND 23RD APRIL, 1950

Members present

1. The Hon'ble Maulana Abul Kalam Azad, Minister for Education, Government of India—(*Chairman*).
2. Dr. Tara Chand, Educational Adviser to the Government of India—(*Ex-officio*).
3. Shri E. W. Aryanayakam—(Nominated).
4. Dr. Zakir Husain—(Nominated).
5. Mr. Humayun Kabir—(Nominated).
6. Mr. Justice Teja Singh—(Nominated).
7. Mrs. Ammu Swaminathan—(Nominated).
8. Shri Rohini Kumar Chowdhury—(Parliament).
9. Pandit Govind Malaviya—(Parliament).
10. Dr. A. L. Mudaliar—(Inter-University Board).
11. Prof. N. K. Sidhanta—(Inter-University Board).
12. The Hon'ble Shri Gopinath Bardoloi, Chief Minister and Minister-in-charge of Education, Assam.
13. Dr. D. M. Sen, Education Secretary, West Bengal.
14. Mr. K. G. Saiyidain, Educational Adviser, Government of Bombay.
15. The Hon'ble Shri P. K. Deshmukh, Minister for Education Madhya Pradesh.
16. The Hon'ble Shri K. Madhava Menon, Minister for Education, Madras.
17. Shri M. C. Pradhan, Director of Public Instruction, Orissa.
18. The Hon'ble Sardar Narotam Singh, Minister for Education, Punjab.
19. Shri Parmanand, Secretary, University Grants Committee, Uttar Pradesh.
20. Mr. A. Kazmi, Director of Education, Jammu & Kashmir.
21. The Hon'ble Shri Kalu Ram Virulkar, Education Minister, Madhya Bharat.
22. The Hon'ble Shri Prem Narain Mathur, Education Minister, United States of Rajasthan.
23. The Hon'ble Shri Balwant Rai G. Mehta, Education Minister, United States of Saurashtra.
24. The Hon'ble Shri P. Govinda Menon, Education Minister, Travancore and Cochin.

Members who were unable to attend

25. Shri M. Ananthasayanam Ayyangar.
26. Mrs. Zarina Currimbhoy.
27. Sir Mirza Mohd. Ismail.
28. Pandit Lakshmi Kanta Maitra.
29. Dr. A. H. Pandya.
30. Principal Mata Prasad.
31. Mrs. Renuka Ray.
32. Mrs. Hannah Sen.
33. Major General Mahadeo Singh.
34. Shri Gorakh Nath Sinha.

EIGHTEENTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION
HELD AT TRIVANDRUM ON 12TH AND 13TH JANUARY, 1951

Members Present

1. The Hon'ble Shri B. G. Kher—(*Acting Chairman*).
2. Dr. Tara Chand, Educational Adviser to the Government of India—(*Ex-officio*).

APPENDIX I—LIST OF MEMBERS AND INVITEES TO MEETINGS

3. Mrs. Zarina Currimbhoy—(Nominated).
4. Smt. Hannah Sen—(Nominated).
5. Shri E. W. Aryanayakam—(Nominated).
6. Mr. Justice Teja Singh—(Nominated).
7. Major-General K. S. Thimayya—(Nominated).
8. Dr. Amarnath Jha—(Nominated).
9. Pandit Sundar Lal—(Nominated).
10. Smt. Hansa Mehta—(Nominated).
11. Prof. M. S. Thacker—(Nominated).
12. Dr. Shyama Prasad Mukherjee—(Parliament).
13. Shri M. Satyanarayana—(Parliament).
14. Prof. N. K. Sidhanta—(Inter-University Board).
15. Dr. P. S. Deshmukh—(All India Council for Technical Education).
16. Dr. S. R. Sengupta—(All India Council for Technical Education).
17. Shri Mohendra Mohan Choudhury, Parliamentary Secretary for Education, Assam.
18. Shri J. C. Mathur, Education Secretary, Bihar.
19. The Hon'ble Shri B. Ramkrishna Rao, Education Minister, Hyderabad.
20. The Hon'ble Shri M. S. Mehta, Education Minister, Madhya Bharat.
21. Dr. V. S. Jha, Education Secretary, Madhya Pradesh.
22. The Hon'ble Shri K. Madhava Menon, Education Minister, Madras.
23. Shri K. Guru Dutt, Director of Public Instruction, Mysore.
24. The Hon'ble Shri Lingaraj Misra, Education Minister, Orissa.
25. The Hon'ble Sardar Gian Singh Rarewala, Chief Minister, Pepsu.
26. The Hon'ble Sardar Narotam Singh, Education Minister, Punjab.
27. The Hon'ble Shri G. B. Kotak, Education Minister, Saurashtra.
28. The Hon'ble Shri P. Govinda Menon, Education Minister, Travancore-Cochin.
29. Shri A. K. Chanda, Officer on Special Duty, West Bengal.

Members who could not attend

30. The Hon'ble Maulana Abul Kalam Azad—(Chairman).
31. Education Minister, Jammu & Kashmir.
32. Education Minister, Rajasthan.
33. Education Minister, Uttar Pradesh.
34. Shri M. Ananthasayanam Ayyangar, M.P.
35. Shri Rohini Kumar Choudhury, M.P.
36. Pandit Lakshmi Kanta Maitra, M.P.
37. Dr. Zakir Husain.
38. Dr. Mata Prasad.
39. Smt. Ammu Swaminathan.
40. Mr. Humayun Kabir.
41. Mr. K. Zachariah.
42. Dr. H. J. Bhabha.
43. Dr. A. L. Mudaliar.

NINETEENTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION
HELD AT NEW DELHI ON THE 15TH AND 16TH MARCH, 1952

Members present

1. The Hon'ble Maulana Abul Kalam Azad—(Chairman).
2. Shri Humayun Kabir, Educational Adviser to the Government of India—(Ex-officio).
3. Shri E. W. Aryanayakam—(Nominated).
4. Dr. H. J. Bhabha—(Nominated).
5. Smt. Zarina Currimbhoy—(Nominated).
6. Dr. Amarnath Jha—(Nominated).

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7. Smt. Hansa Mehta—(Nominated).
8. Dr. Mata Prasad—(Nominated).
9. Shri Justice Teja Singh—(Nominated).
10. Smt. Hannah Sen—(Nominated).
11. Smt. Ammu Swaminathan—(Nominated).
12. Dr. M. S. Thacker—(Nominated).
13. Major General M. S. Wadalia—(Nominated).
14. Shri K. Zachariah—(Nominated).
15. Shri Ananthasayanam Ayyangar—(Parliament).
16. Shri Rohini Kumar Chaudhury—(Parliament).
17. Dr. Shyama Prasad Mukherjee—(Parliament).
18. Shri M. Satyanarayana—(Parliament).
19. Dr. S. N. Sen—(Inter-University Board).
20. Dr. P. S. Deshmukh—(All India Council for Technical Education).
21. Dr. S. R. Sen Gupta—(All India Council for Technical Education).
22. Shri A. N. Kidwai, Education Secretary, Assam.
23. Shri J. C. Mathur, Education Secretary, Bihar.
24. The Hon'ble Shri B. G. Kher, Chief Minister and Minister for Education, Bombay.
25. Shri T. Surya Narayana, Director of Public Instruction, Hyderabad.
26. Shri A. Kazmi, Director of Education, Jammu & Kashmir.
27. Shri Bool Chand, Education Secretary, Madhya Bharat.
28. Dr. V. S. Jha, Secretary, Education Department, Madhya Pradesh.
29. Shri K. M. Unnithan, Education Secretary, Madras.
30. Smt. B. Indiramma, Deputy Director of Elementary Education, Mysore.
31. Shri M. C. Pradhan, Director of Public Instruction, Orissa.
32. Shri Harnam Singh, Director of Education, Pepsu.
33. Shri C. L. Kapur, Education Secretary and Director of Public Instruction, Punjab.
34. Dr. M. L. Sharma, Director of Education, Rajasthan.
35. Dr. R. K. Yajnik, Director of Education, Saurashtra.
36. Shri V. S. Naidu, Director of Public Instruction, Travancore-Cochin.
37. Shri B. N. Jha, Joint Secretary, Education Department, Uttar Pradesh.
38. Shri P. Roy, Director of Public Instruction, West Bengal.

Members who could not attend

39. Dr. Zakir Husain.
40. Shrimati Sucheta Kriplani, M.P.
41. Pandit Sundar Lal.
42. Dr. A. L. Mudaliar.
43. Shri N. K. Sidhanta.

TWENTIETH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION
HELD AT NEW DELHI ON THE 9TH AND 10TH NOVEMBER, 1953

Members present

1. Maulana Abul Kalam Azad, Minister for Education, Government of India—(*Chairman*).
2. Dr. S. S. Bhatnagar, Educational Adviser to the Government of India.
3. Shri Humayun Kabir, Additional Secretary to the Government of India, Ministry of Education.
4. Shri E. W. Aryanayakam—(Nominated).
5. Dr. H. J. Bhabha—(Nominated).
6. Mrs. Zarina Currimbhoy—(Nominated).
7. Major-General E. Habibullah—(Nominated).
8. Dr. Zakir Husain—(Nominated).
9. Dr. Amarnath Jha—(Nominated).

APPENDIX I—LIST OF MEMBERS AND INVITEES TO MEETINGS

10. Shri B. L. Manjunath—(Nominated).
11. Shri J. A. K. Martyn—(Nominated).
12. Dr. Mata Prasad—(Nominated).
13. Smt. Hansa Mehta.
14. Smt. Hannah Sen—(Nominated).
15. Shri N. K. Sidhanta—(Nominated).
16. Smt. Annu Swaminathan—(Nominated).
17. Mr. Justice Teja Singh—(Nominated).
18. Dr. B. P. Pal—(Nominated).
19. Shri Frank Anthony—(Parliament).
20. Shri Ram Chandra Gupta—(Parliament).
21. Shri T. Madiah Gowda—(Parliament).
22. Smt. Mona Hensman—(Parliament).
23. Shri Venkatesh Narain Tiwari—(Parliament).
24. Shri S. B. Pattabhi Rama Rao, Andhra.
25. Shri Omeo Kumar Das, Assam.
26. Shri J. C. Mathur, Bihar.
27. Shri Dinkar Rao Narbhoram Desai, Bombay.
28. Shri P. K. Deshmukh, Madhya Pradesh.
29. Smt. O. C. Srinivasan, Madras.
30. Shri Radhanath Rath, Orissa.
31. Prof. C. L. Kapur, Punjab.
32. Shri Kishan Chand, Uttar Pradesh.
33. Dr. D. M. Sen, West Bengal.
34. Shri Devi Singh Venkat Singh, Hyderabad.
35. Shri P. C. Gupta, Madhya Bharat.
36. Shri A. G. Ramachandra Rao, Mysore.
37. Sardar Balwant Singh, Pepsu.
38. Shri Bhola Nath, Rajasthan.
39. Shri Damodar Lal Sharma, Saurashtra.
40. Shri V. Sundararaja Naidu, Travancore-Cochin.
41. Shri A. Kazmi, Jammu and Kashmir.
42. Shri Bhatia, Ajmer.
43. Dr. Shankar Dayal Sharma, Bhopal.
44. Kumari Shanta Vasisht, Delhi.
45. Pandit Padam Dev, Himachal Pradesh.
46. Shri A. P. Mathur, Vindhya Pradesh.

Members who could not attend

47. Dr. Meghnad Saha
48. Dr. S. R. Sen Gupta.
49. Shri K. Zachariah.
50. Dr. A. L. Mudaliar.

TWENTY-FIRST MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION
HELD AT NEW DELHI ON THE 7TH, 8TH AND 9TH FEBRUARY, 1954

Members present

1. Prof. N. K. Sidhanta—(*In the Chair*)
2. Prof. Humayun Kabir, Secretary to the Government of India, Ministry of Education—(*Ex-officio*).
3. Smt. Hansa Mehta—(Nominated).
4. Dr. K. L. Shrimali—(Nominated).
5. Smt. Hannah Sen—(Nominated).

CENTRAL ADVISORY BOARD OF EDUCATION

6. Smt. Zarina Currimbhoy—(Nominated).
7. Major-General E. Habibullah—(Nominated).
8. Shri E. W. Aryanayakam—(Nominated).
9. Shri Justice Teja Singh—(Nominated).
10. Shri J. A. K. Martyn—(Nominated).
11. Dr. J. C. Ghosh—(Nominated).
12. Smt. Mona Hensman M.P.—(Parliament).
13. Shri Ram Chandra Gupta, M.P.—(Parliament).
14. Shri Venkatesh Narain Tiwari, M.P.—(Parliament).
15. Dr. B. L. Manjunath—(Inter-University Board).
16. Dr. S. R. Sen Gupta—(All India Council for Technical Education).
17. Dr. B. P. Pal—(I.C.A.R.).
18. Shri S. B. Pattabhi Rama Rao, Education Minister, Andhra.
19. Shri Omeo Kumar Das, Education Minister, Assam.
20. Shri J. C. Mathur, Education Secretary, Bihar.
21. Shri D. C. Pavate, Director of Public Instruction, Bombay.
22. Shri P. K. Deshmukh, Education Minister, Madhya Pradesh.
23. Shri C. Subramaniam, Education Minister, Madras.
24. Dr. Trilochan Singh, Education Secretary, Punjab.
25. Shri B. N. Jha, Director of Education, Uttar Pradesh.
26. Dr. D. M. Sen, Education Secretary, West Bengal.
27. Shri Gopal Rao Ekbote, Education Minister, Hyderabad.
28. Shri A. Kazmi, Director of Education, Jammu and Kashmir.
29. Shri Narsingh Rao Dixit, Education Minister, Madhya Bharat.
30. Shri A. G. Ramachandra Rao, Education Minister, Mysore.
31. Shri B. R. Tandon, Joint Adviser, Pepsu.
32. Shri Bhola Nath, Education Minister, Rajasthan.
33. Shri J. K. Modi, Education Minister, Saurashtra.
34. Shri Sundararaja Naidu, Director of Public Instruction, Travancore-Cochin.
35. Shri Brij Mohan Lal Sharma, Education Minister, Ajmer.
36. Dr. Shankar Dayal Sharma, Education Minister, Bhopal.
37. Kumari Shanta Vasisht, Deputy Education Minister, Delhi.
38. Pandit Padam Dev, Education Minister, Himachal Pradesh.
39. Shri J. G. Vaidya, Education Adviser, Kutch.
40. Shri Dwijamani Dev Sharma, Education Adviser, Manipur.
41. Dr. J. C. Das Gupta, Director of Education, Tripura.
42. Dr. A. P. Mathur, Director of Education, Vindhya Pradesh.

Members who could not attend

43. Dr. Zakir Husain.
44. Dr. S. S. Bhatnagar.
45. Smt. Ammu Swaminathan.
46. Dr. Meghnad Saha, M.P.
47. Dr. Amarnath Jha.
48. Shri T. Madiah Gowda, M.P.
49. Shri Frank Anthony, M.P.
50. Dr. A. L. Mudaliar.
51. Dr. H. J. Bhaba.

TWENTY-SECOND MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION
HELD AT NEW DELHI ON THE 12TH, 13TH AND 14TH JANUARY, 1955

Members Present

1. Maulana Abul Kalam Azad, Union Education Minister—(Chairman),

APPENDIX I—LIST OF MEMBERS AND INVITEES TO MEETINGS

2. Prof. Humayun Kabir, Educational Adviser to the Government of India.
3. Shri N. K. Sidhanta, Member, Union Public Service Commission, New Delhi—(Nominated).
4. Smt. Hansa Mehta, Vice-Chancellor, Baroda University, Baroda—(Nominated).
5. Dr. K. I. Shrimali, M.P., Principal, Vidya Bhawan Teachers' Training College, Udaipur—(Nominated).
6. Shri E. W. Aryanayakam, Secretary, Hindustani Talimi Sangh, Wardha—(Nominated).
7. Smt. Zarina Currimbhoy, Patel Manzil, Napean Sea Road, Bombay—(Nominated).
8. Shri T. S. Avinashilingam Chettiar, M.P.—(Nominated).
9. Shri Justice Teja Singh—(Nominated).
10. Dr. Meghnad Saha, M.P.—(Nominated).
11. Dr. Amarnath Jha, Chairman, Public Service Commission, Bihar—(Nominated).
12. Shri J. A. K. Martyn, Headmaster, Doon School—(Nominated).
13. Dr. J. C. Ghosh, Vice-Chancellor, Calcutta University—(Nominated).
14. Shrimati Mona Hensman M.P.—(Rajya Sabha).
15. Shri Ram Chandra Gupta, M.P.—(Rajya Sabha).
16. Shri T. Madiah Gowda, M.P.—(Lok Sabha).
17. Shri Venkatesh Narain Tiwari, M.P.—(Lok Sabha).
18. Shri Frank Anthony, M.P.—(Lok Sabha).
19. Shri D. S. Reddi, Director of Public Instruction, Andhra.
20. Shri Omeo Kumar Das, Education Minister, Assam.
21. Shri J. C. Mathur, Education Secretary, Bihar.
22. Shri S. S. Bhandarkar, Director of Education, Bombay.
23. Shri B. Mandloi, Education Minister, Madhya Pradesh.
24. Shri C. S. Ramachandran, Education Secretary, Madras.
25. Shri Radha Nath Rath, Education Minister, Orissa.
26. Dr. Trilochan Singh, Education Secretary and Director of Public Instruction, Punjab.
27. Shri Hargovind Singh, Education Minister, Uttar Pradesh.
28. Dr. D. M. Sen, Education Secretary, West Bengal.
29. Shri Gopal Rao Ekbote, Education Minister, Hyderabad.
30. Shri Manohar Singh Mehta, Education Minister, Madhya Bharat.
31. Shri A. G. Ramchandra Rao, Education Minister, Mysore.
32. Prof. C. L. Kapur, Joint Secretary, Education Department and Director of Public Instruction, Pepsu.
33. Shri Mohanlal Sukhadia, Education Minister, Rajasthan.
34. Shri D. L. Sharma, Director of Education, Saurashtra.
35. Shri V. S. Naidu, Director of Public Instruction, Travancore-Cochin.
36. Shri A. N. Bhan, Education Secretary, Jammu and Kashmir.
37. Shri Brij Mohan Lal Sharma, Education Minister, Ajmer.
38. Shri Shankar Dayal Sharma, Education Minister, Bhopal.
39. Chaudhury Brahm Prakash, Education Minister, Delhi.
40. Pandit Padam Dev, Education Minister, Himachal Pradesh.

Members who could not attend.

41. Dr. Zakir Husain.
42. Smt. Hannah Sen.
43. Major-General Habibullah.
44. Dr. A. L. Mudaliar.
45. Dr. S. R. Sen Gupta.
46. Dr. H. J. Bhabha.
47. Dr. B. P. Pal.

CENTRAL ADVISORY BOARD OF EDUCATION.

TWENTY-THIRD MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION
HELD AT NEW DELHI ON 14TH AND 15TH JANUARY, 1956.

Members present

1. Maulana Abul Kalam Azad, Minister for Education, Government of India—(*Chairman*).
2. Prof. Humayun Kabir, Educational Adviser to the Government of India—(*Ex-officio*).
3. Smt. Lila Majumdar—(Nominated).
4. Shri J. A. K. Martyn, Headmaster, Doon School—(Nominated).
5. Smt. Hannah Sen—(Nominated).
6. Shri T. S. Avinashilingam Chettiar, M.P.—(Nominated).
7. Smt. Zarina Currimbhoy—(Nominated).
8. Dr. K. L. Shrimali, Deputy Education Minister, New Delhi—(Nominated).
9. Major General E. Habibullah, Commandant, National Defence Academy—(Nominated).
10. Shri A. A. A. Fyzee, Member, Union Public Service Commission—(Nominated).
11. Shri Meghnad Saha, M.P.—(Nominated).
12. Shri Shyamnandan Sahay, Vice-Chancellor, Bihar University—(Inter-University Board).
13. Dr. A. L. Mudaliar, Vice-Chancellor, Madras University—(Inter-University Board).
14. Smt. Mona Hensman, M.P.—(Rajya Sabha).
15. Shri C. R. Basappa, M.P.—(Lok Sabha).
16. Shri H. V. Tripathi, M.P.—(Lok Sabha).
17. Shri Frank Anthony, M.P.—(Lok Sabha).
18. Dr. S. R. Sen Gupta, Director, Indian Institute of Technology, Kharagpur—(All India Council for Technical Education).
19. Shri B. Gopala Reddi, Chief Minister in charge of Education, Andhra.
20. Shri Omeo Kumar Das, Education Minister, Assam.
21. Shri Badri Nath Verma, Education Minister, Bihar.
22. Shri S. S. Bhandarkar, Director of Education, Bombay.
23. Shri B. L. Mandloi, Education Minister, Madhya Pradesh.
24. Shri R. A. Gopalaswamy, Education Secretary, Madras.
25. Shri B. Prasad, Director of Public Instruction, Orissa.
26. Shri Jagat Narain, Education Minister, Punjab.
27. Shri Hargovind Singh, Education Minister, U.P.
28. Dr. D. M. Sen, Education Secretary, West Bengal.
29. Shri Gopal Rao Ekbote, Education Minister, Hyderabad.
30. Shri Y. Bhargava, I.A.S., Education Secretary, Madhya Bharat.
31. Shri A. G. Ramachandra Rao, Education Minister, Mysore.
32. General S. Shivdev Singh, Education Minister, Pepsu.
33. Shri Mohan Lal Sukhadia, Chief Minister, Rajasthan.
34. Shri J. K. Modi, Education Minister, Saurashtra.
35. Shri V. S. Naidu, Director of Public Instruction, Travancore-Cochin.
36. Shri A. A. Kazmi, Director of Education, Jammu & Kashmir.
37. Shri Brij Mohan Lal Sharma, Education Minister, Ajmer.
38. Shri Gurmukh Nihal Singh, Chief Minister, Delhi.
39. Shri Shankar Dayal Sharma, Education Minister, Bhopal.
40. Shri L. Manihar Singh, Assistant Secretary (Education), Manipur.
41. Shri J. G. Vaidya, Adviser, Kutch.
42. Shri Padam Dev, Education Minister, Himachal Pradesh.
43. Shri E. Pouchpadass, Director of Public Instruction, Pondicherry.

Members present by special invitation

44. Shri G. Ramachandran.
45. Shri J. P. Naik.

APPENDIX I—LIST OF MEMBERS AND INVITEES TO MEETINGS

Members who could not attend

46. Shri N. K. Sidhanta.
47. Smt. Hansa Mehta.
48. Dr. Zakir Husain.
49. Shri E. W. Aryanayakam.
50. Mr. Justice Teja Singh.
51. Dr. H. J. Bhabha.

TWENTY-FOURTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION
HELD AT NEW DELHI ON 16TH AND 17TH JANUARY, 1957

Members present

1. Maulana Abul Kalam Azad, Minister for Education, Government of India—(*Chairman*).
2. Dr. K. L. Shrimali, Deputy Education Minister, Government of India.
3. Shri K. G. Saiyidain, Educational Adviser to the Government of India.
4. Smt. Hansa Mehta, Vice-Chancellor, Baroda University—(Nominated).
5. Dr. Zakir Husain, M.P.—(Nominated).
6. Smt. Lila Majumdar—(Nominated).
7. Major-General E. Habibullah, Commandant, National Defence Academy—(Nominated).
8. Shri E. W. Aryanayakam, Secretary, Hindustani Talimi Sangh—(Nominated).
9. Shri T. S. Avinashilingam Chettiar, M. P.—(Nominated).
10. Shri Justice Teja Singh—(Nominated).
11. Dr. K. S. Krishnan, Director, National Physical Laboratory—(Nominated).
12. Dr. V. S. Jha, Vice-Chancellor, Banaras Hindu University—(Nominated).
13. Smt. Hannah Sen—(Nominated).
14. Kaka Saheb Kalelkar, M.P. (Rajya Sabha).
15. Shri Ram Chandra Gupta, M. P. (Rajya Sabha).
16. Shri Hira Vallabh Tripathi, M.P. (Lok Sabha).
17. Shri C. R. Bassapa, M.P. (Lok Sabha).
18. Shri Frank Anthony, M.P. (Lok Sabha).
19. Shri M. Sultan, Education Secretary, Government of Assam, Assam.
20. Shri S. B. P. Pattabhi Rama Rao, Minister for Education, Andhra Pradesh.
21. Shri K. Abraham, Education Secretary, Bihar.
22. Shri Shantilal H. Shah, Minister for Education, Bombay.
23. Shri G. M. Sadiq, Minister for Education, Jammu and Kashmir.
24. Dr. C. S. Venkateswaran, Director of Public Instruction, Kerala.
25. Shri Kadidal Manjappa, Minister for Education, Mysore.
26. Shri R. A. Gopalaswami, Education Secretary, Madras.
27. Dr. Shankar Dayal Sharma, Minister for Education, Madhya Pradesh.
28. Shri Gurbachan Singh Bajwa, Minister for Education, Punjab.
29. Shri Satya Prasanna Singh Bhandari, Education Secretary, Rajasthan.
30. Shri B. D. Bhatt, Deputy Education Secretary, Uttar Pradesh.
31. Dr. P. Roy, Director of Public Instruction, West Bengal.

Members who could not attend

32. Dr. M. M. Das.
33. Shri N. K. Sidhanta.
34. Smt. Zarina Currimbhoy.
35. Shri A. A. A. Fyzee.
36. Dr. J. C. Ghosh.
37. Dr. A. L. Mudaliar.
38. Shri Shyamnandan Sahay.
39. Dr. S. R. Sen Gupta.

40. Prof. M. S. Thacker.
41. Dr. B. P. Pal.

TWENTY-FIFTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION
HELD AT NEW DELHI ON THE 6TH AND 7TH FEBRUARY, 1958.

1. Maulana Abul Kalam Azad, Education Minister—(*Chairman*).
2. Dr. K. L. Shrimali, Minister of State—(*Ex-officio*).
3. Dr. M. M. Das, Deputy Education Minister—(*Ex-officio*).
4. Shri K. G. Saiyidain, Education Secretary (*Ex-officio*).
5. Shri N. K. Sidhanta—(Nominated).
6. Col. B. H. Zaidi—(Nominated).
7. Major-General E. Habibullah—(Nominated).
8. Shri T. S. Avinashilingam Chettiar—(Nominated).
9. Dr. A. C. Joshi—(Nominated).
10. Dr. V. S. Jha—(Nominated).
11. Dr. J. C. Ghosh—(Nominated).
12. Dr. Sushila Nayar—(Nominated).
13. Shri D. C. Pavate—(Nominated).
14. Shrimati Laxmi Bai Sangam, M.P.—(Lok Sabha).
15. Shri Raghubar Dayal Misra, M.P.—(Lok Sabha).
16. Shri S. B. P. Pattabhi Rama Rao, Education Minister, Andhra Pradesh.
17. Kumar Ganganand Sinha, Education Minister, Bihar.
18. Dr. Shankar Dayal Sharma, Education Minister, Madhya Pradesh.
19. Shri C. Subramaniam, Education Minister, Madras.
20. Shri V. Venkatappa, Education Minister, Mysore.
21. Shri Lingaraj Panigrahi, Education Minister, Orissa.
22. Shri Amar Nath Vidyalankar, Education Minister, Punjab.
23. Shri Mohan Lal Sukhadia, Chief Minister and Minister for Education, Rajasthan.
24. Rai Harendra Nath Chaudhuri, Education Minister, West Bengal.

Members present by special invitation

25. Dr. C. D. Deshmukh, Chairman, University Grants Commission.

Members who could not attend

26. Shri M. S. Thacker, Secretary, Department of Technical Education and Scientific Research, Ministry of Edn. and S. R.
27. Smt. Rukmini Devi Arundale, M.P.
28. Smt. Hansa Mehta.
29. Smt. Zarina Currimbhoy.
30. Smt. Lila Majumdar.
31. Shri E. W. Aryanayakam.
32. Dr. K. S. Krishnan.
33. Shri A. A. A. Fyzee.
34. Kaka Saheb Kalelkar, M.P.
35. Shri Ram Chandra Gupta, M.P.
36. Mr. Frank Anthony, M.P.
37. Dr. S. R. Sen Gupta.
38. Dr. B. P. Pal.
39. Shri Kamalapati Tripathi, Education Minister, U.P.
40. Shri Kamakhya Prasad Tripathi, Education Minister, Assam.
41. Shri Hitendra Kanaiyalal Desai, Education Minister, Bombay.
42. Shri Joseph Mundassery, Education Minister, Kerala.
43. Shri Sham Lal Saraf, Education Minister, Jammu and Kashmir.

TWENTY-SIXTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION
HELD AT MADRAS ON 15TH AND 16TH JANUARY, 1959

Members present

1. Dr. K. L. Shrimali, Education Minister—(*Chairman*).
2. Shri K. G. Saiyidain, Education Secretary.
3. Dr. Sushila Nayar—(Nominated).
4. Shri T. S. Avinashilingam Chettiar—(Nominated).
5. Smt. Rukmini Devi Arundale—(Nominated).
6. Dr. A. C. Joshi—(Nominated).
7. Shri E. W. Aryanayakam—(Nominated).
8. Smt. Zarina Currimbhoy—(Nominated).
9. Smt. Ranu Mookerjee—(Nominated).
10. Shri L. S. S. Kumar, Chief of Agricultural Education (I.C.A.R.).
11. Shri T. N. Tolani, Director of Technical Education, Bombay (All India Council for Technical Education).
12. Dr. A. L. Mudaliar (Inter-University Board).
13. Dr. (Mrs.) Seeta Parmanand (Rajya Sabha).
14. Dr. Nihar Ranjan Ray (Rajya Sabha).
15. Smt. Laxmibai Sangam (Lok Sabha).
16. Shri Raghubar Dayal Mishra (Lok Sabha).
17. Shri S. B. P. Pattabhi Rama Rao, Minister for Education, Andhra Pradesh.
18. Shri Debeshwar Sarmah, Minister for Education, Assam.
19. Kumar Ganganand Sinha, Minister for Education, Bihar.
20. Smt. S. Panandikar, Director of Education, Bombay.
21. Shri Harbans Singh Azad, Education Minister, Jammu and Kashmir.
22. Shri J. Mundassery, Minister for Education, Kerala.
23. Shri S. D. Sharma, Minister for Education, Madhya Pradesh.
24. Shri C. Subramaniam, Minister for Education, Madras.
25. Shri Anna Rao Ganamukhi, Education Minister, Mysore.
26. Shri L. Panigrahi, Minister for Education, Orissa.
27. Shri Amar Nath Vidyalkar, Education Minister, Punjab.
28. Shri Poonam Chand Bihri, Deputy Minister, Rajasthan.
29. Shri B. S. Haikerwal, Additional Education Secretary, Uttar Pradesh.
30. Shri Roy Harindranath Chaudhury, Education Minister, West Bengal.
31. Shri M. K. Raman, Education Officer, Andaman and Nicobar Islands.
32. Shri B. D. Bhatt, Director of Education, Delhi.
33. Shri S. D. Bahuguna, Director of Education, Manipur.

Members of Standing Committee on Basic & Social Education (who are not members of the Board).

34. Shri Shriman Narayan, Member, Planning Commission.
35. Shri G. Ramachandran, Gandhi Smarak Nidhi, Delhi.
36. Shri Madiah Gowda.
37. Smt. Kulsum Sayani.
38. Dr. E. A. Pires.

Members who attended by special invitation

39. Shri V. T. Krishnamachari, Vice-Chairman, Planning Commission.
40. Dr. C. D. Deshmukh, Chairman, University Grants Commission.
41. Mrs. Durgabai Deshmukh, Chairman, Central Social Welfare Board, and Chairman, National Committee on Women's Education.

Members who could not attend

42. Shri M. S. Thacker.

CENTRAL ADVISORY BOARD OF EDUCATION

43. Shri N. K. Sidhanta.
44. Smt. Hansa Mehta.
45. Colonel B. H. Zaidi.
46. Rear Admiral B. A. Samson.
47. Dr. K. S. Krishnan.
48. Shri A. A. A. Fyzee.
49. Dr. V. S. Jha.
50. Dr. J. C. Ghosh.
51. Shri Frank Anthony.
52. Shri D. C. Pavate.
53. Dr. S. R. Sen Gupta.

TWENTY-SEVENTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION
HELD AT NEW DELHI ON THE 6TH AND 7TH FEBRUARY, 1960

Members present

1. Dr. K. L. Shrimali, Education Minister—(*Chairman*).
2. Shri K. G. Saiyidain, Education Secretary, Ministry of Education—(*Ex-officio*).
3. Shri N. K. Sidhanta—(Nominated).
4. Smt. Hansa Mehta—(Nominated).
5. Smt. Rukmini Devi Arundale—(Nominated).
6. Smt. Rani Mookerjee—(Nominated).
7. Rear Admiral B. A. Samson—(Nominated).
8. Shri E. W. Aryanayakam—(Nominated).
9. Shri T. S. Avinashilingam Chettiar—(Nominated).
10. Shri A. A. A. Fyzee—(Nominated).
11. Dr. V. S. Jha—(Nominated).
12. Dr. Sushila Nayar—(Nominated).
13. Shri M. S. Thacker—(Nominated).
14. Dr. A. L. Mudaliar (Inter-University Board of India).
15. Shri D. C. Pavate (Inter-University Board of India).
16. Dr. T. Sen (All India Council for Technical Education).
17. Shri T. N. Tolani (All India Council for Technical Education).
18. Dr. Nihar Ranjan Ray (Rajya Sabha).
19. Dr. (Smt.) Seeta Parmanand (Rajya Sabha).
20. Smt. Laxmibai Sangam (Lok Sabha).
21. Shri S. B. P. Pattabhi Rama Rao, Education Minister, Andhra Pradesh.
22. Shri R. Das, Deputy Education Minister, Assam.
23. Kumar Ganganand Sinha, Education Minister, Bihar.
24. Dr. A. G. Pawar, Director of Education, Bombay.
25. Shri Harbans Singh Azad, Minister for Education, Jammu and Kashmir.
26. Shri Rama Varma, Director of Public Instruction, Kerala.
27. Shri Shanker Dayal Sharma, Education Minister, Madhya Pradesh.
28. Shri N. D. Sundaravadivelu, Director of Public Instruction, Madras.
29. Shri Anna Rao Ganamukhi, Education Minister, Mysore.
30. Dr. Harekrushna Mehtab, Chief Minister, Orissa.
31. Shri Amar Nath Vidyalankar, Education Minister, Punjab.
32. Shri M. L. Sukhadia, Education Minister, Rajasthan.
33. Shri Kamalapati Tripathi, Education Minister, Uttar Pradesh.
34. Shri Roy Harendra Nath Chaudhury, Education Minister, West Bengal.
35. Shri B. D. Bhatt, Director of Education, Delhi.
36. Shri S. D. Bahuguna, Director of Education, Mainpur.

APPENDIX I—LIST OF MEMBERS AND INVITEES TO MEETINGS

Members who attended by special invitation

37. Dr. C. D. Deshmukh, Chairman, University Grants Commission.
38. Maharaja of Patiala.
39. Smt. Durgabai Deshmukh, Chairman, Central Social Welfare Board and Chairman, National Committee on Women's Education.
40. Shri A. N. Khosla, Member, Planning Commission.
41. General J. K. Bhonsle.
42. Shri M. R. Kothandaraman, Adviser, Planning Commission.

Members who could not attend

43. Col. B. H. Zaidi.
44. Smt. Zarina Currimbhoy.
45. Dr. A. C. Joshi.
46. Dr. K. S. Krishnan.
47. Dr. Mohan Sinha Mehta.
48. Shri Raghubar Dayal Misra.
49. Mr. Frank Anthony.
50. Dr. K. C. Naik.

APPENDIX II

LIST OF PUBLICATIONS ISSUED BY THE MINISTRY OF EDUCATION (1935—60)

Addresses—*Inaugural, Convocation, Presidential.*

Address of Dr. K. L. Shrimali, Education Minister, on the occasion of National Awards for Teachers held on 25th January, 1960, at Vigyan Bhawan, New Delhi, 1960 (B. 457).

A Hundred Years—A commemorative address at the Centenary Celebrations of Lawrence School, Lovedale, by K. G. Saiyidain, 1958 (B. 356).

Convocation Address at St. John's College, Agra, by K. G. Saiyidain, 1956.

Inaugural Address by Dr. K. L. Shrimali at the first meeting of the Central Advisory Board of Anthropology, 1958 (B. 341).

Inaugural Address by Dr. K. L. Shrimali, Education Minister at the 33rd Session of the Indian Historical Records Commission, 1958 (B. 342).

Inaugural Address by Dr. K. L. Shrimali, Education Minister at the Vice-Chancellors' Conference at Poona on June 15, 1960 (B. 471).

Presidential Address at the 30th session of the All India Educational Conference by Humayun Kabir, 1955.

Presidential Address by the Education Minister at the 8th Conference of the Rashtra Bhasha Prachar Samiti at Bhopal, 1958 (B. 365).

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