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Ten Years of Freedom

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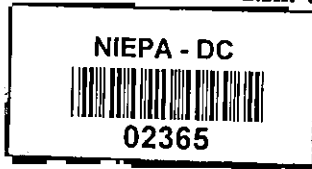
MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH

GOVERNMENT OF INDIA

Publication No 294



Price Rs. 1.12 or 1.sh. 9d.



Printed at the National Printing Works, Delhi.
Published by the Manager of Publications, Delhi.

FOREWORD

This is an attempt at a brief stock-taking of what the country has done and has attempted to do in the field of education during the last ten years. Ten years is a long period in the life of individuals and they are rightly inclined to examine critically the measure of their achievements and failures and often suffer from understandable impatience at the gap between the possible and the ideal, between what is and might be. It is not, however, a long period in the life of a nation, though in this age of urgency no nation can afford to cultivate the complacency of slackness. A cautious and objective assessment of the situation, therefore, has to balance individual impatience and sense of urgency against a sense of perspective and take into account the starting point of the national endeavour. This survey will show that, during the decade that has just come to an end, the Central and State Governments, as well as private organizations working in the field of education, have put in a great deal of effort to make up the leeway which centuries of neglect and lack of social consciousness had created. Measured quantitatively there has been considerable expansion and development in the fields of Elementary, Secondary, University, Technical and Adult education and the scope of the Education Ministry has been expanded to embrace many new cultural and literary activities. The attempt to democratize opportunity is mirrored in the rapid expansion of scholarship facilities. This quantitative improvement can be seen in the rapidly increasing number of schools and colleges and scholars, in the increased budget allotment for education both in the States and at the Centre, in the establishment of new type of educational institutions to cater to new needs, and in many other schemes outlined in this publication.

Equally important, however, if not more, is the problem of bringing about an improvement in the quality, the standard and the content of education so that our educated younger generation may be able to shoulder worthily the more exacting and complicated responsibilities of a free India and the Atomic age. This is obviously a much slower and more difficult process, requiring the training, reorientation and enthusiastic cooperation of millions of teachers and other educational workers and the re-patterning of the whole educational system which involves much greater financial resources than are at our disposal for the present. The progress in this direction is, therefore, slow—sometimes heart-breakingly slow—and it is both easy and justified to criticise the many defects which still exist in the educational system. But a perusal of this publication will show that, during the last 20 years, the general lines of educational reform have been chalked out with much labour of thought and democratic consultations, that the new pattern has been envisaged clearly enough, and a beginning has been made to introduce much needed reform on almost all fronts. But this 'good fight' for a better education is a fight against heavy odds—paucity of resources without which many attractive reforms remain unimplemented; inertia which is perhaps Nature's greatest challenge to man's creativity; the frustration of teachers which is linked up closely with their poverty; the innate complexity of the task of bring-

ing about a psychological revolution through education with which we, educational workers, have to grapple with our limited resources and understanding, as we grope our way forward into new directions with hesitant hopes. There is, above all, the pull of the socio-economic environment which often arrests the progressive movement of education. And yet we must pay our respectful tribute to the tens of thousands of teachers in all kinds of educational institutions who are responding as best as they can to the stimulus of new ideas and the challenge of the new situation. In spite of the 'commercialism' which is sweeping over the world and our own country no less—from which the teachers as a class cannot be immune—it is a matter of thankfulness that there are amongst them persons, often working in obscurity and poverty, who have the integrity and the social conscience to give the best of themselves to their students—introducing the activity principle in Primary schools, linking them up with community life, inculcating the dignity of labour and craft work, tapping the specialised talents of children in Secondary schools, lighting candles in the mind in the colleges and Universities. There are others who are carrying on research or training technicians and technologists who would be able to contribute to the advancement of science and the technical development of the country. They are, no doubt, still in the minority but they are the salt that savour the mass.

The case for education that can be pleaded before the bar of public opinion is that it is concerned with the training and development of that which is the *basic resource* for all national progress—the creative human personality on which depends eventually all the grace and savour, all the promise and power of life. The investment made in this field is bound to pay rich dividends, even though it is a long-range investment and the dividends are not easily perceptible to the unobservant eye which cannot see below the surface of things. With this basic resource, everything is possible; without it nothing can endure. On that statement, our case rests.

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New Delhi:
 July 23, 1957.

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PRIMARY AND BASIC EDUCATION

It is well known that until the attainment of freedom, Primary education in India had been generally neglected. Educational facilities were grossly inadequate as compared to the requirements of the population and the quality of instruction was low and divorced from life. These facilities were unevenly distributed. On the eve of independence, barely 30% of the children in the age group 6-11 attended schools of one kind or another. This low percentage of school attendance was made worse by the evils of wastage and stagnation in Primary schools. Large numbers of students stopped studying before becoming permanently literate. Of the total number of students entering schools in 1945-46 only 40% reached class IV in 1948-49. The expenditure on the remaining 60% was, therefore, largely wasted. The condition of teachers in Primary schools was equally unsatisfactory. In many States, the pay of a teacher was so small that he could not meet his barest needs.

The problem of reorganisation and expansion of Elementary education was a challenge to a country that aimed at building a democratic social order and securing for all its citizens social, economic and political justice and equality of status and opportunity. For the attainment of these objectives and also for the successful working of democracy, it is necessary to provide a minimum of education for all children to enable them to become responsible citizens. It was, therefore, only natural that one of the first things the National Government should set out to do upon the attainment of freedom was to make up the leeway and to spread education throughout the country.

Even before the attainment of independence this matter was thoroughly considered by the Central Advisory Board of Education which, in its report, entitled "Post-War Educational Development in India" (popularly known as the Sargent Report) envisaged *inter alia* the provision of universal, free and compulsory Elementary education throughout the country within a period of 40 years. But the people and the Government were not reconciled to this long period of waiting. The All-India Education Conference convened by the First Education Minister of free India in 1948 expressed the view that 40 years was too long to wait and that it should be cut down to 16 years and the pace of progress accelerated. This was further modified and a directive was incorporated in the Constitution according to which the State should endeavour to provide free and compulsory elementary education for all children up to the age of 14 within ten years of the commencement of the Constitution.

This was a tremendous task and it was made much more difficult by the problem of refugees swarming across the border as a result of the partition of the country, the consequent mass movement of population, the series of natural calamities that befell the country in the years immediately following independence and the economic depression that ensued. These setbacks notwithstanding, the progress of Primary education since 1947, has been encouraging. On 31st March, 1948 the total number of Primary schools in all the major provinces (which constituted the Part 'A' States after independence) was 1,40,121 with an enrolment of 11,000,964 students. The figures in respect of the

princely States which constituted part 'B' and 'C' States after independence, are not available. But, as most of the princely States were educationally backward, the number of Primary schools in these States was not large. On the corresponding date in 1956 these figures stood at 2,15,320 and 17,985,074 respectively. It will thus be seen that in the first eight years of freedom the number of institutions in the former Part 'A' States alone increased by 75,199 and the number of pupils by 7.0 million.

In the country as a whole there were 2,09,871 Primary schools (including junior Basic Schools) in 1950-51 and the number of children in the age group 6-11 attending school was 186.78 lakhs. By the end of the First Five-Year Plan the number of Primary schools rose to 2,78,056 and the number of students in the age group 6-11 attending schools was 2,45,18,000. Thus against 30% of the children in the age group 6-11 attending school in 1947, 53% of children in this age group attended school in 1955-56.

Let us look at this picture another way. To what extent has Compulsory Primary Education expanded in the major States? In 1948, the areas where Primary education was compulsory were 224 towns and 10,010 villages. The corresponding figures for 1955-56 were 1093 towns and 39,276 villages.

It should however, be remembered that our resources, especially in respect of finance and trained personnel, are limited and there is a competition for them in different sectors of national life. This has made it difficult for us to move towards our goal of free and compulsory education at a satisfactory pace. There are other important problems like self-sufficiency in food and development of heavy industry which have been accorded higher priorities in the National Plan. Notwithstanding these limitations, the foundations for achieving the much-desired goal of free and compulsory education up to 14 years of age have been laid during these difficult years. In order to accelerate the pace of progress further and to fulfil the directive principle of the Constitution, the Government of India has recently established an All-India Council for Elementary Education with representatives from all State Governments and other associated bodies and interests. This Council will plan and organise studies in the administrative, financial and pedagogic problems pertaining to Elementary education and assist in the production of suitable literature for educational administrators and teachers to improve the quality of elementary education.

As a first step in this direction, the Government of India is conducting, in collaboration with State Governments, an All-India Survey of Primary and Secondary schools. It is a fact-finding survey and is intended to study the location of the existing Primary and Secondary schools and to form the basis for the proper location of new ones. The second aspect of the survey is a detailed study of certain selected compact areas, chosen on a random basis, with a view to studying the difficulties in the implementation of Article 45 of the Constitution. The third aspect is an enquiry regarding the various educational and administrative practices prevailing in the different States of the country.

Side by side with programmes of expansion, steps are being taken to bring about an improvement in the quality of instruction. With this end in view Basic education has been adopted as the national pattern of Elementary education. The concept and the system of Basic education were clearly defined in the report of the Basic National Education Committee (the Zakir Husain Committee) and further

elucidated by the Central Advisory Board of Education. In order to clarify certain issues and controversies which had arisen during these 20 years, the Ministry has published a brochure entitled "The Concept of Basic Education". It aims at highlighting the most important features of Basic education and removing common misunderstandings. A fuller exposition of the methods and curricula of Basic education appears in another publication of the Ministry entitled "Understanding Basic Education". The Government has also published a "Handbook for Teachers" for the benefit of those working in Basic Schools. With a view to facilitate the eventual conversion of all non-Basic into Basic schools, it has brought out another brochure entitled "Orienting Primary Schools towards the Basic Pattern" for the guidance of teachers, supervisors and administrators. When Basic education has been introduced into all Elementary schools, many of the defects that mark the existing system of Elementary education will, it is hoped, disappear.

In order to accelerate the progress of Basic education, the Government sponsored a number of schemes under the First Five-Year Plan under which assistance was given to the States and Voluntary Organisations for the purpose. A full description of each of these schemes is given in the booklet entitled "The First Five-Year Plan—A Brief Review", published by the Ministry of Education. The experiment of Basic education is comparatively new and we suffer from a lack of adequately trained personnel and funds for the proper equipment of these schools. However, considerable progress has been registered and schemes have been launched to improve the quality of work. In 1950 the total number of Junior Basic Schools including Basic Primary Schools in Uttar Pradesh was 31,711 and in 1955-56 it was 42,971. In order to meet the shortage of trained Basic teachers, a number of new Basic Teachers' Training Institutions was started and many Ordinary Teachers' Training Institutions were converted into Basic. During 1950-51 there were 114 Basic Training Schools in the Country and by 1955-56 this number had risen to 520.

With the development of Basic education at the Primary and Middle School level, the question of post-Basic education has assumed added importance. The Government of India has formulated a scheme for the establishment of post-Basic institutions which will be implemented during the Second Five-Year Plan period in association with the State Governments.

With a view to assessing the progress of Basic Education and studying how it had developed in different parts of the country, the Government of India appointed an Assessment Committee in 1955 under the Chairmanship of Shri G. Ramachandran to survey the existing situation in the various States. It has made valuable recommendations to bring about effective improvement in the spread and development of Basic education, which are being considered by Education Departments in the States and implemented so far as they are acceptable to them.

Realising the need for research in Basic education which is a relatively new field, the Government of India has established a National Institute of Basic Education. Besides research in Basic education, the Institute is also planning to impart advanced training in Basic education to inspectors, administrators and other higher personnel.

To improve the quality of instruction in Basic schools the Government of India and the State Governments have organised Seminars from time to time. One such Seminar of educational administrators—Directors and Deputy Directors of Education in States—was organised

at New Delhi during April-May, 1956 under the Chairmanship of Dr. Zakir Husain. On this occasion an exhibition of literature on Basic education and the handwork of Basic schools was organised.

Determined efforts are being made to bring about improvement in the methods and techniques of teaching. But this is not all. Attention is also being paid to improvement in the financial condition of the teacher on whom the success or failure of any method, technique or procedure depends. For this purpose the Government of India sponsored in 1956 a scheme under which assistance is given to State Governments for improvement of salary scales of Primary (including Junior Basic) teachers. Under this scheme, pay scales of all categories of teachers at the Primary stage have been improved to some extent, in most of the States.

Apart from the conversion of Primary into Basic schools, the country has sought, over the last ten years, to improve the content of Primary education in various ways. This has, to a large extent, been achieved by enriching the curriculum, introducing crafts and other forms of creative activity into it and by an attempt to improve the quality of textbooks.

There are still many difficult and obstinate problems to solve but the meagreness of resources, as compared to the magnitude of the task, is a great handicap in the way of solving them satisfactorily. The achievements of the last ten years, however, give room for measured optimism that, as resources increase, the battle will be won.

SECONDARY EDUCATION

Expansion at the Primary stage of education is bound to lead to expansion at the Secondary stage, and there is little doubt that the expansion in Secondary education since independence has been staggering. This progress is evident in the increase in the number of Secondary schools as well as in enrolment at these schools. In 1948, the total number of Secondary schools in the major provinces of India alone (Middle and High schools together) was 12,693. Eight years later in 1956, there were 25,627 Secondary school, *i.e.*, an increase of nearly 102 percent. This progress was especially marked among High (including Higher Secondary) schools that increased from 3,995 in the first year to 8,690 in the second, *i.e.*, approximately 118 per cent. Corresponding figures for Middle schools for the same period are 8,698 and 16,937 respectively. For the whole of India on 31st March, 1956, the number of Middle schools was 21,730 and that of High schools 10,837.

The Central Government and the States were concerned about the quantitative expansion of Secondary education, but they were even more concerned about its qualitative improvement. For some years past, there has been persistent criticism of the existing system of Secondary education—its unilinear character, its excessively literary bias, its passive methods and its declining standards. Its objectives, it was felt, are narrowly conceived and for the majority of pupils it seems to lead to a dead end, for they are fitted neither for Higher education nor, owing to the comparative absence of vocational training at the Secondary stage, for a gainful career.

In a sense, on the quality of Secondary education depends the quality of education as a whole. On the one hand, Secondary schools provide teachers for Primary education; on the other, they turn out pupils who go up to colleges and universities where the country's future leaders are shaped and trained. Besides, a large number of young people complete their education at the end of the Secondary stage and from them we hope to recruit our junior leaders at what may be described as the "intermediate level". The proper organisation of Secondary education is, therefore, particularly important in a country like India, which seeks to bring about a far-reaching social, cultural and economic revolution amongst the people. Conscious of these intricate factors, the Central Advisory Board of Education recommended the appointment of a Commission to survey the whole problem of Secondary education for India. This Commission was appointed in 1952 and submitted a report in 1953, recommending a reorientation and reorganisation of Secondary education which would involve vital changes in the curriculum and the examination system.

The recommendations of the Commission were considered by the Central Advisory Board of Education and were generally adopted by the Government. One of the basic defects pointed out by the Commission was that the present system was too narrowly based and, instead of serving as a terminal stage, was mainly an appendage to University education. In order to remove these defects, the Central Advisory Board of Education and the conference of Vice-Chancellors convened in 1955, recommended a pattern of education which would comprise (a) eight years of integrated Elementary (Basic) education,

(b) three years of Higher Secondary education, with diversified courses, to give a vocational bias to this stage of education and make it both a terminal point to enter life and a preparation for further studies and
 (c) three years of University education leading to the first degree.

In pursuance of this recommendation, it was agreed that, in addition to the core-curriculum which would include languages, social studies, general science and one compulsory craft, a child at the Higher Secondary stage should opt for one of the following diversified courses, to be provided in the reorganised multipurpose schools:

1. Humanities, 2. Science, 3. Technical, 4. Commerce, 5. Agriculture, 6. Fine Arts, and 7. Home Science.

In pursuance of this policy of introducing these diversified courses and a core-curriculum, the scheme of reconstruction of Secondary education was launched by the Ministry of Education in 1954. It consisted of the introduction of science, technology, commerce, agriculture, fine arts, and home science courses, the conversion of High schools into Multipurpose schools and several ancilliary schemes such as the training of teachers in new subjects, improvement of teaching facilities in existing Secondary schools, improvement of facilities for teaching Science, improvement of school libraries, introduction of craft in Middle schools and miscellaneous schemes like teachers' seminars, training of career masters etc.

During the first Five-Year Plan period and the first year of the Second plan, central assistance, at the rate of 66% of the non-recurring and 25% of recurring expenditure for implementations of these schemes was made available to various State Governments. The total assistance granted was about Rs. 5.10 crores. According to the information available up to October, 1956, 331 Multipurpose schools with a total number of 450 diversified courses have been established in various States. Of these, 331 Multipurpose schools, 88 schools are of the Higher Secondary type. Up to April 1957, it is estimated that 178 more schools will be converted into Multipurpose schools with 277 diversified courses. The pattern of central assistance in 1957-58 is 60% of the total expenditure. In addition to this scheme, the Centre's assistance is being made available at the rate of 50% on all approved schemes of Secondary education included in state plans.

All-India Council For Secondary Education

The All-India Council for Secondary Education was set up by the Government of India in August, 1955 in pursuance of their programme of implementing the recommendations of the Secondary Education Commission. Its main functions are to review from time to time the progress of Secondary education throughout the country and to serve as an expert body to advise the State and the Central Governments on the improvement and expansion of Secondary education in all its phases.

The Council has on its staff a number of educational experts known as Field Advisers and from amongst the Officers working in the State Departments of Education or from amongst experienced educationists. In addition to its advisory work, the Council is also operating certain projects in Secondary education which were formally handled in the Ministry and which are mainly financed from Ford Foundation grants.

Under the Ford Foundation project, 24 Training Colleges have been included in the three-year Extension Services Project beginning in 1955-56. The aim of this project is to provide

a programme for in-service teachers in order to increase their competence. Week-end, short-term and long-term courses, Workshops, Seminars and group discussions, education weeks and Exhibitions, Advisory and Guidance Services, Library Services, Audio-Visual Aids Services and Publications have all been organised by the Colleges with this end in view. It is proposed to bring 30 more Colleges under this project in the Second Plan.

The organisation of Seminars for Headmasters and Educational Officers is another activity, which the Council has now taken over from the Ministry of Education. The aim of the regional seminars is to provide a venue for teachers to discuss educational matters and current problems of education with a view to improve teaching and learning. Up to the end of the 19th March, 1957, the Council had organised 15 Seminars. In addition to regional seminars the Council organises special All-India seminars for discussing specific topics or problems. Up to March, 1957, the Council has organised 11 seminars on examinations, teaching of science, educational administration, social studies etc. The Council also held seven workshops on examinations. These were conducted by a distinguished American educationist, Dr. B. S. Bloom, Head of the Board of Examiners, Chicago University. The Workshops aimed at making the teachers correlate objectives with learning situations and assessment.

Central Bureau Of Textbook Research

The textbooks used in Indian schools are, on the whole, unsatisfactory. They exhibit a serious lack of planning between educationists who set the goals, authors who write the books, and publishers who publish them. Some states which have become acutely aware of the defects have taken steps to nationalise one or more aspects of textbook production.

The Central Bureau of Textbook Research was established in 1954 to help remove textbook defects by undertaking research and giving guidance to the States in the production of the right type of textbook. The Bureau has helped some State Governments in the formulation of syllabuses and examination of the content of textbooks and rendered advice on the choice of illustration, and other matters relating to printing and physical format. It is now developing an objective set of criteria for evaluating books qualitatively.

Central Bureau Of Educational And Vocational Guidance

In view of the special needs of the Secondary school-goers the Secondary Education Commission recommended the establishment of a Bureau of Educational and Vocational Guidance in every State. An allied recommendation of the Commission laid upon the Centre the responsibility of establishing a Central Bureau of Educational and Vocational Guidance equipped for research in Educational and Vocational Guidance, guidance personnel training, guidance programme planning and implementation, and related functions.

The Central Bureau was established in October, 1954. It has since built up a library and Laboratory equipped to serve a variety of guidance functions—preparation of analytic and descriptive aids to group guidance in the classroom, writing of instructional and informative notes on guidance and counselling, guidance orientation (class) talks on curricular choice and occupational preference, ancillary research to aid in the improvement of guidance practices in schools. The use of the Central Bureau's library and laboratory is made avail-

able to Secondary schools, guidance organisations in the states, and to Teachers' Colleges and their Extension Services Departments.

The Central Bureau's work is organised under six major project-heads. These pertain to field service in selected Secondary schools of Delhi which is run as a continuing pilot project, and which includes "guidance talks" to teachers given at stated periods, to the staff members of these schools, the preparation of guidance and counselling manuals to serve as handbooks and work-books for the use of teacher-counselors; these concern (i) orientation (class) talks (ii) use of psychological tests (iii) notes on counselling interviews (iv) organisation of career weeks and exhibition, preparation of guidance aids: (a) psychological tests and related measures of pupil appraisal (b) orientation filmstrips, posters and charts (c) model class talks on curricular subjects and occupations, follow-up study of the Project: selection tests for Standard VIII and predictive guidance based upon it, preparation of guidance personnel training courses for school staff, teacher counsellors, and wholtime counsellors, and technical assistance to guidance organisations in the States in the conduct of such courses.

Since the inception of the Central Bureau, the States of Orissa, West Bengal, Bihar and Madhya Pradesh have set up State Bureaux of guidance. A number of private educational organisations in the States of Punjab, Uttar Pradesh, Bombay, Madras and Mysore have also established guidance units as adjuncts to the educational Institutions managed by them. The State Governments of Rajasthan, Madras and Mysore are proposing to start State guidance organisations in the near future.

Syllabuses For Multipurpose and Higher Secondary Schools

Following the recommendations of the Central Advisory Board of Education made at its 22nd Meeting in January, 1955, the Government of India set up a "Central Coordination Committee" in August, 1955, to draw up an integrated syllabus for the Higher Secondary School examination to be taken at the end of the Secondary stage (14 to 17). With the assistance of a number of smaller sub-committees, set up for different subjects or groups of subjects, the Committee has prepared syllabuses for a large number of subjects recommended by the Secondary Education Commission for this stage. These syllabuses are suggestive in character and the authorities concerned will have to prepare their own syllabuses in the light of the special needs and circumstances of their areas. The standard aimed at is approximately that of the present Intermediate, though it is not possible to define standards merely in terms of the quantum of knowledge. The syllabuses have been printed and circulated to State Governments through the All-India Council of Secondary Education.

Research In Problems Of Secondary Education

In 1953-54 the Ministry of Education initiated a scheme for giving grants to Teacher Training Colleges and Departments of Education in the Universities in order to enable them to carry out research on educational problems chosen by them and approved by the Central Ministry. The main purpose of the scheme is to provide facilities for research which, in many instances, has been held up owing to dearth of funds. It is to be carried on by the staff of the Training Colleges assisted by some research fellows assigned to them and some financial facilities, equipment are provided to facilitate the completion of the projects.

A sum of Rs. 2,05,000 has been paid to various institutions during the First Five-Year Plan and Rs. 76,000 has been paid in 1956-57. Twenty-nine research projects have been undertaken up to the end of 1956-57. Of these, four have already been completed and their reports are under print and others will be completed in due course.

Education Committee for the Andaman and Nicobar Islands

In 1955 the Government of India appointed an Education Committee consisting of eminent educationists and an officer of the Ministry of Education to study the existing educational system of these Islands and to formulate plans for the improvement and reorganisation of the educational system. The Committee visited the Islands in April, 1955 and, after a detailed study of the problems, submitted a report to the Government of India. The Committee has made a number of recommendations for the development of education and the recommendations accepted by the Government of India are being implemented through various Development Schemes included in the Second Five-Year Plan.

Promotion Of Gandhian Teachings and Way Of Life

In accordance with the recommendations of the Central Advisory Board of Education, a Committee was appointed to consider the question of including Gandhian teachings in the curricula of schools and colleges. The Committee met for the first time on 23rd August, 1955 at New Delhi, and after holding a general discussion on the subject, appointed a Sub-Committee to work out a programme. The Sub-Committee held three meetings and drew up a list of recommendations that were referred to the main committee for its approval. The Committee met at New Delhi on January 24, 1957 and made the following recommendations:

- (a) Three books should be prepared incorporating Gandhiji's contribution in important fields, one each for Primary, Secondary and University levels.
- (b) A book should be prepared on Gandhiji's views on Education (in Hindi, English, and other regional languages).
- (c) A Handbook on Gandhiji's thoughts and experiments in Education for teachers in Basic training colleges should be prepared.
- (d) Gandhiji's letters to children should be published in book form.
- (e) A "Gandhi Week" should be celebrated in October each year by educational institutions throughout India.
- (f) The Government should institute special lectures at some Universities to be delivered every year by distinguished authorities on various aspects of Gandhiji's life and thought.
- (g) Project Methods for teaching Gandhiji's ideas should be introduced into schools throughout India.

The implementation of these recommendations will take some time but their *modus operandi* is under consideration.

Assistance To Voluntary Educational Organisations (Secondary Education)

Under Scheme No. 4(d) grants were given to private institutions which were doing important cultural, educational and experimental work. It was felt that some of these institutions were not able to develop their programmes for want of adequate financial assistance. The scheme was reformulated under the name of Scheme No. 6 of the Five-Year

Plan with a view to assist non-official organisations on a more adequate basis. The scope of the Scheme covered various aspects of education like Basic, Social and Nursery, Vocational and Educational Guidance, Juvenile Delinquency etc.

A provision of nearly Rs. 100 lakhs has been made for the scheme in the Second Plan.

Loans For The Construction Of Hostels Attached To Secondary Institutions

This scheme aims at giving interest free loans to Secondary institutions for the construction of hostels in order to relieve the shortage of accommodation. These loans are sanctioned to the State Governments concerned and are recoverable through them in varying annual instalments. The year-wise amount sanctioned as well as number of Institutions benefited is as follows:

Year	No. of Institutions benefited	Amount sanctioned
1953-54	1	Rs. 20,000
1954-55	1	Rs. 20,000
1955-56	2	Rs. 3,81,600
1956-57	7	Rs. 9,86,000

UNIVERSITIES AND OTHER INSTITUTIONS OF HIGHER EDUCATION

The demand for Secondary education over the last ten years has led to a proportionate demand for Higher education, and this has increased steadily since Independence. Before the partition of the country, the number of universities in undivided India was 21. In spite of Partition, by 1956 the number had risen to 32 in the Indian Union. In 1948, the total number of colleges in the major States was 578. Of these, the colleges devoted to General education numbered 449. Figures for 1956 were 844 and 516 respectively.

Enrolment at institutions for General education has also increased very substantially. In 1948, the number of students for General education in the major States of the Union was 1,79,173 and in 1956 it had shot up to 4,66,396 indicating that in eight years, the number had increased by nearly 73 per cent. The increase in the enrolment for Technical and Professional education during this period has been phenomenal: it rose from 44,604 to 1,25,200 in 1953.

These figures for the whole of India on the 31st March, 1956, were:

Number of Arts and Science Colleges	736
(including 35 Research Institutes)	
Number of Technical and Professional colleges ..	346
Number of students receiving General education at University stage	5,75,271
Number of students receiving Technical and Professional education at University stage ..	1,49,140

Another way of looking at progress in this field is to study the increase in the number of graduates. In 1948, the total number of graduates from Part 'A' States of the Indian Union was 27,000. Of these, graduates in Arts and Science numbered 18,000. The corresponding figures for 1956 are 69,000 and 44,000 respectively.

Expenditure on Universities and Colleges (General education) in the major States rose from Rs. 58 million in 1948 to 173 million in 1956, i.e., expenditure almost trebled. On Professional colleges the expenditure has increased by more than 100 per cent. In 1948 only Rs. 18.2 million was spent on this type of education; in 1956 the amount spent was Rs. 55 million. The corresponding figures for the whole of India on the 31st March, 1956, were Rs. 221.7 million and Rs. 69.9 million respectively.

Of the universities established in our ten years of freedom, several were on the basis of linguistic regions. By 1952, no major linguistic area of India was without its own university. The question of the medium of instruction at universities was hotly debated. There was a general desire on the part of many universities to switch over to the regional languages. The Government of India adopted the view that while this was, perhaps, inevitable, the switch-over should be by stages and well phased, so as to avoid undue hardship to the teacher and the taught. A Conference of Vice-Chancellors was convened in May, 1948 to discuss this problem. It made valuable recommendations that were corroborated by and large by the findings of the Indian University Education Commission.

The main problem in the field of University education has not

been expansion. Even before 1947, over-crowding at Indian universities and preoccupation with non-professional, non-technical and urban education was a subject of controversy among educationists and public men. After 1947, it was felt that changed circumstances demanded an exhaustive survey of Indian universities in order to re-model the system in accordance with the country's new needs and aspirations. In 1948, the Indian University Education Commission was appointed under the distinguished chairmanship of Dr. Sarvepalli Radhakrishnan. The Commission surveyed the entire field of University education in the country and submitted its report in 1949. It was a momentous undertaking and touches on every conceivable aspect of the problem. It has already influenced public opinion on University education and as years go by its influence will be seen in more practical and far-reaching directions.

The Report of the Commission was generally accepted by the Government of India and a committee was appointed to implement its recommendations. The Commission has maintained that Universities must provide leadership not only in politics and administration, but also in the various professions, industry and commerce. They must also meet the increasing demand for every type of Higher education, literary and scientific, technical and professional. Recognising the importance of a broad liberal education, the Commission nevertheless stressed the need to develop the faculties of science, technology and agriculture at Indian universities. For a country like India, expansion of Agricultural education was, in the Commission's opinion, one of the highest priorities. It suggested that Agricultural colleges should, wherever possible, be located in rural areas. This would enable students to participate directly in rural life and acquire a first-hand experience of rural environment. It would also meet one of the main criticisms of the existing system of education that it tended to overlook the needs of rural areas. Falling standards of University education were attributed partly to defective teaching in Secondary schools and partly to examination-mania in University education. The need to reconstruct and strengthen the examination system by incorporating modern scientific methods of educational testing and appraisal; the need to recruit men to the services through competitive examinations without insisting upon the possession of a university degree, were all stressed by the Commission.

Among the most important recommendations of the University Education Commission was the establishment of a University Grants Commission to advise on grants from public revenues to Universities. In pursuance of this recommendation, the Central Government established a University Grants Commission in November, 1953. The powers and functions of the Commission were enlarged in January, 1954. The constituent colleges of the University of Delhi were brought within the purview of the Commission in April, 1955.

The University Grants Commission has since been accorded statutory recognition with effect from 5th November, 1956, under the University Grants Commission Act, 1956 (No. III of 1956). The Commission is empowered to take all such steps as it may think fit for the promotion and coordination of University Education and for the determination and maintenance of standards of teaching, examination and research in Universities. In order to perform its functions under the Act, the Commission may enquire into the financial needs of Universities, allocate and disburse grants to them out of the Fund of the Commission created under Section 16 of the Act. It aims at safeguarding

the autonomy of the Universities and in making funds available for developing post-graduate teaching and research with due regard to priority needs.

The following grants have been paid to the Universities by the University Grants Commission during 1954-55, 1955-56 and 1956-57 :—

Year	Amount (in rupees)
1954-55	1,78,46,546
1955-56	2,66,15,330
1956-57	3,41,89,635

In 1954-55, the University Grants Commission spent Rs. 81,60,181|- on various schemes for the development of Humanities, Rs. 52,89,675|- for the development of Higher Scientific Education and Research and Rs. 43,96,690|- for Engineering Education and Technology. In 1955-56, out of the total expenditure of Rs. 2,66,15,330|-, about Rs. 53,48,000|- was incurred on development schemes under the Humanities, Science and Engineering Education. The Commission spent in 1956-57 Rs. 35.29 lakhs for Humanities, Rs. 68.67 lakhs for Science and Rs. 55.8 lakhs for Technology besides a grant of Rs. 36.85 lakhs for the centenary celebrations of the Calcutta, Bombay and Madras Universities. This excludes block grants and other grants paid from non-Plan Funds.

In the Second Five-Year Plan, a sum of Rs. 27 crores has been provided for University Education. Out of this, Rs. 3.42 crores (approved) was spent by the Commission in 1956-57 and a provision of Rs. 4.17 crores has been made for grants-in-aid to University Grants Commission during 1957-58, which includes Rs. 2.75 crores for plan projects.

The University Grants Commission has taken steps to revise the scales of pay of University teachers.

A scheme of giving loans to affiliated Colleges for construction of hostels has been in operation since 1956. During 1956-57, loans amounting to Rs. 38.41 lakhs have been advanced to various affiliated Colleges in Uttar Pradesh, Bombay, Madras and Kerala. For 1957-58 there is a provision of (Rs. 14.40 lakhs) for loans to affiliated Colleges.

Loans are also sanctioned to Universities on the recommendation of University Grants Commission for the construction of hostels and staff quarters. A provision of Rs. 30.0 lakhs has been made in the budget for 1957-58 for this purpose.

State Educational Development Programme

In connection with the State Educational Development Programme for 1956-57, Central assistance has been made available to the State Governments for the scheme of "Development of Women's Education in various types of Colleges" on the basis of 50% of total expenditure involved. In so far as this scheme is concerned, assistance amounting to Rs. 52,700 has been given or being given to the State Governments concerned for implementation of the Schemes during 1956-57.

Introduction Of Three-Year Degree Course

The problem of introducing the Three-Year Degree Course has been a live issue for over 40 years without yielding any satisfactory solution. In 1917, the Calcutta University Commission recommended three years for the Bachelor's degree for Pass as well as for Honours courses. In 1941, Delhi University took the lead and actually changed over to a three-year degree course preceded by an 11-year Higher Secondary Course..

In the report containing the plan of Post-War Educational Development, published in 1944, the Central Advisory Board of Education recommended unequivocally that the Intermediate course should be abolished and that the minimum length of the university degree course should be three years. In 1949, the University Education Commission set up by the National Government after the attainment of Independence, recommended the institution of a three-year continuous degree course on the completion of 12 years of schooling.

The question of introducing a three-year Degree Course was also considered by the Secondary Education Commission, the Survey Committee appointed at the instance of the Central Advisory Board of Education for the implementation of the recommendations of the University Education Commission, by the Inter-University Board and the Central Advisory Board of Education. Each of these bodies recommended that the first degree course should consist of three years.

The Education Ministers' Conference held on 2nd-3rd September, 1956, gave further impetus to the reform by recommending the appointment of a Committee to work out the estimates of expenditure to be incurred on introducing this reform, making it possible for all universities to change over to the new pattern. The Government of India accordingly appointed a committee under the Chairmanship of Shri C. D. Deshmukh, Chairman, University Grants Commission, "to work out the estimates of expenditure connected with the introduction of a Three-Year Degree Course in the Universities and affiliated colleges, and to consider such other problems as may be ancillary to it". The Report of the Committee which was submitted to the Government on 1st May, 1957, is under examination.

Introduction of General Education Courses

Another development in University Education which has received considerable attention during these ten years of freedom is the attempt to provide a more broad-based curriculum for the first degree, through the introduction of General Education Courses. Such an approach was recommended by the University Education Commission (1948-49), and the matter was also considered in some detail in 1955 by a consultative committee of a few Vice-Chancellors. In pursuance of the recommendations of this committee, a study team was sent to the U.K. and U.S.A. to study the organisation of General Education Courses there and to suggest model courses which may be adopted by the Indian Universities. The report of this team was received in August, 1956, and has since been examined and discussed by the Universities in five regional conferences held at Hyderabad, Baroda, Delhi, Aligarh and Calcutta. The proceedings of the Conferences reveal that most of the participating universities have accepted in principle the idea of introducing General Education Courses as part of the Three-Year Degree Course by suitably revising the syllabuses for the first degree. A beginning has been made in a few of the universities toward introducing this important reform.

Home Science Education and Research

With a view to providing courses specially suited to the needs of women, universities and colleges in India are showing ever-increasing concern to introduce Home Science Education both at the graduate and post-graduate level. In their turn, the Central and the State Governments are doing their best to meet the growing demand for this branch of study. One of the steps taken in this direction is the implemen-

tation of an Operational Agreement, No. 41, under the Technical Cooperation Mission Programme which was signed on 31st May, 1955, by the representatives of the Government of India and the U.S.A. for developing and strengthening Home Science Education and Research in India by providing technical assistance, training facilities, scientific equipment and other supplies necessary for laboratory, library and classroom purposes. The agreement provides for \$1,00,000 worth of equipment and books etc., nine U.S. technicians and training facilities for 12 Indian teachers from eight selected institutions. As a result of a large number of requests from institutions together with the expansion of the Home Science field and the awakened interest of the Central and State Governments in developing women's education on an all-India basis, there is a proposal to extend the scope and coverage of the present Agreement.

India Wheat Loan Educational Exchange Programme

Considerable assistance is being made available to the universities, colleges and other institutions of higher learning under the India Wheat Loan Educational Exchange Programme, which was set up under Section 7 of U.S. Public Law 48. A total provision of five million dollars exists for the rehabilitation and development of universities and colleges in India. These funds are to be utilised for the procurement of books and scientific equipment besides study tours in U.S.A. for Indian teachers and the consultative services of U.S. educationists for Indian universities. On the average, one million dollars are to be utilised every year. The programme was instituted in 1954-55 and is expected to last till 1959-60.

Village Apprenticeship Scheme

There has been general criticism that the education which the universities provide under the existing system is not in tune with the problems and needs of rural life. While more than 80% of the Indian population lives in villages, most of the existing institutions of higher learning are concentrated in urban areas. Professors and students alike carry on their research and study in laboratories and libraries without giving any thought either to the problem of rural areas or to the best methods of carrying over the results of their investigations to the villages. The distance between the university graduate and the villager has increased to the extent of making one a stranger to the other. At the same time, the problem of rural reconstruction has assumed greater and greater magnitude.

With a view to bridging the gap between university scholars and villagers, the Ministry of Education launched in 1956-57, a three-year scheme of Apprenticeships in Village Development. The scheme aims at developing in selected university students and teachers a realistic spirit of social service and responsible understanding of the problems of rural reconstruction in India. It provides for actual participation of students and teachers in well organised development work under experienced supervision for a period of six weeks. The participants are remunerated at the rate of Rs. 25/- per week besides a lump sum travelling allowance of Rs. 20/- and a daily allowance of Rs. 2/8/- per day. About 6,000 apprentices will be trained during the three years the scheme is in operation. The entire cost of the scheme will be met by the Ford Foundation in India.

Rural Higher Education

The advent of independence in India ushered in a new era of ventures and experiments in the educational sphere to evolve a suitable pattern of education at all stages. One of these pioneering experiments was the selection of ten promising institutions for development into Rural Institutes of the type recommended by the Committee on Rural Higher Education.

There has been for years a tragic discrepancy between educational facilities provided for urban and those for rural people. In fact, the educational facilities that existed were located in big cities and were urbanised in character. Village talent in search of education tended to migrate to the cities and this led to the depletion of rural areas. The village became static and fossilised.

India has accepted as its goal the establishment of a socialistic pattern of society. Under such an objective, it is no longer possible to resist the demand for education of all types from the rural people. The Government of India decided, in collaboration with State Governments, to implement the decisions of the Committee on Rural Higher Education, which was set up in 1954 to survey existing institutions, to exploit their rich experience in the field and to evolve a suitable pattern of education for the rural people which would help them in their struggle to improve their standards of living. Ten Rural Institutes manned by experienced and devoted workers and rural educators were selected for the purpose.

The sort of education that was required was one which would promote rural leadership from amongst the villagers themselves. A National Council for Rural Higher Education was, therefore, set up in 1956 to direct and supervise activities in these institutions. Syllabuses were framed by Expert Committees representing all views and interests. These syllabuses and courses have undergone modification and developed through experience gained in the actual working. During the Second Five-Year Plan period the following courses are to be developed in each one of them:

- i) Three-Year Diploma Course in Rural Services.
- ii) Three-Year Certificate Course in Rural and Civil Engineering.
- iii) Two-Year Certificate Course in Agricultural Science.
- iv) Preparatory Course for Matriculates to prepare them for entry into the Three-Year Diploma Course. The duration of the Three-Year Diploma Course is three years after the Higher Secondary Examination and will be equivalent in standard to an ordinary degree of a University, except that in addition to University liberal education, core subjects such as rural problems, the history of civilisation and regional languages will also be taught. Emphasis will be laid on extension work and research activities that promote an understanding of rural culture and life.

TECHNICAL AND PROFESSIONAL EDUCATION

Perhaps the most heartening advance during the ten years of our freedom has been in the twin fields of Technical education and scientific research. Quantitative shortage, apart, there was a great qualitative inadequacy in these fields before 1947. In 1947 India produced only 930 graduates in engineering and 320 graduates in technology. In fact facilities for advanced training and research at the post-graduate level in technology were meagre and in engineering almost none.

With independence it was realised that the progress and well-being of the country depended upon the development of industry, commerce, transport, communications, agriculture, public health and other nation-building activities and that for the success of all these activities an adequate supply of scientists, engineers and technologists would be necessary. The Central Government, therefore, adopted a constructive and purposeful policy which was to develop Technical education facilities on the widest scale possible. This is reflected both in the rapid increase in the student enrolment for different courses that has taken place in recent years and in the improved standard of instructional facilities that have been provided. As against an annual admission of 2900 students for first degree courses and 3700 students for diploma courses in 1947, the admissions more than doubled in 10 years and were 6300 for degree courses and 8800 for diploma courses in 1956. The output of graduates increased from 1300 in 1947 to over 4000 in 1956 and of diploma holders from 1450 to 4200 during the same period which represents a three-fold increase. When the different schemes under the Second Five-Year Plan have been fully implemented, technical institutions will be in a position to admit every year about 10,000 students for degree courses and 21,000 students for diploma courses by 1960-61.

It is not merely a quantitative development that is being aimed at. The All-India Council for Technical Education has carried out a comprehensive study of the state of each technical institution in the country and has drawn up schemes for its improvement and development. It has also prepared detailed schemes for the new institutions that are being established in the different parts of the country. The main emphasis in all these schemes is to provide adequate instructional facilities and of the right standard in respect of accommodation, equipment and staff. The total cost of the Schemes approved so far is of the order of Rs. 16.77 crores for buildings and equipment and Rs. 1.54 crores for staff and maintenance expenditure. The Central Government has agreed to provide about Rs. 11 crores as grants to the institutions concerned for equipment and buildings and Rs. 84 lakhs for recurring expenditure. Against this a sum of Rs. 7.63 crores had been paid up to the end of 1956. A scheme of expansion of the training capacity of the some of the existing engineering colleges and polytechnics has been approved in fulfilment of the recommendations of the Engineering Personnel Committee. The entire cost of the scheme viz., Rs. 8.5 cores on the non-recurring side will be provided by the Central Government as also a substantial part of the recurring expenditure of Rs. 82 lakhs.

In order to provide suitable residential facilities for students of

technical institutions, a scheme of giving interest-free loans for the construction of hostels has been approved and is in the course of implementation. So far, loans totalling Rs. 3.36 crores have been approved for over 100 institutions and Rs. 2 crores have been sanctioned. When the scheme is completed additional hostel accommodation for about 15,000 students will be provided.

It is an important aspect of the policy of the Central Government to ensure that no State remains without its own facilities for the first degree and diploma courses in the basic branches of engineering. This objective has been achieved and every State (except Jammu & Kashmir) has at least one engineering college and one polytechnic.

The two-pronged drive of the Central Government included the scheme of establishment of a chain of National Laboratories in the different parts of the country. The Council of Scientific and Industrial Research set up 11 National Laboratories and Central Research Institutions covering a wide range of subjects. Besides, dealing with problems of research in general, testing and standardisation of new products and the provision of expert advice for further development of production of such products, the National Laboratories offer facilities to scientists, universities, industry and others who are not in a position to carry out or to complete investigation independently. They also play an important part in the dissemination of scientific knowledge in all walks of national life.

The need for facilities for advanced studies and research in engineering and technology to train high-grade technical personnel has been well realised and vigorous efforts have been made to develop such facilities on an adequate scale. The establishment of the Indian Institute of Technology in Kharagpur as the first in the chain of four regional higher technological institutes and the development of the Indian Institute of Science, Bangalore as a Centre of advanced technology, mark a new trend in the field of Technological education in the country. Fully equipped with facilities of Humanities and Basic Sciences, these two institutes bid fair to equal, if not surpass, any University in imparting to our students what is considered 'an education' and enable future engineers to become many-sided men and not merely highly specialised technicians. They also represent a positive and conscious effort on the part of the State to establish national institutions for the provision of Technological education of the highest standards possible where the universities with their limited resources and a multitude of departments have failed to do so.

The Indian Institute of Technology in Kharagpur provides facilities for education and training to over 1600 students in the undergraduate courses and over 400 students for post-graduate courses and research work. The subjects offered cover a wide range some of which, as for instance, Naval Architecture and Marine Engineering, Fuel and Combustion Engineering, Production Technology, Geophysics, Electrical Communication Engineering, Foundry Engineering, Concrete Technology, etc. are designed to meet the special requirements of industrial and other developmental projects for high-grade technical personnel. Of particular significance is the legislation recently passed in Parliament for the incorporation of the Institute as an 'Institution of National Importance.' This is the first legislation of its kind undertaken in the country since independence.

The Indian Institute of Science, Bangalore established in 1911 due to the far-sight and magnanimity of Jamshedji Tata had built up a high reputation in the field of scientific research. In 1946 and in subsequent

years, the Central Government decided to develop the Institute for advanced studies and research in technology and promote thereby the interaction between the Pure and Applied Sciences. In the last ten years, the Institute has become a centre of advanced technology with particular reference to Power Engineering, Electrical Communication Engineering, Aeronautical Engineering, Metallurgy and Internal Combustion Engineering. The Power Engineering Department of the Institute is the only one of its kind in the country and provides facilities for training and research in the various aspects of electrical power generation, transmission and distribution. This is a provision of great significance in the context of the big power projects undertaken in the country. Similarly, the Aeronautical Engineering Department is also the only centre for advanced work and research in Aeronautics and related fields. The research, design and testing facilities available in this department have been of great value to the Hindustan Aircraft Factory in Bangalore. The Internal Combustion Engineering Department has made significant contributions towards the development of industry in this line. Over 400 post-graduate students and research workers are engaged at present in important work in the different departments of the Institute. The future programme envisages the institution of advanced courses in a number of other subjects, viz., Soil Mechanics and Foundation Engineering, Automobile Engineering, Industrial Engineering, Electrical Communication Engineering, etc.

In order to carry the provision for Higher Technological education and research a step further, three more Higher Technological Institutes—one in Bombay, one in Madras and one in Kanpur are in process of establishment. For the Bombay Institute, technical assistance has been secured from the U.S.S.R. under the Unesco Expanded Programme of Technical Assistance. Equipment worth over Rs. 100 lakhs, 20 Soviet Experts and facilities for the training of Indian staff in institutions in the USSR are expected to be provided for the Institute under the Technical Assistance Programme. Each Institute when completed will provide facilities for the training of over 1500 students in under-graduate courses and 400 students in post-graduate courses. Thus the large gap that existed in the provision of facilities for advanced engineering education in the country will have been filled and the institutions will be in a position to make well over 1000 places available for advanced work by 1961.

Some of the existing engineering colleges in different parts of the country are also being upgraded for post-graduate studies and research according to a plan approved by the All-India Council for Technical Education and liberal grants are being given to the institutions concerned for the purpose. Over 30 different subjects have been chosen for this development spread over 15 institutions. Among the subjects of particular importance are Highway Engineering, Dam Construction and Irrigation Engineering, Soil Mechanics and Foundation Engineering, Concrete Technology, Machine design and Building, Electrical Engineering, Electrical Communication Engineering, Advanced Electronics, etc.

On the recommendations of the All-India Council for Technical Education, particular attention is being given to the development of facilities in special fields, as for instance, Printing Technology, Town and Country Planning, Business Management, Mining Engineering, Pharmacy, etc. Four Regional Schools of Printing in Bombay, Madras, Calcutta and Allahabad are in the course of establishment for the training of technicians much needed for the development of the Printing

Industry in the country. Each School is a joint enterprise of the Central Government, State Government concerned and printing industry and is designed to train 200 candidates every year in the different aspects of printing. A uniform standard of courses evolved on an all-India basis has been prescribed in all the Schools. A fifth School is planned to be established at Delhi as an integral part of the Delhi Polytechnic.

A School of Town and Country Planning is being established at Delhi as a joint enterprise of the Central Government and the Institute of Town Planners (India) to provide facilities for post-graduate training in Town and Country Planning. The School will conduct two courses in the subject viz., a post-graduate course of two years' duration leading to the diploma in Town and Country Planning and an intensive course specially for the benefit of Architects, Engineers and others working in allied fields and possessing some practical experience in planning. The duration of the intensive course is one year. The School when completed will be able to admit 75 candidates per year. The first course was started in August 1956 and arrangements are in progress to complete the scheme.

The importance of training personnel in Business Management, Industrial Administration and related fields has been well recognised and a comprehensive scheme of providing facilities in these subjects has been implemented on an all-India basis. A post-graduate course in Business Management has been organised in the All India Institute of Social Welfare and Business Management, Calcutta, Delhi School of Economics, Madras University and Bombay University. Candidates sponsored by industrial and commercial organisations, Government departments, etc. are admitted for the course. Industrial Administration course is being organised in the Indian Institute of Technology, Kharagpur, Victoria Jubilee Technical Institute, Bombay, Indian Institute of Science, Bangalore. These three centres will also conduct a post-graduate course in Industrial Engineering. An Administrative Staff College is in the course of establishment in Hyderabad for training Executives in the principles and techniques of organisation, administration and leadership in civil life.

The large-scale mineral development programme contemplated under the Five-Year Plan has made it necessary to expand the existing training facilities in Mining Engineering. On the recommendations of the All-India Council, Mining Degree Courses are being organised with assistance from the Central Government at five centres. In addition, the existing facilities in the College of Mining Engineering, Banaras Hindu University and in the Indian School of Mines and Applied Geology, Dhanbad are being increased. Twelve centres for the training of technical personnel for the supervisory positions have been started in the different mining areas. The cost of this programme of development of mining education and training is of the order of Rs. 100 lakhs non-recurring and Rs. 20 lakhs recurring. A substantial part of this expenditure is being borne by the Central Government.

The task of coordination and standardisation of Technical education on an all-India basis has been pursued by the All-India Council for Technical education throughout the period. A joint committee of the All-India Council and the Inter-University Board has laid down in detail the pattern and structure of technical education and training at the University first degree level. The All-India Council with the help of its various Boards of Technical Studies has prepared National Diploma and National Certificate courses in different branches of Engineering and Technology to serve as a model for the reconstruction of

Technical education in the country.

In order to promote scientific research at universities and other educational institutions and to train a large number of research workers, a scheme of Research Scholarships and National Research Fellowships was put into operation that in the last 10 years has contributed much to the creation of large-scale opportunities for deserving candidates. Six hundred and eighty Research Scholarships each of the value of Rs. 200 p.m. have been instituted and allotted to different university departments and other institutions for research in science, engineering and technology. It is proposed to increase the number of scholarships to 800 during the current plan period. The National Research Fellowships which are of the value of Rs. 400 p.m. each and also carry a grant of Rs. 1000 per year for special apparatus, equipment, etc. represent the highest form of encouragement, available to research workers. The Fellowships are awarded for research work of the Post-Doctorate standard to those who possess brilliant academic records and proven ability for original research. Fifty Fellowships have been sanctioned and it is proposed that the number should be increased to 80 in due course.

In close cooperation with industry and other organisations, practical training facilities have been organised for the large number of students passing out of technical institutions to equip them suitably on the practical side and condition them for gainful employment in life. Over 1000 training places have been secured which are made use of by the students from all the technical institutions in the country, every year. During the training, the selected candidates are paid a stipend of Rs. 150 in the case of Graduates and Rs. 100 in the case of Diploma holders, the expenditure involved being shared by the Central Government and industry. It is also proposed to construct a number of hostels for the trainees in industry in order to provide suitable facilities in far-flung industrial centres to which students from different parts of the country may go for their training.

The Education of Teachers

The teacher is the pivot of any system of education, but he is so, in a special sense, in a democratic system. With the acceptance of the objective of universal, free and compulsory Elementary education, the task of securing an adequate supply of suitable teachers assumed enormous importance after 1947. The position was depressing, for out of 2.8 million teachers necessary to implement a programme of universal Elementary education, only about 5,61,000 Primary school teachers were available. Qualitatively, the position was even more difficult, as out of these 5,61,000 teachers in Primary schools, only 58.2 per cent were trained.

The present position in this regard is not satisfactory enough for the number of institutions is still inadequate to meet the country's needs. If, however, we assess the advance that has been made in the last ten years in terms of outturn of these institutions and the expenditure on them, we will find that substantial progress has been made. Tables at the end of the pamphlet show the increase in teacher-trainee enrolment and in expenditure on teacher training between 1947-56.

As always, the first step in the solution of a problem of sub-continental dimensions is a proper awareness of it. This awareness was not generally evident till after independence. The decision to convert Elementary into Basic schools imparted a sense of urgency to the general demand for adequately trained teachers and, in recent years, top priority has been given to this scheme.

In order to harness all potential teachers to the task of education, quick in-service training was begun on a large scale in 1947. The period of training has varied from State to State, and sometimes a mobile squad of instructors has been sent out to give an orientation course to teachers on the spot. Boredom is, as all teachers know, the greatest enemy of successful teaching. In-service training at regular intervals helps to break this monotony and can go a long way towards improving the quality of teachers.

In training teachers of Basic education, an attempt has been made for example, in Bihar, to link the teachers intimately with the life of the community around them. Every such centre has a number of villages within its ambit and teacher training has covered the training of village leaders also. The *Sarvodaya Mahavidyalaya* and the attached Social Education Workers' Training Institute, with the college section for the products of the post-Basic schools, has developed into a nucleus of higher rural education and it conducts experiments in the training of rural teachers. The training school at Bikram for Matriculates has a pre-Basic school attached to it and a laboratory for child study that has to some extent humanised the theoretical study of this subject.

Special mention may be made also of the *Vinaya Bhawan* or the Teacher Training Institute of *Viswa Bharati*, Santiniketan. A Central Government institution originally intended to train instructors for Basic Training schools, the Bhawan has been trying in recent years to evolve a course which will be of somewhat longer duration than the ordinary B.T. and will include in it a study of the Philosophy and Principles of Basic as well as traditional education.

Similarly, in response to the need for teacher training institutions at the collegiate level, to meet the requirements of rural areas, an Institute known as the *Shri Govinda Rao Korgaonkar* Institute of Rural Education came into being in a small village in the District of Kolhapur (Bombay). This undertaking is part of the wider project of a Rural Institute, known as the Sri Mouni Vidyapeeth which has been functioning since April, 1952.

The *Vidya Bhawan* Teacher Training College, Udaipur, has been trying to break down the distinction between curricula and courses of study in a Basic Training college and in non-Basic Training institutions. It has sought to achieve this objective by incorporating into its courses of study important elements of philosophy and practice of Basic education.

Of the older institutions, the *Nai Talimi Sangh*, Sevagram, *Shri Ramakrishna Mission Vidyalaya*, Coimbatore and the Teachers' Training Institute at the Jamia Millia, New Delhi, deserve special mention as being in the vanguard of the new Basic movement in teacher training.

The Central Institute of Education.

Within four months of its accession to power, the national government established the Central Institute of Education at Delhi with the object of giving teacher training a new orientation and initiating educational research of which there was very little in pre-1947 India. The Institution offers courses leading to the B.Ed., M.Ed. & Ph.D. degrees of the Delhi University. It has a Psychology wing devoted exclusively to research in education and psychology. An experimental Basic school and a Nursery school in the premises serve as useful laboratories for educational experiments.

The Institute has considerable useful research to its credit, specially in the field of intelligence and aptitude testing. An important project undertaken has been the standardisation of an Individual Intelligence Test in Hindi. The test has already been standardised for the age group three to 11; and norms for the age group 12 to 15 are under preparation and are expected to be ready in the course of the current session. Work is also proceeding on a group test of intelligence and a non-verbal test of intelligence. With the assistance of the Psychology wing, several of the M. Ed. and Ph. D. students have worked on research problems in the field of mental testing.

The Institute has also undertaken a number of *ad hoc* research projects like the Preparation of a Basic Vocabulary for Adults, the Preparation of a Social Studies Curriculum for the Basic School attached to the Institute and members of the staff have carried out individual research projects.

Improvement Of Salary Scales Of Teachers

The Government of India is fully alive to the fact that the teaching profession in the country does not attract the best talents, as teachers are generally poorly paid. It is evident that there cannot be any improvement in the quality and efficiency of teachers unless teachers are enabled to give their full energy and attention to their work and recruits of better quality are attracted to, and retained in, the profession. The economic condition of Primary teachers is generally quite unsatisfactory. During 1956-57, the Government of India decided to assist the State Governments to the extent of 50% of the additional cost involved in improving the salary scales of teachers at Primary (including Junior Basic) level, provided the scales proposed are considered reasonable and fair by the State Governments, consistent with local conditions. During 1956-57, a sum of Rs. 78 lakhs was distributed as grants to State Governments for the purpose.

From the year 1957-58, the Government of India have decided to extend this principle to the salary scales of Teachers at Middle, Senior Basic and High school stages. It has been further decided that if, owing to its limited resources, a particular State Government is unable to find 50% matching funds to improve the salary scales, the Central Government share of 50% will still be available for this purpose. This will, however, mean that the improvement in salary scales will be to half the extent originally contemplated. State Governments have been asked to submit their proposals.

SOCIAL EDUCATION

The spurt of activity in Social education that started with the introduction of provincial autonomy in 1937 was interrupted by the outbreak of World War II, and it was not till after 1946 that the development in programmes of Social education was resumed. By this time, there was a general feeling that the problem of Social education must be approached from a new point of view in the light of experience gained. This had revealed that after the first flush of enthusiasm, adults exhibited only a flagging interest in literacy. The new programmes had to devise methods which would sustain their interest and at the same time make education significant in the tasks they have to face.

The new concept of Social education that came in with 1948 was embodied in a five-point programme which included literacy; a knowledge of the rules of health and hygiene; training for the improvement of the adults' economic status; a sense of citizenship with an adequate consciousness of rights and duties, and healthy forms of recreation suited to the needs of the community and the individual.

The function of the Ministry of Education in Social education has, from the nature of the case, to be mainly that of guidance, coordination and financial assistance. The actual burden of implementing various schemes has to be borne by State Governments, but the Centre has acted as a clearing house and assisted in the broadening of its concepts and formulation of useful programmes. In discussions at Central Advisory Board of Education meetings, in the coordination of grants by the Ministry to the States, in the organisation of Adult education conferences, in the promotion of Adult education projects and in the preparation of literature and other adult educational material, the Centre has acted as a guiding and coordinating agency.

At its 14th Meeting, held at New Delhi in January, 1948, the Central Advisory Board of Education had argued that the organisation of Adult education in India had become imperative as a result of the attainment of freedom. It had appointed a Sub-Committee to make recommendations on the subject. The report of the Committee, known as the 'Saksena Report', was adopted by the Board at its 15th Meeting in January, 1949 and a target for the attainment of 50 per cent literacy in the next five years was recommended.

In order to implement the recommendations of the Advisory Board and to encourage various types of Social education work, the Ministry of Education gave generous grant-in-aid to various institutions.

The International Seminar of South-East Asian Region on Rural Adult Education for Community Action, sponsored jointly by the Government of India and UNESCO, was held at Mysore in November-December, 1949. The reports which the Government of India later called for from State Governments regarding the implementation of the recommendations of the Seminar show that the States had attempted to profit by, and carry out, the recommendations of the Seminar. Further, the project of establishing a Rural Training College, initiated by the Government of India at Delhi, owes its inspiration directly to this Seminar. After the Mysore Seminar, the Ministry of Education began to work out the finance, personnel and other details of the train-

ing for rural leaders. The result of this investigation was the establishment of Janata College at Alipur, 11 miles outside Delhi.

The second project sponsored by the Government of India, also at Delhi, pertains to the intensification of literacy work in the rural areas of Delhi State. It was estimated that the State had an illiterate rural population of 1,24,000 adults in the age-group 12 to 40. Delhi has the advantage of being a small and compact area, with 305 villages in the 484 square miles of the State. Also, it has a good system of Primary and Basic education, backed by training institutions for men at Ajmer and for women at Delhi. On these and other grounds, it was decided to organise an intensive literacy campaign for the liquidation of illiteracy in the State. The project was launched in December, 1950.

Delhi State offers an instructive example of a Social education programme stimulated and directly watched over by the Centre. An interesting development is the evolution in recent years of the "educational caravan" in the State of Delhi. These caravans are units of three or four jeeps with trailers. One serves as a mobile stage, the second as a small travelling library, the third as an exhibition van and the fourth carries a projector. The method adopted is for the caravan to go to a centrally situated village and to organise a combined exhibition of health and hygiene as well as agricultural and industrial products. Physical feats and athletic contests for both children and adults help to attract local interest. Dramas are produced with the help of local talent. They generally deal with local problems and highlight the need of education for villagers. After the educational caravan and contests have excited local interest in the Social education programme, a squad of 20 to 30 teachers, men and women, moves into the area for four to six weeks. They organise as large a number of Social education classes as possible for both men and women, so that a breach in the citadel of illiteracy can be made. When these squads move away, local teachers take up the work and continue the programme. Certificates of literacy are generally given at the end of three to six months.

Under the First Five-Year Plan there was a scheme for setting up five Community Centres in a small compact area selected for intensive educational development. Under another scheme, some selected Primary schools were developed to be used as community centres after school hours. During the First Plan period 160 model community centres and 454 school-cum-community centres were established.

To meet the requirements of trained personnel at the local level, 26 Janta Colleges have been established so far. Hitherto, these colleges were working more or less as experimental or exploratory institutions. But a Seminar was organised in February, 1956 to consider their organisation and functions and, as a result the principles of determining the contents of their work were finalised. It is hoped that as a result of this discussion they will develop some essential common features.

Another problem that the organisers had to face was the lack of proper coordination between Social Education work in Community Project blocks with the work done outside these blocks. With a view to removing this drawback and linking up the activities of State Education Departments with the work done in Community Project areas, District Social Education Organisers have been appointed. They have not only to organise Social education work in their Districts, but also to coordinate all work in this field done by the Education Department officials and by the Community Development Department.

To meet the needs of trained personnel for higher administrative jobs in the field of Social Education, the Government of India has established a new centre at Delhi—the National Fundamental Education Centre. The functions of this centre are not only to train higher level personnel, e.g., District Social Education Organisers but also to conduct research, to produce suitable material and equipment for social education, and to act as a clearing-house for Social Education information.

A Standing Committee of the Central Advisory Board of Education on Social Education has also been set up to advise the Government of India and the State Governments in matters connected with the planning of research in particular and the administration of Social Education in India in general. Besides, the Government of India, in cooperation with the Jamia Millia Islamia has decided to set up a Research, Training and Production Centre. This Centre will evaluate the literature so far produced for neo-literates on the basis of their needs and interests and will produce suitable books as a result of such study.

Libraries

As essential agencies of mass education, libraries have an important role to play in the Social education movement in the country.

During the First Plan period an 'Integrated Library Service' scheme was introduced at 29 centres. The libraries in these areas integrate their work with that of Community Centres and other educational institutions in the area.

Apart from this 'Integrated Library Service', steps have also been taken for the improvement of the general Library service. The District Libraries serve the urban and rural areas and organize a "Circulating Book Service" in the district. They also augment and replenish the resources of other public libraries. State Libraries have been set up to support and feed the District Libraries.

At the end of March, 1956, there were nine State Libraries and 150 District Libraries. Thus, one out of every two Districts in India had District Libraries.

Literature

Since 1950 the Ministry has been taking steps to publish suitable literature for neo-literates. 175 pamphlets have so far been published through the *Idara-Talim-O-Tarraqqi*. It has also been decided to bring out a popular encyclopedia—*Gyan Sarovar*—in five volumes. The first volume of this has since been published. The remaining volumes will be published in the course of the next three years.

The Ministry of Education and Scientific Research has also decided to sponsor and bring out a few model books for children. A picture book "*Baune-ki-Kheti*" has already been published. Some more books are expected to be published during the course of the Second Plan period.

A formidable obstacle to bringing out the best type of literature for neo-literates and children is their cost. It is necessary in the public interest to subsidise these books and thus bring them within the reach of a large reading public. In order, to remove this obstacle of high cost, the Government of India have, under one of their schemes, undertaken to share this subsidy with the State Governments on a fifty-fifty basis.

With a view to improving the quality of books for neo-literates and children, the Ministry of Education has organised various prize competitions for authors. With this end in view, the Ministry has also organised Workshops for authors of books for neo-literates and for children from time to time. So far 17 such Workshops have been organised.

The Government of India has also set up a National Book Trust. The Trust will encourage the production of good literature and make books available at moderate prices not to libraries and educational institutions only, but also to the public in general.

Social Welfare

A provision of Rs. 400 lakhs was made in the First Five-Year Plan for Social Welfare activities. The Central Social Welfare Board was established for the purpose in 1953. The primary function of the Board is to assist voluntary Social Welfare organisations in developing existing services and in initiating new ones. The Board is also to promote the provision of new services in collaboration with State and voluntary agencies.

Since its inception, the Board has assisted 4,050 voluntary Social Welfare organisations. The Board's assistance to these organisations was of the order of Rs. 1,01,36,100.

During the same period, the Board has established 406 Welfare Extension Projects. The function of these Projects is to provide social and cultural amenities for women and children in rural areas. The Board's projects serve a population of about 81,20,000. With effect from the 1st April, 1957, the Central Social Welfare Board has undertaken the responsibility for the welfare of women and children in the Community Development Blocks as well.

Audio-Visual Education

The Central Film Library which serves as a circulating library for member-institutions has been strengthened in our ten years of Freedom. It has now 3,320 films and 1,476 film-strips. The present membership of the Library extends to 1,040 institutions, spread over the entire country. The Library has also recently acquired a special collection of films designed to illustrate the origin and development of films in India and abroad. These films are lent only to approved organisations established for the serious study of films as an art.

To ensure the coordinated development of Audio-Visual education in this country, a National Board of Audio-Visual Education has been set up. This Board includes representatives of the Central Ministries, State Governments, importers and producers of audio-visual aids and film societies. In addition to coordinating activities this Board recommends the broad lines on which Audio-Visual education should develop in the country.

Realising the inadequacy of properly trained personnel in the field of Audio-Visual education, the Ministry has organised seminars on the subject from time to time. So far, three such seminars have been held, including one at Lucknow during 1955 under the joint auspices of the Governments of India and Australia under the Colombo Plan.

To foster an appreciation of audio-visual techniques among teachers and Social education workers, the Ministry has taken in hand the publication of Quarterly journal entitled "*Audio-Visual Education*". The first issue of the journal was published in April, 1957.

In the Ministry, a separate unit has been established for conducting research in non-projected visual aids, and the evaluation and production of such aids. It also plans to bring out brochures which will help teachers in the proper use of these aids.

Plans have been finalised for the establishment of the National Institute of Audio-Visual Education with the assistance of the Technical Cooperation Mission. It will train teachers in the production and use of various audio-visual aids, *e.g.*, charts, exhibits, films and filmstrips etc. It will also undertake research in assessing the relative effectiveness of these aids.

PROMOTION OF THE FEDERAL LANGUAGE

The Constitution of India has laid down that Hindi in Devanagari script shall be the official language of the Union and shall be developed so that it may become a worthy and broad-based medium of expression for all the elements of the composite culture of India. With this object in view the Government of India, in 1949, sent a letter to State Governments, requesting them to make Hindi a compulsory subject in Secondary schools. Many States have already taken steps to implement this recommendation and the study of the Federal language is spreading in schools all over the country.

The University Education Commission recommended that students at the University stage should become conversant with the Federal language. This recommendation is also in process of being implemented, though slowly, because of the nature of problems involved.

For the purpose of compiling dictionaries of Scientific terms in Hindi, a Board of Scientific Terminology consisting of eminent scientists and philologists was set up in 1950. There are now 20 Committees of Experts dealing with various sciences working under the guidance of this Board. Three more Expert Committees have been formed and will start functioning shortly. Finalised lists of technical terms in Hindi up to the Secondary stage in Physics, Chemistry, Botany, Mathematics, Social Sciences and Agriculture have been published. Lists pertaining to Posts & Telegraphs, Defence I (Drill Words of Command), Economics, Engineering and General Administration (Designations) have also been finalised and are under print. More than ninety thousand terms in different subjects have so far been evolved by the Research Unit attached to the Ministry of Education and Scientific Research. To illustrate the correct use of the finalised terms it has been decided to bring out standard manuals in selected subjects. The manuscripts of manuals in Physics, Chemistry and Botany have been received from the authors and are under examination.

In 1951 a Central Advisory Body known as the *Hindi Shiksha Samiti* was set up to advise the Government of India on matters relating to the propagation and development of Hindi. It has at present 23 members including representatives of various States and Parliament and some representatives of Hindi organisations. During 1952-53 the Government of India gave financial assistance to the *Akhil Bhartiya Hindi Parishad* for starting at Agra a training school for Hindi teachers of non-Hindi speaking States. The training facilities at this institution were further augmented during 1955-56 to accommodate at least 60 teachers. A proposal for the establishment of one Hindi Teachers' Training College in each non-Hindi State, the entire cost of which is to be borne by the Government of India, is under consideration.

The *Nagari Pracharini Sabha*, Banaras, has been offered a substantial grant for bringing out (i) a revised and enlarged edition of its Standard Hindi Dictionary (*Shabada Sagar*), (ii) a Hindi Encyclopaedia in ten volumes of 500 pages each, (iii) a series of cheap editions of Hindi classics, (iv) a History of Hindi language and literature, etc. Grants have also been made to various other organisations, like the *Hindi Sahitya Sammelan*, Allahabad, the Hindustani Culture Society,

Allahabad, the *Hindi Prachar Sabha*, Hyderabad, etc., for the development of Hindi in general, and in particular for the preparation of dictionaries of various kinds.

The English version of the Basic Grammar of Hindi prepared by a Committee set up for the purpose is in the press. Its Hindi version will follow.

With a view to encourage the production of good literature in Hindi a scheme of awarding prizes for outstanding Hindi books in various fields has been introduced. Two contests have so far been held, under which prizes worth Rs. 38,000/- have been awarded to 24 authors. Books have been received for the third contest, and are being evaluated.

A scheme for the preparation of a dictionary of words common to Hindi and other regional languages has been undertaken by the Government of India. Eleven provisional lists of such words have already been prepared which will be circulated in different linguistic areas for eliciting comments before they are finalised.

The Committee set up to evolve a standard Keyboard for the Hindi Typewriter has submitted its report and the Government of India have accepted the Keyboard suggested by the Committee.

To enable people in non-Hindi speaking areas to learn Devanagari script through the medium of their mother-tongue, it has been decided to bring out bilingual alphabet charts in Hindi and 12 other major languages of India. Model charts have been invited from publishers etc., and selected charts will be awarded suitable prizes.

A standard system of Roman transliteration has been finalised and is being published.

Two lists of basic Hindi words, one consisting of 2000 words for use in Hindi readers to be prepared for non-Hindi speaking States and the other consisting of 500 words which would constitute the minimum standard of literacy in Hindi have been brought out by the Government of India.

A scheme for the teaching of Hindi to the non-Hindi knowing Central Government employees was introduced in July, 1952. Three graded courses are prescribed at present. 2186 candidates have been declared successful at the various examinations conducted so far.

Prior to August, 1954 the Central Government gave grants directly to Hindi Organisations for the propagation of Hindi in non-Hindi speaking areas of the country. Two such schemes for the propagation of Hindi, one in the Eastern States of the Union and the other in the Southern States, were implemented by the *Akhil Bhartiya Hindi Parishad* and the *Dakshin Bharat Hindi Prachar Sabha*, Madras with financial help from the Centre. This practice, has, however, been modified and grants for the propagation of Hindi are now given to the non-Hindi speaking State Governments. A provision of Rs. 25 lakh has been made for giving grants to States during the Second Five-Year Plan.

A number of New Central schemes costing Rs. 67.02 lakhs have been included in the Second Five-Year Plan, which upon implementation will fill some serious gaps in modern Hindi literature and will greatly help the study of Hindi both at the popular and the academic levels. These schemes include measures for establishing closer contacts between the Hindi teachers, students and writers etc. of non-Hindi speaking and Hindi speaking areas. These schemes are being processed and will be taken up for implementation shortly.

THE DEMOCRATISATION OF EDUCATION

The Preamble to the Constitution of India defines our status as a democratic state, which is pledged to secure to all its citizens justice, liberty, and equality of status and opportunity. The directive principles of State policy amplified this position in three clauses whereby the State undertook to promote the welfare of the people by securing a just social, economic and political order, to provide within a period of ten years of the commencement of the Constitution for free compulsory education for all children up to the age of 14, and to promote with special care the educational and economic interests of the weaker sections of the people and in particular of the Scheduled Castes and Scheduled Tribes.

In short, with independence and the Constitution that embodied its triumph, the process of the democratisation of education was firmly established. This process of throwing open educational opportunity to the people has many facets but the most important of them is the introduction of a large number of scholarships at all stages of education.

Since the attainment of independence there has been a sharply rising demand for highly qualified and better trained personnel in different spheres of national development. In order to meet this need and also to ensure greater democratisation of opportunity, the Government of India have instituted a number of scholarships schemes for studies in India and abroad. A brief account of various schemes is given in *Appendix "B"*.

There are at least two ways of using scholarships to equalise educational and economic opportunity. One is to award them to the deserving irrespective of class or community and so to maintain standards of excellence. The other is to make scholarships available to those who, for historic reasons, have been denied the opportunity of education. Under the first, fall such schemes as the Government of India Merit Scholarships in Public Schools, the Post Matric scholarships, Scholarships for Research in the Humanities, Science and Technology and a variety of Overseas Scholarships. Under the second come Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes.

The Scheme of Merit Scholarships in Public Schools was instituted in 1953 with a view to making available the benefits of Public School education to poor but able students who would otherwise have been unable to pursue them. A similar scheme to enable really brilliant students to pursue post-matriculation education without being hindered by poverty came into force with effect from 1956-57 when nearly 400 scholarships were awarded on the results of the matriculation and intermediate examinations. The scheme of scholarships for Research in Humanities (started in 1953) envisages the grants of not more than 100 scholarships annually. The main object in introducing this scheme was to secure an uninterrupted supply of young workers with the right bias and aptitude for studies in the Humanities and to stop the trend among students to shift from the Arts to the Natural Sciences.

Evidence of the Government's desire to encourage art and culture can be seen in the scheme of 1953 which instituted awards to young workers of outstanding promise in various fields of cultural activity—

the fine arts, music, dance, drama, etc., etc.

Another important scheme instituted in 1955-56 was that of award for the study of Hindi to students belonging to the non-Hindi speaking States.

With the imminence of Independence, an ambitious programme for the training of Indian students overseas was prepared in 1945. It was substantially modified in 1949-50 since when it has been confined to teachers at the Universities, colleges and other comparable institutions. To meet the increasing demand, the number of scholarships has been increased from 25 to 35 with effect from 1957-58. In order to give opportunities to the areas which are the special responsibility of the Central Government, one scholarship has been awarded every year since 1926 for overseas studies to the most meritorious students domiciled in those areas. Owing to the increase in the output of graduates from these areas after Independence, the Government of India raised the number of scholarships every year from one to five with effect from the year 1954-55.

The Indo-German Industrial Cooperation Scheme has functioned since 1952-53. So far three batches of scholars have been sent to West Germany for post-graduate studies in Universities, Technical institutions and practical training in various industries in those special branches in which Indian industries most require trained personnel.

Of the other schemes for overseas studies special mention may be made of the Foreign Languages Scholarships Scheme and the Fully Paid Scholarships Scheme. The former was instituted in 1954-55 for specialisation in ten of the major languages of Asia and Europe. The latter scheme aims at providing Higher education abroad for brilliant persons in the age group of 20 to 25 who may be later recruited to Universities or research institutions. Noteworthy is also the institution of a Fellowship in the St. Anthony's College Oxford as a memorial to the late (Miss) Agatha Harrison for study of Asian problems with special reference to India.

Since Independence, a large number of foreign countries, institutions and organisations have offered scholarships to Indian nationals to undertake studies or training or to do research in the special fields in which facilities are available abroad. Scholarships have also been awarded to Indian nationals under the auspices of the U.N., UNESCO, Colombo Plan and Technical Cooperation Mission Programme (Point Four Programme), as shown in *Appendix "B"*.

Scholarships For Scheduled Castes, Scheduled Tribes Etc.

A democracy cannot attain to its full stature if any section of the country is educationally or otherwise backward and weak. It must therefore adopt special measures for the promotion of the educational interest of all such weaker groups and under-privileged sections of the community, because it is only through Education that individuals and groups can develop their national aptitudes in full measure and play their full part in the life of the nation. With this in view the Government of India initiated in 1944 a scheme for the grant of Scholarships for post-Matriculation studies to Scheduled Castes. Since then the scheme has expanded rapidly. The scope of the scheme was widened in 1948-49 to include the Scheduled Tribes and in 1949-50 to cover the meritorious students belonging to the Other Backward Classes. The phenomenal increase in the number of scholarships and expenditure is indicated by the following figures :—

Year	No. of scholarships awarded	Expenditure Rs. in lakhs
1947-48	655	5.39
1952-53	6,444	30.52
1956-57	39,485	1,86.90

In 1954-55 a Scheme was initiated for sending suitable qualified students of each of these three communities abroad every year. The number of such scholarships was increased from 6 to 12 in 1955-56.

Provision has also been made under this Scheme for the grant of sea passage to students of these three groups who may have been awarded scholarships for studies abroad by other agencies.

Besides the schemes mentioned above, for Indian nationals, the Government of India have awarded scholarships to nationals of foreign countries under the General Cultural Scholarships Scheme, Indo-German Industrial Cooperation Scheme, French Fellowships Scheme and Reciprocal Scholarships Scheme. The object of the General Cultural Scholarships Scheme is to promote cultural relations and goodwill with foreign countries and to offer educational facilities to students of the countries which are not so well equipped in this respect. The three other schemes have been instituted to reciprocate the gesture of goodwill on the part of several Governments in awarding scholarships to Indian nationals.

A programme for the exchange of scholars between China and India was started 1955-56. A similar programme is being implemented between Czechoslovakia and India.

Education and Training of the Handicapped

One of the outstanding achievements in the field of the education of the blind since independence has been the evolution of a common Braille code for Indian languages known as Bharati Braille. This code has been evolved in the light of the recommendations made by three International Conferences convened by Unesco on India's suggestion. Its chief characteristic is that it maintains a substantial degree of uniformity with the codes of neighbouring countries like Malaya and Ceylon. It also maintains considerable uniformity with the Braille codes for other languages of the world. Above all, the evolution of Bharati Braille marked the end of a controversy begun about 50 years ago regarding the type of code that would be suitable for this country. Moreover, the principles initiated in the preparation of this code led ultimately to the achievement of a substantial degree of uniformity in the use of Braille throughout the world.

Early in 1950, the Ministry of Education and Scientific Research took over the administration of St. Dunstan's Hostel for the Indian War-blinded at Dehra Dun. This Centre now imparts vocational training to 150 adult men from all parts of the country. A Women's Section is expected to be established shortly.

Again in 1950, the Central Ministry established a Central Braille Press at Dehra Dun. The object of this Press is to produce Braille literature in Indian languages. This is the first Press of its kind not only in this country but probably in the whole of South East Asia. A few years later a small workshop for the manufacture of Braille appliances was established as part of this Press. The workshop is now able to produce the basic appliances needed for the education of the blind and it is proposed to develop it further with the assistance of the United Nations Technical Assistance Administration.

At the instance of the Minister for Education and Scientific Research a National Advisory Council for the Education of the Handicapped has been appointed. This Council consists, among others, of experts in the education and training of the blind, the deaf, the orthopaedically handicapped and the mentally handicapped. Its primary function is to advise the Government of India on all aspects of the problem concerning the education, training, employment and the provision of cultural and social amenities for the physically and mentally handicapped.

On the advice of the National Advisory Council the Central Ministry has included in the Second Plan several schemes for the education and training of the handicapped. Partial implementation of these schemes has also commenced.

For a long time it has been felt by professional workers that progress in the field of the education and training of the handicapped is exceedingly difficult on account of the lack of statistics about the size, the educational and socio-economic needs etc. of the various groups of handicapped persons. In order to overcome this difficulty, a scheme for carrying out a Random Sample Survey of the Handicapped has been included in the Second Plan. This Survey has already begun in Delhi and Bombay. The Ministry of Education and Scientific Research has also initiated three schemes of scholarships, namely, (i) Scholarships for the Blind, (ii) Scholarships for the Deaf, and (iii) Scholarships for the Orthopaedically Handicapped. The main object of these scholarships is to encourage handicapped students to receive education or technical or professional training in normal institutions.

A scheme for the establishment of a Nucleus Employment Organisation for the Handicapped has been included in the Second Plan. Since 1954, an Employment Office has been functioning at Madras. It has so far succeeded in finding employment for about 70 blind persons.

It is, however, not possible for all blind persons to go into ordinary commercial and industrial establishments. In recognition of this fact, a small Sheltered Workshop was established in 1954 as part of the Training Centre for the Adult Blind at Dehra Dun.

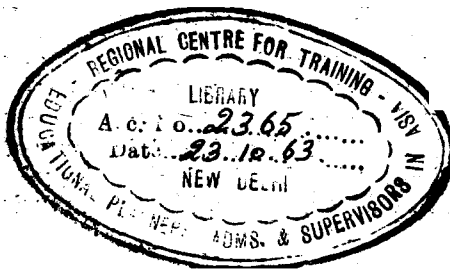
Education Of Women And Girls

The democratisation of education also implies equalising opportunity between the sexes. The expansion of the education of girls and women within the last decade provides evidence of our national policy to bring this about.

The overall figures for women's education at all stages between 1947-48 and 1955-56 show a promising advance. This has taken place all over India generally, but is particularly noticeable in some States. Bombay reported the most impressive rise in the number of institutions open exclusively to girls where it rose from 4,006 in 1949-50 to 5,346 in 1955-56 and Bihar came next with a rise from 2,269 to 3,254 during this period. On a percentage basis, the increase in the number of institutions for girls was most significant in Ajmer (161.2%) and Madhya Pradesh (155.5%). As regards the enrolment of the girls during 1955-56, Madras and Andhra reported a rise of about 6 lakhs, West Bengal 5 lakhs, Bombay of 4 lakhs, U.P. of 2.7 lakhs, Punjab of 1.9 lakhs, Bihar of 1.6 lakhs and Assam and Hyderabad of 1.3 lakhs each over the 1949-50 figures. In many Part 'B' and 'C' States, the number of girl students nearly doubled during this period, in Himachal Pradesh and Kutch it trebled and in Pepsu, Vindhya Pradesh and Tripura, quadrupled. The

total number of women teachers increased in all the States, notably in Andhra and Madras from 35,950 to 55,640 in 1955-56 and Bombay from 19,431 in 1949-50 to 29,233 in 1955-56. In Travancore-Cochin, the increase was by about 7,000, in West Bengal by 5,500, in Uttar Pradesh by 4,700, in Punjab by 3,300 and in Madhya Pradesh, Delhi and Madhya Bharat by more than 2,000 each. On a percentage basis, the rise in women teachers in Part 'A' States was more than 100 per cent in West Bengal, about 85 per cent in Punjab, between 50-60 per cent in the remaining States except Assam where it was about 33 per cent. Among Part 'B' States, Pepsu led with the number of women teachers multiplying nearly four fold. The number of girls' institutions in 1947-48 was 16,951 and the number rose in 1955-56 to 24,872. The total enrolment of girl students in institutions of all kinds in the country in 1947-48 was 3,550,503 which increased in 1956-57 to 9,177,115. Expenditure on institutions for women during this period rose from Rs. 76,566,300 to Rs. 193,549,463.

One notable and welcome development between 1947 and 1957 is the growth in the number of educational centres for adult women. Experience has proved that many adult women, whether in villages or towns, do take kindly to adult literacy campaigns if these are properly organised. Wherever suitable opportunities have been offered, women have taken advantage of them.



CULTURAL AND INTERNATIONAL ACTIVITIES

India's culture, which is as rich as it is ancient, has seen many vicissitudes without losing its identity and continuity. The artists who once adorned the imperial court of Delhi sought the patronage of local chiefs and princes on the decline of Mughal authority. During the years of alien rule, the continuity of the country's cultural tradition was maintained in the princely States under the auspices of their rulers. Now that the princes and the former landed interests are no longer able to sustain them, the Central Government has assumed the direct responsibility for promoting art and culture. While it tries to encourage artists and men of letters in every way, it also seeks to foster art consciousness among the people. Indian painters, sculptors and musicians are now addressing themselves to a wider public.

The Government of India convened separate conferences of distinguished persons representing letters, visual arts and dance, drama and music. In the light of the recommendations of these conferences, the Government established in 1953 and 1954, three national academies, namely, an Academy of Dance, Drama and Music (Sangeet Natak Akadami), Academy of Letters (Sahitya Akademi), and Academy of Art (Lalit Kala Akadami).

Sangeet Natak Akadami

The Sangeet Natak Akadami (National Academy of Dance, Drama and Music) constituted by a Resolution of the Ministry of Education, was inaugurated by the President of India in January, 1953. The chief objective of the Akadami is to foster and develop Indian dance, drama (including films) and music and to promote through them the cultural unity of the country. The Akadami also exists to coordinate the activities of regional organisations, promote research, set up training institutions, sponsor festivals and encourage cultural exchanges in this field.

The Akadami is trying to build up a library of books, rare records of vocal and instrumental music, musical instruments and documentary films. It has accorded recognition to about 150 institutions and given grants to various organisations and it has already sponsored two National Festivals of Music, a National Drama Festival and a National Dance Festival. It has also organised a Film Seminar. It awards a Running Trophy every year to the best troupe participating in the annual Folk Dance Festival held at Delhi in connection with the Republic Day Celebrations. The Akadami also gives Awards to eminent persons in the fields of dance, drama, films and music.

Lalit Kala Akadami

The Lalit Kala Akadami (National Academy of Art) was set up by a Resolution of the Ministry of Education and was inaugurated in August, 1954. Its primary function is to encourage and promote study and research in the field of painting, sculpture, architecture and applied arts. It also coordinates the activities of the regional or State academies, promotes cooperation among art associations, encourages exchange of ideas between various schools of art, publishes literature on art and fosters national and international contacts through exhibi-

tions, exchange of personnel and art objects.

A significant annual programme of the Akadami is the holding of the National Exhibition of Art. The Lalit Kala Akadami has already organised under its auspices three foreign exhibitions in India, namely (1) an Exhibition of Canadian paintings, being a collection of some 31 paintings by Canadian artists sponsored by the National Gallery of Canada, (2) an Exhibition of Hungarian Folk Art, and (3) an Exhibition of Chinese Handicrafts sponsored by the Chinese Peoples' Association for Cultural Relations with foreign countries. In keeping with the policy of the Akadami, these exhibitions were organised at Calcutta, Madras, Bombay and Delhi through important local art associations, with the assistance of the Akadami. It also organised the Indian Art Exhibition sponsored by the Government of India comprising examples of contemporary art and classical Museum pieces and was shown in Europe last winter.

During the 1956-57 the Akadami arranged on behalf of the Government of India the Exhibition of Buddhist Art for the 2500th Buddha Jayanti Celebrations. After three weeks at Delhi the Exhibition toured Varanasi, Patna, Calcutta, Madras and Bombay.

In 1956 the Akadami organised a Seminar on Art Education and in 1957 arranged a gathering of leading artists for an informal discussion of matters of common interest.

The Akadami has published three albums of paintings, 'Mughal Miniatures', 'A Portfolio of Contemporary Paintings' and 'Krishna Legend'. It has also brought out a set of 12 picture postcards in colour, mainly of Rajasthani Paintings. In connection with the 2500th Buddha Jayanti, the Akadami brought out a popular portfolio of Ajanta frescoes in colour.

National Museum

The establishment of a National Museum which would be a concrete expression of India's greatness in culture and art has been under consideration for some time past. A scheme for the establishment of a Central Museum of Art, Archaeology and Anthropology was drawn up in 1945 by the Director-General of Archaeology in India. The Government of India appointed a Committee, with Sir Maurice Gwyer as its Chairman, to examine the whole question. The Committee's report, published in 1946, was finally accepted by the Ministry of Education in 1947.

The exhibition of Indian Art and Archaeology held at London in 1947-48 was the indirect prelude to the formation of the National Museum. The entire collection displayed at the Exhibition was brought to Delhi and an Indian Art Exhibition was organised in the State Rooms of the Rashtrapati Bhavan. Several masterpieces of sculptures in bronze and stone and paintings of different schools were displayed. The National Museum was then started, and the formal opening ceremony was performed by the President of India on 15th August, 1949. The Museum is temporarily located in the Rashtrapati Bhavan but it will shortly begin to move into its own building which is now under construction.

The scope of the Museum is, for the time being, confined to Art and Archaeology. The present collections have been drawn mainly from the museums under the control of the Department of Archaeology but are being rapidly enriched by new acquisitions, purchased through an expert Art Purchase Committee.

When the National Museum moves over to its new building it will

have full fledged Departments of Art, Archaeological and Anthropology.

National Gallery Of Modern Art

The need for a National Gallery of Modern Art engaged the attention of the Government of India immediately after the country became independent. The Conference on Arts held in 1949 at Calcutta, gave a further impetus to this idea by recommending the establishment of a National Gallery. As a result, the National Gallery of Modern Art was opened on March 29, 1954 at Jaipur House in New Delhi.

The Gallery is intended to house Indian paintings, sculpture and other objects of art relating to the period after 1857. The Gallery now possesses about 2000 objects including painting of leading Indian artists. A life-size piece of sculpture in bronze entitled "Triumph of Labour" by Shri D. P. Roy Chowdhury which won the first prize at the All-India Sculpture Exhibition held in 1954 has been acquired for the Gallery at a cost of Rs. 1,10,000/-.

National Art Treasures Fund

India has immense treasures of art which are scattered all over the country, either in private collections or in private or State Museums. Ever since the achievement of independence the Government have felt that these treasures should be collected and preserved.

One of the first legislative measures that the Government initiated was, therefore, an enactment to prohibit the indiscriminate export of art treasures to foreign countries. In 1947, the Antiquities Export Control Act, 1947 was passed with a view to stopping the export of antiquities of national importance.

Legislation by itself is, however, not enough. Without adequate measures for the collection and preservation of art objects, they may deteriorate. The Government of India therefore decided to set up an autonomous body called the National Art Treasures Fund with a view to acquiring those pieces of ancient and contemporary art which are worthy of being preserved for the nation. The Constitution of the Fund provides for the setting up of an Art Purchase Committee and Regional Advisory Committees. Such Regional Advisory Committees have so far been set up in Madras, Himachal Pradesh, Andhra, Bihar, Assam, Madhya Pradesh, Bombay, Punjab, West Bengal, Uttar Pradesh, Rajasthan, and Orissa.

Sahitya Akademi

The Sahitya Akademi was constituted by a Resolution of the Ministry of Education in December, 1952, and inaugurated in March, 1954. Its objective is to preserve our heritage in letters and to stimulate, by awards and distinctions, new writing, original or in translation. The Akademi's immediate task is to publish or sponsor the publication of a national bibliography of contemporary works of literary merit in Indian languages, to sponsor the publication of anthologies from contemporary writers and a standard work in English and Hindi on the history and development of modern Indian literatures. The Akademi will concern itself not only with the languages listed in the Indian Constitution but also with literary products in other Indian languages and English by Indian nationals. The work done by the Sahitya Akademi so far is outlined in brief below:—

A selective Bibliography of books of literary character in all major Indian languages including English is being compiled and the work has been already

completed in Assamese, Bengali, English, Kashmiri, Oriya, Sanskrit and Telugu. The critical edition of Kalidasa's "Meghaduta" has been completed. Six other volumes of Kalidasa including "Shakuntala" are under preparation. An Anthology of Sanskrit literature is under preparation and the volume on Epics and Puranas has been completed. Anthologies of Indian poetry in the various languages are under preparation. Histories of literature in the various languages have been undertaken. At the request of Unesco a selection of 29 Indian Classics have been recommended for translation into foreign languages, as also selections from the Adi Granth and the Kambha Ramayana. A scheme for the translation of foreign classics into Indian languages is under consideration. A Russian-Hindi Dictionary is being published. Awards of Rs. 5,000/- each have been given for the most outstanding books in each of the 14 major languages. Several classics in the Indian languages are being translated into other Indian languages. Financial assistance on varying scales have been granted to individual writers in Indian languages for outstanding books and for translations from foreign classics.

REVIVAL OF SANSKRIT AND APPOINTMENT OF SANSKRIT COMMISSION

The Government of India has appointed a Sanskrit Commission in order to consider the question of the present state of Sanskrit Education. The Commission has made a survey of the existing facilities for Sanskrit Education at Universities and non-Universities institutions and will make proposals for promoting the study of Sanskrit Education, including research. The Commission will also have to examine the traditional system of Sanskrit Education in order to find out what features from it can be usefully incorporated into the modern system. The Commission is now engaged in writing its report which is expected to be submitted to Government shortly.

The budget provision for the Second Five-Year Plan period for the revival and propagation of Sanskrit is Rs. 10 lakhs.

2500th Buddha Jayanti

The year 1956 marked the 2500th Anniversary of the Buddha's *Parinirvana* and the Government of India decided to celebrate the occasion in a befitting manner. A Working Committee was set up with the Prime Minister as Honorary Chairman, the Vice-President as Chairman and the Chief Ministers of Uttar Pradesh, Bihar, Bhopal and Assam, Shri Kushak Bakula, Deputy Minister, Jammu and Kashmir, and the Maharajkumar of Sikkim as Members.

The Prime Minister laid, on May 23, 1956, the foundation stone of the Commemorative Monument which is to be built at Delhi at a cost of Rs. 10 lakhs. A Public Meeting presided over by the President of India was addressed by Heads of Missions from the Buddhist countries and the Prime Minister on May 24, 1956.

The main cultural celebrations were, however, held in November and December, 1956. The most important functions in this connection were an Exhibition of Buddhist Art and a Symposium on Buddhism's Contribution to Art, Letters and Philosophy.

The Exhibition, probably the most comprehensive of its kind, consisted of important works of Buddhist art not only from India but

also from a large number of foreign countries. After closing at Delhi, the Exhibition was taken round to Varanasi, Patna, Calcutta, Madras and Bombay, where it concluded on June 16, 1957.

The Buddha Jayanti Week began on November 24, 1956, with a Public Meeting at which the President of India presided and representatives of various foreign countries spoke. On November 26, 1956, the Prime Minister inaugurated a four-day symposium on "Buddhism's Contribution to Art, Letters and Philosophy" in which 71 scholars from 24 foreign countries, 17 Indian scholars and three Unesco representatives participated. There were also a number of other cultural events during this week.

In connection with these celebrations, renovation of Buddhist sites, erection of rest houses, laying out of new roads, erection of monuments, buildings etc. were undertaken on a large scale and a number of special publications were also brought out, important amongst which is a publication entitled "2500 Years of Buddhism." Railway concessions were extended to Buddhist pilgrims for visiting Buddhist monuments. On 25th May, which marked the 2500th anniversary of the *Parinirvana*, the Department of Posts and Telegraphs brought out two special commemorative stamps.

Financial assistance to persons distinguished in Art, Letters and such other walks of life, who may be in indigent circumstances

This scheme is intended to provide a monthly allowance and/or lump sum grants to persons distinguished in arts and letters who may be in indigent circumstances. There is a provision of Rs. 2 lakhs for the purpose in the budget of 1957-58.

Grants to Cultural, Literary, Educational and Research Institutions

A sum of Rs. 8,09,100/- was paid as grant-in-aid to all-India educational and literary institutions and various organisations doing useful work in the field of culture during 1950-51 whereas an amount of Rs. 18,41,788 was paid to similar institutions during the financial year 1956-57. A provision of Rs. 13,33,300 has been made in the budget estimates for 1957-58 for grants-in-aid to these institutions and organisations.

Indology

The Government of India is assisting learned societies and institutions engaged in Indological research and publications with substantial grants. It is also proposed to set up under the Government an advanced institution of research, to be called the Institute of Indology, to provide the highest facilities for Indological studies and research in order to supplement the work being done at present and to cater for new fields of study and research.

Department Of Anthropology

During the last ten years, one of the first important tasks of the Department of Anthropology was the move from its war-time location at Banaras to the Indian Museum, Calcutta.

One of the chief functions of the Department is the study of the physical types of man as found in the large number of Tribes in the Indian population, their genetical constitution, rates of growth, psychological reactions and ethnographic character, and thus assist also in the proper administration of Tribal areas without interfering in their mode of life. The Department has now opened three research stations, one

each at Shillong, Nagpur and Port Blair; Physical, Anthropological, Biological, Biochemical and Linguistic Laboratories have been set up with the latest equipment. Field work was undertaken amongst various Tribes on social and physical anthropology, linguistics, folklore, nutrition and psychology. One long-term project of the study of the growth and skeletal maturity processes has also been undertaken. Restoration and preservation of the Harappa, Sanur, and Rupar prehistoric human and animal bones have considerably progressed. Excavation of human and animal remains from Megalithic and prehistoric sites was undertaken in collaboration with the Union Department of Archaeology. Several post-graduate students were recruited as trainees for advanced training in various branches of Anthropology.

DEPARTMENT OF ARCHAEOLOGY

As a result of the integration of the former princely states with the Indian Union, the Department of Archaeology looked after over 4,000 monuments of national importance. It also maintained 12 site Museums and organised many exhibitions. At the instance of the Buddha Jayanti Working Committee a new museum was established at Bodhi Gaya and was opened by His Holiness the Dalai Lama.

Excavations were carried out at Brahmagiri and Chandravalli in Mysore State, Siaupalgarh and Dhauli and Orissa; Hastinapur Bahadurabad, Jagatgram (Asvamedha Site) and Mathura in Uttar Pradesh; Rupar in the Punjab; Amirthamangalam, District Chingleput, in Madras; Lothal, District Ahmedabad; Prakash, District East Khandesh; Tamluk, District Midnapur; Kottura, District Viskhapatnam; Kotla Nihang; Maski and Ujjain, besides small-scale excavations at various important sites throughout India. Sites of Harappan Culture were brought to light in the Bikaner Division and on the upper Sutlej in the Punjab. An intensive and extensive excavation is being conducted at the famous Buddhist site of Nagarjunakonda in Guntur District, Andhra Pradesh, to reveal its history before its submergence under deep water as a result of the Nagarjunasagar Project.

Two officers, one each for the North and the South of India, have been appointed for systematic and comprehensive study and record of the architecture of the ancient temples. The selection of monuments of national importance and screening of the monuments which are already protected but are not of national importance, is in progress. Under the Second Five-Year Plan surveyors have been appointed to prepare plans of all protected monuments and sites. Village to village survey of antiquities has been undertaken.

The work of copying the paintings at Ajanta has also been taken in hand. Paintings in Ajanta Caves were microfilmed.

The Department published several numbers of "Ancient India," the bulletin of the Archaeological Survey, up to No. 12, Guide books for several monuments, *Epigraphia Indica*, *Corpus Inscriptionum Indicarum* in two volumes, Annual Report on Indian Epigraphy, picture post cards of important monuments, "Indian Archaeology—a review" Memoirs and many other publications.

An Archaeological Mission headed by the Joint-Director General of Archaeology visited Afghanistan in May, 1956, and collected firsthand knowledge of the archaeological wealth of that country.

History of Freedom Movement in India

The Government of India set up a Board of Editors (History of

Freedom Movement) in 1952 to collect and compile the material for a History of the Freedom Movement in India.

Although the Board of Editors had collected a large mass of records both in India and abroad, some material still remained to be collected at the time of expiry of their three-year term on 31st December, 1955. The work of collection of further material was, therefore, entrusted to the National Archives of India.

All the material collected by the Board of Editors and the National Archives of India which runs into 1,33,327 pages consisting of 2,896 items has since been arranged and catalogued. The Government of India are now considering the arrangements necessary for having the history written.

Eighteen Fifty-Seven—A History of India's First Struggle for Independence

It was decided by the Government of India in 1954 to publish an authoritative History of the Indian Revolt of 1857 on the occasion of the 100th anniversary of India's first struggle for freedom. The need for an authoritative and unbiased history was considered essential in the national interests. The book, "1857", written by Dr. S. N. Sen, was released on May 10, 1957.

Delivery of Books (Public Libraries) Act, 1954

With a view to developing four libraries in different parts of India as centres of learning and research, the Government of India enacted, "The Delivery of Books (Public Libraries) Act 1954". The Act came into force on May 20, 1954. The Act imposes a statutory obligation on all publishers to supply free of cost one copy of all the books published in India after May 20, 1954 to the National Library Calcutta and three other "Public Libraries" notified by the Government of India. The Government of India have notified the Connemara Public Library, Madras, and Central Library, Town Hall, Bombay as the two "Public Libraries" for the receipt of the books under the Act. The Central Reference Library, which is to be set up in Delhi, is proposed to be notified as the fourth library for this purpose.

The Delivery of Books (Public Libraries) Act 1954 was amended to bring newspapers within its purview. The amending Act came into force with effect from December 19, 1956.

Copyright

The existing law relating to copyright in India is contained in the U.K. Copyright Act, 1911 as adopted by the Indian Copyright Act, 1914. In view of the constitutional changes in the status of India, the U. K. Copyright Act presented serious difficulties in its application to India and it was, therefore, considered necessary to enact an independent self-contained law relating to copyright. The advancement of science and the growing public consciousness of rights and obligations in regard to Copyright also presented different and new situations in several aspects of copyright which necessitated a complete revision of the Indian copyright law. A new Copyright Act has now been placed on the Statute book.

Central Reference Library

The Government of India decided to set up a Central Reference Library at Delhi under the Second Five-Year Plan at a cost of Rs. 50 lakhs. This Library will serve as the premier national library for the

country and will devote itself mainly to coordinating library work on a national level. It will be a storehouse of all books printed in India and will also bring out a National Bibliography as a work of reference for scholars and Libraries in India and abroad.

National Archives of India

The Imperial Record Department was re-named as the National Archives of India soon after Independence. Its budget has risen from Rs. 4,22,500 in 1956-57 to Rs. 15,44,300 in 1956-57 and the staff strength from 149 to 371. Its activities have been considerably expanded. A regional office has been opened at Bhopal.

To cope with the cleaning of large accessions and to provide adequate protection against insects, air-cleaning and vacuum fumigation equipment has been installed. Since 1951, 1,44,286 volumes and bundles have been so cleaned. The repair work, hitherto wholly done by hand, has been partially replaced by the quicker and more modern process of lamination. The hydraulic lamination press started working in February, 1956, and 1,39,560 sheets and 582 maps had been laminated till March 31, 1957. The ground floor stack areas have been air-conditioned with a view to better preservation of stored documents.

The photo-duplication laboratory launched a vigorous programme of microfilming and has, since January 1, 1948, made 19,44,119 exposures and prepared 21,819 feet of positive microfilm. A photostat machine and a portable microfilm camera have been added.

The courses of training have been thoroughly revised and in addition to a one-year Diploma Course, a short three months' course (twice a year) has been introduced with effect from 1952. One hundred and forty-two trainees have since benefited from the latter course. To promote historical research four fellowships are being awarded every year since 1954 to University post-graduate students.

In spite of the acute shortage of storage space the accessions during these ten years have been heavy. 22,478 bundles, 543 bags and boxes, 1,53,969 files, 43,051 volumes and 419 authenticated bills have been acquired. The accessions are mostly from the late Residencies.

The number of requisitions was 50,077 in 1956 as compared to 23,902 in 1947, the corresponding figures for restoration being 38,680 and 13,302 respectively.

The National Archives of India has also undertaken to store, on behalf of the Gandhi Samarak Nidhi and preserve scientifically, Gandhiji's manuscripts.

National Library—Calcutta

The National Library Calcutta (previously known as the Imperial Library) was originally formed in 1891 by combining a number of Departmental Libraries of the Government of India. In 1902 the Library was reconstituted by the amalgamation of the Calcutta Public Library. After Independence, its name was changed to National Library and it was given a new home at Belvedere, Alipore, which was formerly the Calcutta residence of the former Viceroys and Governors General of India.

This Library was originally designed to be a library of reference, a working place of students and a repository of materials for the future historians of India in which, as far as possible, every work written about India at any time could be seen and read. The scope of the Library has since been expanded and books on Science and Technology have started flowing in. Nevertheless, books representing the Humanities prepond-

erate. After Independence the Library was reorganised and there has been a tremendous expansion of its activities in various spheres. The holdings of the Library have increased considerably owing to acquisitions through purchases and gifts and receipt of books under the Delivery of Books (Public Libraries) Act, 1954. During the period 1950-51 to 1956-57, 1,17,563 publications were received as gifts from various sources. The Library received 45,000 books under the Delivery of Books (Public Libraries) Act in 1956 alone. Unesco has named this Library as a Centre for the exchange of international publications. A large number of publications have been received from abroad under this scheme.

Steps have also been taken to build up Indian language collections which were negligible except for Bengali, Urdu and Sanskrit. The number of current periodicals has risen from 473 in 1950-51 to 1,565 in 1956-57. A Bibliography and Reference Division has also been established in the Library.

The primary responsibility of this Division has been the compilation of the Bibliography on Indology covering all aspects of the cultural activities of the country. It also provides bibliography and reference services to outside scholars. Technical advice on matters connected with the administration and organisation of Libraries is given. Facilities are also offered to nominees of Government Departments for practical training.

Cultural Relations With Foreign Countries

With the growing importance of India in international affairs, the need for wider cultural contacts with different parts of the world has been increasingly felt by Government and this, in turn, has led to our making an increasing provision in the budget every year.

As will be clear from the figures given below, there has been a marked progress in the cultural contacts with other countries during the past three years. As against a total provision of Rs. 80,000/- for cultural activities in foreign countries in 1951-52, the demands under this programme made it necessary for the Government to provide Rs. 10 lakhs in 1954-55, Rs. 14 lakhs in 1955-56, Rs. 25 lakhs in 1956-57 and Rs. 35 lakhs during the current financial year. This widening of the scope of activities has led to the creation of a separate External Relations Division in 1956-57 which deals exclusively with the programmes of cultural activities with foreign countries. These include inviting and sending delegations to other countries; participation in international congresses, conferences and forums; sending and inviting professors and lectures on cultural subjects; organising Indian art exhibition abroad and foreign exhibitions in India; presentation of books and art objects, and grants to societies and associations abroad which are established with a view to foster cultural relations with India.

(1) Indian Council for Cultural Relations

The Indian Council for Cultural Relations was formed in 1950 in order to establish, revive and strengthen cultural relations between India and other countries.

Exchange of eminent scholars, savants and students, maintenance of Chairs of Indology in foreign Universities, appointment of cultural lectures and teachers of Hindi abroad, presentation of books

and films about India, reception and entertainment of distinguished visitors from abroad—these are a few of the many and varied activities undertaken by the Council. Lectures, film shows, exhibitions and seminars are sponsored both independently by the Council and in collaboration with other organisations.

The Council is an autonomous body entirely financed by the Government of India (Ministry of Education.) The following grants were made to the Council during the last three years:

1954-55	..	..	..	..	Rs. 2,00,000
1955-56	..	..	..	..	Rs. 2,85,000
1956-57	..	..	..	..	Rs. 3,00,000

(2) Establishment of an International Students' House at Delhi

The scheme provides for the construction of an International Students' House at Delhi, where students from abroad as well as Indian students and foreign visitors interested in educational and cultural work could be accommodated. The House will have residential accommodation for 50 to start with, and this will be increased to 300 ultimately. The House will promote contacts among students of various countries including India, studying in or visiting Delhi and develop in them an understanding of one another's culture through the provision of facilities for social and cultural activities. The Society will be financed mainly by the Government in the form of non-recurring and recurring grants although it will make every effort to obtain financial aid from private and foreign organisations as well.

Indian National Commission For Unesco

India is a founder Member of the United Nations Educational, Scientific and Cultural Organization, a specialized Agency of the United Nations. The Government and people of this country are deeply interested in the fulfilment of Unesco's objectives of world peace and international understanding. Article VII of the Final Act of the United Nations Conference for the establishment of an Educational, Scientific and Cultural Organization requires that "each Member State shall make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission, broadly representative of the Government and such bodies. Accordingly an Interim Indian National Commission for Co-operation with Unesco was set up by the Government of India in March 1949 to cooperate with the Organization, and help in the realization of its objectives at the national level.

This Commission worked for about three years, when its constitution was revised in the light of the experience gained and a permanent 'Indian National Commission for Cooperation with Unesco' was formally established in 1952. The establishment of the National Commission on a permanent footing is symbolic of the importance this country attaches to Unesco objectives and programmes in the fields of education, science and culture. The functions of the Commission are—

- (a) to promote the understanding of the objects and purposes of Unesco among the peoples of the Republic of India.
- (b) to serve as liaison agency between Unesco and the institutions concerned with and working for progress and
- (c) to act in an advisory capacity to the Government of India in matters relating to Unesco.

The Commission now consists of 49 members, 18 on the education Sub-Commission, 15 on the Science Sub-Commission and 16 on the Cultural Sub-Commission. Besides 55 organisations of an all-India character working in Unesco's fields are represented on the Commission as Associate Members. Maulana Abul Kalam Azad, Minister for Education and Scientific Research is the President of the Commission. A large number of institutions, universities, voluntary and other organisations working in the fields of education, science and culture, not formally represented on the Commission, have also been associated with its work from time to time. Close contacts continue to be maintained with all these organizations in the implementation of Unesco's programme.

The affairs of the Commission are managed by an Executive Board which consists of eleven members of the Commission. The Educational Adviser to the Government of India is the ex-officio Chairman of the Board. A senior officer of the Ministry is the Secretary of the Commission. The Executive Board of the permanent Commission has so far held seven meetings, the last one having been held on 28th March, 1957.

Work And Programme

The Interim Commission held two meetings, one in April, 1949 and the other in March, 1951. The permanent National Commission also met twice in January, 1954 and February, 1956. The first Conference of the Permanent National Commission was attended by fraternal delegates from Afghanistan, Egypt, Iran, Indonesia, Iraq, Japan, Syria, the Lebanon, Ceylon and Nepal. Observers from Turkey and Unesco also attended this conference which was the first regional conference of its kind in Asia. In many ways this conference was a unique success. It streamlined, for the first time, the needs and aspirations of the people of Asian and African countries in Unesco's fields.

Apart from these business sessions, the Commission has cooperated with Unesco in holding a number of conferences and round table discussion. In this connection the Asian Seminar of Rural Education (Mysore, 1949), the Round Table Conference on 'The Concept of Man and the Philosophy of Education in East and West' (New Delhi, 1951), the Regional Conference of Free Compulsory Education in South Asia (Bombay, 1952), Seminar on the 'Status of Women in Asia' (New Delhi, 1953), the Round Table Conference on the Teaching of Social Sciences in South Asia (New Delhi, 1954), and Seminar on the 'Development of Public Libraries,' (Delhi, 1955) may particularly be mentioned. The Commission has also organized a number of important seminars of its own. In this connection the Seminars on the Contribution of Gandhian Outlook and Techniques to the solution of tensions within and among Nations (New Delhi, 1958), 'Problems of Maladjustment of Adolescent students to their Academic and Social Surroundings', (Hyderabad, 1955) and Role of Arts and Crafts in Education and Community Development (Madras, 1956) were of special significance as they yielded important recommendations of lasting interest. Besides, we have participated in all the General Conferences of Unesco held so far in the various parts of the world. We have also participated in the various international seminars, symposia and round-table discussions organised by the Organization or its allied International Institutions, particularly the various International Public Education Conferences (which are

organised by the International Bureau of Education and Unesco jointly).

During the period under review there have been important developments which have resulted in closer and wider collaboration with Unesco. As a result of this collaboration, some valuable projects have been started in the country.

In 1951, two Unesco experts were invited to advise the Government of India in implementing their programme of Social and Rural Education. As a result of this, the Janata College at Alipore was established. At the request of the Government of India, Unesco sent out an exploratory mission to investigate the possibilities of applying Audio-Visual Aids in education in the country. Later in cooperation with Unesco, training courses in Audio-Visual education (production of films and filmstrips, charts and pictures for literates and neo-literates) were conducted. With the active collaboration and assistance of Unesco, the Government of India was able to set-up, in 1951, the now famous Delhi Public Library. In 1952, Unesco provided the services of an expert for production of suitable literature for neo-literates.

In the field of education, the Ministry of Education and the Indian National Commission have collaborated with Unesco in the supply of such information and publications as the Organization needed from time to time. Statistical data on the items such as the circulation of newspapers and other publications, production, exports and imports of newsprints in India, Book production and Legal Documentation, Foreign Students' enrolment, information on methods of financing education, Science Meetings and Symposia, Index Translationum, Place of sports in Education, Use of Entertainment Films, Education Statistics 1950-54, Recorded Interpretation of National Anthems in India, etc. were collected and furnished to Unesco.

The Government of India has taken a keen interest in Unesco's programme of Free and Compulsory Education. The recommendations of the Regional Conference on Free and Compulsory Education in South Asia and the Pacific mentioned above which aimed at the training of teachers, revision of textbooks and curricula, were communicated to the State Governments for implementation.

Unesco's programme in the field of Fundamental education is being fully utilized for the development of education in the country. A National Fundamental Education Centre has been set up in collaboration with Unesco.

Towards the end of 1953, Unesco, in collaboration with the Government of India and the Government of Mysore, opened a Centre in Mysore for training young persons in the field of Fundamental education for international service. Students from various countries were given training including 13 from India.

Unesco's Scheme of Associated Projects which included initially Projects on Fundamental Education was extended to Public Libraries and Library Schools. On the recommendation of the Commission some Indian Libraries have been granted the status of Associated Projects by Unesco.

The Indian National Commission is participating in Unesco's Programme of Associated Schools Projects in Education for International Understanding which is designed to encourage the teachings of the aims and objectives of the United Nations and its Specialized Agencies and Education for Living in a World Community. Eight Indian Schools have been included in this Programme.

India is participating in Unesco's project on Production of Read-

ing Materials for Neo-literates which is designed to assist Member-States in the planning and the production of reading materials for neo-literates.

Necessary facilities were afforded for study and research in Indian Universities and educational institutions, to scholars from various countries *e.g.*, Egypt, Japan, Liberia, Nepal, Pakistan, Indonesia, Iraq, Peru and the U.S.A. Fellowships were also awarded to Indian Nationals for training abroad under Unesco's Exchange of Persons Programme. Unesco awarded Travel Grants to Indian Youth Leaders and Students to enable them to participate in international conferences, seminars and work camps organised by international organisations abroad.

In the sphere of the Natural Sciences, the Government of India and Indian National Commission have been taking a keen interest in the Unesco's programme on Arid Zone since its inception. They continued to supply to Unesco information about research on scientific and technical problems concerning the Arid Zone. India acted as host to the Regional Symposium on Wind and Solar Energy in the Arid Zone in South Asia held at New Delhi on October, 1954. Delegates from various Asian countries participated in the Symposium. The Arid Zone programme has since been accorded the status of a Major Project. The Ninth Session of the General Conference of Unesco approved this as a long term project extending over a period of six years. India will continue to participate in the Project. A programme for popularising science in the country on which Unesco lays special stress was formulated by an *ad-hoc* Committee of the Commission. This work has since been entrusted to the Council of Scientific and Industrial Research.

The Government of India and the Indian National Commission collaborated with Unesco in their Programme of Humid Tropical Research. A number of Indian experts were nominated on Unesco's Panel of Honorary Consultants for Humid Tropics Research. Information and literature on the subject relating to India, asked for by Unesco, was supplied to them.

One of the major projects undertaken by the Commission is Research in Social Tensions. The Project which was initiated in 1948 was organised systematically in 1950, when on the request from the Government of India, Unesco appointed Dr. Gardner Murphy as a Consultant to the Government. A number of research teams were set up to carry out research on various aspects of social tensions. In 1955, the research work was entrusted to eight universities in India. The project has now been transferred to the University Grants Commission.

A Unesco Research Centre on Social Implications of Industrialization for Southern Asia was established at Calcutta in January, 1956 as a joint enterprise of the Government of India and Unesco. The purpose of the Centre is to assist participating Member States of the region in developing the social science resources for the study of the social implications of economic development etc. The Centre is working under an Indian Director, Prof. C. N. Vakil.

Under Cultural Activities, India has been participating in Unesco's project of Translation of Classics since 1952. A number of Classics were recommended to Unesco for translation into European languages in consultation with the various language organisations and the Sahitya Akademi. Some of the classics have already been translated and published and work relating to others is now in process. The

project is a joint Unesco-India enterprise and is financed from a joint fund.

With a view to popularising Unesco literature in Member States, whose language is not one of the official languages of Unesco (*i.e.*, English, French, Russian and Spanish), the Organisation offers subventions to National Commissions interested in translating some of its publications into their national languages. With Unesco's financial aid the following publications have since been translated and published in Hindi:

- (i) 'Humanism and Education in East and West',
- (ii) 'The Education and Training of Teachers', and
- (iii) 'The Influence of Home and Community on Children under 13 years of age'.

In collaboration with Unesco, the Government of India organized a Pilot Project on the Development of Radio Forum as a means of Fundamental education, in Bombay. This project is designed to promote the use and means of communication for Fundamental and Workers' Education.

Another important activity of the Commission has been the circulation of Unesco Exhibitions in the country. The Indian National Commission has made every effort to obtain suitable exhibitions from Unesco and circulate them in the country. During this period arrangements were made for the circulation of the Unesco exhibitions entitled 'Our Senses and the Knowledge of the World', 'Man Against the Jungle', 'Japanese Art Woodcuts', 'Reproductions of Chinese Arts', 'Second Travelling Exhibition of Colour Reproductions (Paintings prior to 1860)', 'Exhibitions of the drawings of Leonardo Da Vinci', 'Man Against the Desert', 'Horizons of the Cinema', and 'Energy and its Transformations'. The Government of India participated in the International Campaign for Museums organised by Unesco with a view to emphasising the importance of their role in the life of the national community and in promoting international understanding.

The Government of India are participating in the Unesco Coupon Scheme which enables the participating Universities and other educational and scientific institutions and organisations in the country to obtain their requirements of books, scientific material and educational and scientific films from other countries by making payment in the national currency and free of import restrictions. They are also participating in the Unesco's Gift Coupon Scheme. Some of the schools and other educational institutions received gifts of radio sets and classroom equipment, etc., under this scheme.

The Indian National Commission has made special efforts to establish cultural links with some of the neighbouring countries. Indian Children's art works were sent to Japan and Norway for being included in the Exhibitions organised under the auspices of the National Commissions of these countries.

The Japanese National Commission held a Regional Conference of Representatives of National Commissions for Unesco in Asia in 1956 which was attended by representative from India.

The Indian National Commission receives from Unesco publications and periodicals on various subjects related to the programme of the Organisation, films, filmstrips, etc., which were distributed amongst State Governments, Universities, Educational and other Organisations in India.

Like other Specialised Agencies, Unesco has been operating the U.N. Expanded Programme of Technical Assistance ever since its incep-

tion. Under this programme Technical Assistance has been received by India in the form of services of Experts, Fellowships, Equipment, Books and Journals. A number of laboratories and research institutions have received assistance under this programme. Perhaps the single most important item under this programme will be the establishment of the Western Higher Technological Institute in Bombay. The Soviet Union have offered large scale assistance through Unesco for building up this institution. Since 1955, Unesco has also started giving technical aid under its Programme of Participation in Member States Activities. This programme is separate but in many ways supplements aid given under the U.N. Expanded Programme of Technical Assistance. Under this programme aid has been received for the Central Bureau of Text-book Research and the National Physical Laboratory for the Science Museum. Unesco has also agreed to aid in the establishment of the proposed Asian Theatre Centre in India.

Ninth Session of the General Conference of Unesco

The Ninth Session of the General Conference of Unesco was held at New Delhi in Vigyan Bhavan (Conference Hall) from 5th November, 1956 to 5th December, 1956. It was opened by H. E. Dr. Justino Zavala Muniz and addressed by the Prime Minister, the Minister for Education and Scientific Research and the Director-General, Unesco.

Maulana Abul Kalam Azad, Minister for Education and Scientific Research, who was the Leader of the Indian Delegation to the Conference, was elected President of the Conference. Among other things, the Conference approved the Draft Programme and Budget of Unesco for 1957-58 including the three Major Projects, viz: (i) Extension of Primary Education in Latin America, (ii) Scientific Research on Arid Lands and (iii) Mutual Appreciation of Eastern and Western Cultural Values. It also approved an increase of one million dollars in the Budget of the Organisation for 1957-58, over and above that proposed by the Director-General and the Executive Board. The Conference further decided to admit Morocco and Tunisia to the membership and Nigeria to the associate membership of the Organisation, thus raising the total membership of Unesco to 79 and associate membership to five. It also approved an amendment to the Constitution of Unesco increasing total Membership of the Executive Board from 22 to 24. From India, Dr. Zakir Husain was elected to the Executive Board.

As host country, the Government of India provided premises, hotel accommodation and a number of services such as Transport, Travel, Tourism, Post, Telegraph and Telephones, Bank, Medical Aid, Security, Protocol Reception, Stationery and Office equipment. A comprehensive Programme of dance, drama, music and films was also arranged in collaboration with the Sangeet Natak Akadami and the Ministry of Information and Broadcasting with a view to acquainting the participants in the Conference with different aspects of Indian life and culture. A number of exhibitions were also organised. The Educational, Scientific and Cultural Exhibitions, that were organised at the Industries Fair site, were opened by the Vice-President. Besides, the Exhibition of Contemporary Indian Art arranged by the All-India Fine Arts and Crafts Society, the Unesco Exhibition of Reproductions of Persian Miniatures and the Exhibition of Paintings by late Sass Brunner, Elizabeth Brunner and Nicolai Michontonch were also organised on the occasion. During the Conference a number of receptions were organised in honour of the delegates, including receptions by the President, the Vice-President, the Minister for Education and Scientific

Research at Rashtrapati Bhavan and the Delhi University and a Civic Reception at the Red Fort. All the arrangements for the Conference were made by the Indian Liaison Office set up by the Ministry of Education and Scientific Research in collaboration with the various Ministries of the Government of India.

It is for the first time that an International Conference of this magnitude has been organised in this country and it is indeed gratifying that the arrangements made for the Conference were appreciated by Unesco and the delegates from all over the world. The Conference received wide publicity all over the country and evoked a great deal of interest and enthusiasm, not only amongst intellectuals but also amongst the common people. As a result, Unesco has come closer to our people who have an instinctive sympathy for all that Unesco stands for. This has deepened our faith that there is no problem, national or international, which will not yield to goodwill and mutual understanding and, in spite of differences in ideology, race or colour, the educationists, scientists and savants who came to this Conference have gone back with renewed faith in peace, justice, freedom and fraternity. The speeches made at the last session gave an impressive indication of the impact which this country had made on the distinguished visitors.

EDUCATIONAL INFORMATION AND PUBLICATIONS

The activities of the Publications Section of the Ministry of Education and Scientific Research have expanded steadily in our ten years of freedom. The number of publications has increased and the range of educational subjects covered has widened.

In 1947 the Section brought out six publications. In 1950 it published 19 pamphlets. In 1952, 18 publications were brought out. Of these, two were in a special category entitled "Studies in Education and Psychology." In 1953 the number rose to 26; in 1954 to 32. In 1955 the figure shot up to 50 and in 1956-57 the Section produced 87 pamphlets.

In addition to reports, directories and handbooks that are brought out as a regular activity, the Publications Section has, since 1952, published pamphlets on specialised subjects by well-known educationists. These fall into two categories, "Studies in Education and Psychology", already mentioned, and "Culture in Education". Under the first "Teacher's Handbook of Social Education" that has run into three editions, "The Single Teacher School" by J. P. Naik, that has been printed twice, "Better Teacher Education" by K. L. Shrimali, and "Understanding Basic Education" by T. S. Avinashilingam printed three times, were published and had a wide sale. Under the second category, "Culture in Education", 'Playwriting and Playmaking' by Norah Richards and "Child Writing" (a companion volume to "Child Art", a pictorial published in 1954 and now out of print) were brought out in 1956.

A number of Hindi publications have appeared in recent years. These are finalised lists of technical terms in Hindi in 'Physics, Chemistry, Mathematics, Botany, and Social Sciences for Secondary schools. Provisional lists of technical terms in Hindi on Transport, Defence, Agriculture, Railways, Posts and Telegraphs, Zoology, Engineering, Economics, Tourism, Mathematics and General Administration have also been brought out.

In addition, the Section has published a "Bibliography for Neoliterates" and Hindi versions of "Student Indiscipline" by Humayun Kabir, "Seven Years of Freedom" and "The Rural Primary Teacher". Since 1954 the Ministry's Annual Report and the Summary of the Report have appeared both in Hindi and English.

The most important periodical of the Ministry is "The Education Quarterly" that is now in its ninth year of publication. The Quarterly gives authoritative information on the educational and cultural activities of the Ministry and experiments conducted in the educational field in India and abroad. It has become increasingly a platform for the practising teacher of India. Its stock-features include news on Indian and foreign education, book reviews, a round-up of the Ministry's activities, a forum on current educational controversies and an index to articles.

The Publications Section organized the first All-India Conference of Editors of Educational journals with the object of raising standards of educational journalism with particular reference to content, editing and production. The Conference was held at New Delhi on 15th and 16th April 1957. The immediate purpose of the Conference was to bring together those engaged in the task of editing educational journals in India so that they could pool and compare their experience and discuss ways of improving educational journals.

Educational Information Service

There has been a considerable expansion in the activity of the Educational Information Service of the Government of India since the achievement of Independence. The Information Section of the Union Ministry of Education and Scientific Research was constituted as a separate Section in 1951 in order to provide for more effective collection, compilation and dissemination of information about facilities for studies both in India and abroad. With this object in view, publications (11) have been brought out from time to time and informative cyclostyled material prepared on about 100 subjects for studies in India and 70 subjects for studies abroad. On an average, 1000 enquiries are dealt with in a month. While there were very few students' Advisory Bureaux and Committees in the country in 1947, the number has now increased to 30. These bureaux supply useful information and advice to students on the facilities that exist for studies of various subjects in India and abroad.

The *Statistical Section* of the Ministry of Education was set up in 1947. During these ten years, it has grown into a well-organized unit and its activities have expanded tremendously. At present it maintains up-to-date and reliable statistics about almost all aspects of education. A brief account of the progress made in different fields of activities during this decade is given below:

(i) Collection of Statistics

Up to the year 1949, educational statistics were collected on only major topics on a brief proforma. Later on, as the demand for educational statistics increased, not only in volume but also in content and coverage, the proforma in vogue was extensively revised and made broadbased. Moreover, some new proformas were designed and introduced. Then statistics began to be collected from all units of the country.

(ii) Publications

After thorough scrutiny and reconciliation of the statistics received on these proformas, the data are processed for use in publications and reports. During this period, there has been a considerable expansion in this sphere. Not only has the number of publications brought out in a year increased from one in 1946 and two each in 1947 and 1948 to ten in 1956, but there has also been substantial improvement in the content and get-up of the publications.

(iii) Enquiries

This Section also serves as a clearing house of statistical

information about education. During this period, there has been a gradual increase in the number, scope and variety of topics on which enquiries were received and information disseminated.

(iv) Training Courses in Educational Statistics

In order to improve the availability and the reliability of educational statistics, a scheme of Central Courses was initiated in 1950. Since then a course is being organized at New Delhi almost every year. In the year 1955-56, another scheme of Regional Courses was started. Under this scheme five courses were organised during 1955-56 and three during 1956-57.

YOUTH WELFARE AND PHYSICAL EDUCATION

Though some kind of Youth Welfare work had been done by the Central Ministry of Education it was not until 1953 that a planned programme was started.

The objective of Youth Welfare activities was defined as 'the complete education of youth'. In consequence, the programme of youth welfare was to be an attempt to complement the training at home, in educational institutions and in occupational employment, so as to develop 'the Resource, Resilience and Responsibility of Youth'.

It was realised that it would take time to build up an organisation big enough to attempt a countrywide programme for youth in all stations of life. The scope of the work was therefore restricted to colleges and universities, because these are the bodies which have to provide leaders in the near future and they must be equipped for it. They are also the bodies which are more full of life and can, to a certain extent, understand their own problems, and work out their solution.

It is recognised that only in an atmosphere of freedom and through self-activity freely undertaken can the individual or group secure fuller development. In a context of such voluntary activity the young can learn sportsmanship, acquire discipline, develop the capacity for leadership, give a healthy release to their emotions and find scope for creative endeavour. The immediate programme of Youth Welfare was therefore devised to provide greater scope for cultural, physical and social activities by the young.

Training in Youth Leadership

It was accepted as a fundamental principle that, in all kinds of youth welfare work for students, organisation and leadership should be in the hands of their teachers, who are the natural leaders of the youth in their charge. The acceptance of this principle has roused the teachers to a greater sense of their duties, and has also helped to bring about friendly cooperation and understanding between the two groups most concerned—the staff and the students. This is also a check on the exploitation of students by any outside organisations of objectionable kind.

Six camps for training teachers in techniques of youth leadership have already been held for selected batches of colleges and university teachers. The first camp was held at Srinagar for teachers of the Punjab University; the second at Mahabaleshwar for the universities of Baroda, Bombay, Gujrat, Poona and Karnatak; the third at Ranikhet for the Universities of Aligarh, Agra, Lucknow, Banaras and Allahabad; the fourth at Ooty for the South Indian Universities of Madras, Andhra, Mysore, and Travancore; the fifth at Darjeeling for the Universities in the Eastern Region of the country; and the sixth at Hyderabad for the remaining universities.

In addition to the Ministry's direct programme, grants have been given to the Jammu and Kashmir University and Pepsu State Government in 1955-56 to conduct such camps by themselves for the teachers in their jurisdiction. Another grant has been sanctioned for Gujrat University for the same purpose in 1957-58. It is hoped

that more such camps will be organised by other universities.

Drama Camps

In order to give specific training in the techniques of Dramatics, the organisation of Drama Camps has also been included in the Youth Welfare Programme. The first camp was held at Andretta (Kangra Valley) in 1954 in which selected students of the Universities of Delhi, Rajputana and Agra received training in the school of Mrs. Norah Richards. The second camp was held at Sabathu in 1955 for selected members of the staff of the Universities of the Punjab, Saugar, Rajputana, Karnatak, Gujrat, Bombay, S.N.D.T., Baroda, and Nagpur and the third held at Matheran (Bombay) in May, 1957, for 15 teachers of the Universities of Calcutta, Patna, Delhi, Jamia Millia, Osmania, Karnatak and Poona. The training in the second and third camps was imparted by the Bombay Theatre Unit.

Youth Welfare Boards and Committees

The Ministry of Education has suggested to State Governments and Universities that they should set up Youth Welfare Committees. The objective of these Committees is to initiate and implement a comprehensive programme for the Welfare of Youth.

The only way to interest the young in any scheme of self-improvement or of social service is by basing it on their natural inclinations and urges and by giving them an ample share of control and direction in implementing it. Accordingly, in the constitution of Universities and Colleges Youth Welfare Committees, it has been suggested that the number of student representatives should be equal to that of members of staff.

To give a fillip to the schemes, the Government of India have offered financial assistance to the extent of 50% of the administrative expenditure subject to a maximum of Rs. 4,000|- for a University Committee and Rs. 10,000|- for a State Board.

Tours—Hikes—Mountaineering

Tours to places of historic, scenic and cultural interest and to big national projects are being undertaken and serve a recognised educational purpose. In order to encourage these activities, the Government of India give financial assistance to the extent of 75% of the 3rd class Railway and Bus fare at Students' concession rate to small and manageable groups of students. In 1955-56 an amount of about Rs. One lakh has been sanctioned to nearly 130 different institutions. In 1956-57 a grant of 1.5 lakhs was sanctioned and about 5,700 students from over 200 institutions in the country were benefited from the scheme.

Youth Hostels

Youth Hostels provide cheap facilities for board and lodging to youth while on the march. At present, there are about 100 youth hostels in the country. Steps are being taken to set up a network of Youth Hostels in the country with the cooperation of State Governments. A total grant of Rs. 48,000|- has been given to the Government of West Bengal for the construction of three Youth Hostels in the State.

The Central Ministry has also given financial assistance of Rs. 4,620|- in 1953-54 to the Youth Hostels Association of India for the conversion of an old building near Mehrauli into a Youth Hostel.

Further grants of Rs. 8,000/- and Rs. 10,000/- have been made to the Association for their administrative expenditure in the year 1954-55, 1956-57, respectively.

The Ministry has acquired a building at Dalhousie to serve as a Youth Hostel at a cost of Rs. 20,000/-.

Inter-University Youth Festival

The Inter-University Youth Festival held in 1954 was the first of its kind in the country. It was immensely popular and has been made an annual feature of the Youth Welfare Programme of the Ministry. The object of such festivals is to minister to the artistic and cultural urges of the young.

The following are the main items of the programme of the Festival:

1. Arts and Crafts

- a) Painting (Oil or water)
- b) Drawing (Pen or Pencil)
- c) Sculpture
- d) Photographs
- e) Handicrafts (General or Women's)

2. Drama (One-Act Play)

3. Classical Dance

4. Vocal Classical Music

5. Instrumental Music

6. Hindi Elocution

7. Group Dance, and

8. Group Singing.

There were about 780 participants from 26 Universities at the First Festival. The number rose to 1172 in 1955, and in 1956, 1441 representatives from 31 Universities in the country took part.

To encourage cultural activities further it has been suggested to Universities that they should conduct Inter-Collegiate Youth Festivals for which the Government of India have offered financial assistance to the extent of Rs. 5,000/- for a festival.

Survey of Living Conditions of Students

With a view to having an authentic record of the problems of Youth to formulate a more comprehensive programme of Youth Welfare, it is proposed to conduct an All-India Survey of the Living Conditions of Students. To begin with, it has been decided to conduct a pilot survey for which a questionnaire has been prepared.

Physical Education

The Government of India has shown a keen interest in the promotion of Physical Education in the country. The Physical Education programme of the Government is generally based on the recommendations of the Central Advisory Board of Physical Education and Recreation. The Board which has recently been reconstituted has been set up by the Government to advise them on the coordination of all programmes and activities in the field of Physical Education and Recreation.

Publication of A National Plan of Physical Education and Recreation

A valuable contribution of the Board has been the publication of 'A National Plan of Physical Education and Recreation' which makes a comprehensive survey of the existing conditions of Physical

Education and Recreation and contains valuable suggestions—immediate and long-term for their improvement. It also includes two syllabuses of Physical Education for boys and girls separately up to the Higher Secondary stage. It is felt that the introduction of these two syllabuses in Schools will go a long way towards achieving uniformity of Physical Education facilities in the schools in various parts of the country with due regard to local variations.

Promotion of Yogic System of Physical Culture

Realising the valuable contribution of the Yogic System of Physical Culture to the general programme of the development of Physical Education, the Government has rendered financial assistance for the promotion of research in Yoga.

Financial Assistance for the Promotion of Physical Education and Recreation Activities

To chalk out a programme for the development of Physical Education during the Second Five-Year Plan with a total provision of Rs. 50 lakhs, the Board set up a committee in August, 1956. The committee's report was considered by the Board and the following schemes were recommended for implementation during the Plan period:

(a) Strengthening Institutions of Physical Education	16.5 lakhs
(b) Implementation of the Syllabuses of Physical Education	7.5 lakhs
(c) Research in Physical Education	2.5 lakhs
(d) National Physical Efficiency Tests Drive	2.5 lakhs
(e) Seminars on Physical Education	3.5 lakhs
(f) Award of Visiting Fellowships and Asharas	5 lakhs
(g) Financial assistance to Vyayamshalas and Asharas	2.5 lakhs
(h) Other measures for promoting Physical Education and Recreation	10 lakhs

Another important recommendation of the Board relates to the establishment of a National College of Physical Education with facilities for a Three-Year Degree Course in Physical Education.

The Lakshmibai College of Physical Education situated in a campus of about 100 acres at Gwalior will be the only institution of its kind in the country providing facilities for a three-year Degree Course in Physical Education and, in course of time, to offer facilities for advanced studies and research. At present there are about 20 training institutions in the country conducting only a one-year Diploma and/or Certificate Course in Physical Education.

Bharat Scouts and Guides

With a view to encouraging voluntary organisations to build up character and discipline among students, the Government of India has given financial assistance to Bharat Scouts and Guides, National Headquarters, New Delhi, for meeting administrative expenditure. Financial assistance is also given to the Organisation for sending Scouts and Guides abroad to participate in the International Jamborees and conferences. A Grant-in-aid of Rs. 50,000/- has been given for the construction of a Hall (Bajpai Hall) at the National Headquarters of the Bharat Scouts and Guides. The Government has earmarked funds

for the expansion of this movement during the Second Five-Year Plan period.

Sports

The gradual deterioration of Sports in the country was a matter of great concern to the Government of India. In order to check further deterioration and to put Sports on a sound footing, the Government of India convened a meeting of the Presidents of the National Sports Federations in August, 1954. On the recommendations of the Presidents of the Sports Federations, the Government of India have set up in November, 1954, an All-India Council of Sports composed of the Presidents of the various Sports Federations and other bodies of All-India character closely associated with Sports, to advise the Government on matters relating to the promotion and improvements in the field of Sports. Since then a number of schemes have been initiated by the Government such as Coaching Camps, Construction of Stadia, Guest Houses, Assisting Sports Federations in organising training camps and improving the Sports amenities by giving grants for the purchase of equipment. Grants have also been paid to various Sports Federations for inviting Sports teams from abroad and also for sending teams abroad for International Meets. Our ten years of freedom saw India's participation in the Olympic Games held at Melbourne in November, 1956, for which substantial grants were given to the Indian Olympic Association.

The Government of India have organised Coaching Camps to impart training to the coaches drawn from the Educational Institutions in the country. During the year 1955-56 Coaching Camps were conducted in Cricket, Kabaddi, Athletics, Football, Wrestling and Hockey in which 173 nominees participated. Similar Coaching Camps were conducted in 1956-57 in Basketball, Badminton, Swimming, Volleyball, Lawn Tennis, Table Tennis, Hockey, Kabaddi, Cricket, Football and Athletics and 271 nominees participated in these camps.

With the help of the coaches trained at the Coaching Camps organised by this Ministry, further coaching camps have been conducted by the Universities of Gujrat and Nagpur. The Government have helped the organisation of such camps by giving grants to the extent of 50% of the actual expenditure.

On the recommendations of the All-India Council of Sports the Government of India have published two model constitutions, one for the Sports Federations and the other for the States Sports Councils. The State Governments have been requested to set up States Sports Councils on the lines of the All-India Council of Sports and already nine such Sports Councils have been formed.

For the improvement of amenities in the field of Sports the Government of India have initiated a scheme for the construction of Stadia and Sportsmen's Guest Houses. The essential condition of the scheme is that the sponsoring authority (State Government or the Sports Federation as the case may be) must make the land available free of cost and contribute 50% of the expenditure.

Labour And Social Service Camps

This scheme has been initiated to inculcate the dignity of manual labour into students while affording an opportunity to young persons to get acquainted with village life and conditions. Camps are held in villages in order to construct roads, dig wells, pits, build bunds and widen lanes in the villages. Girl campers engage in environmental

activities, personal hygiene, sanitation, etc.

Besides these camps, Organisers Training Camps are conducted to build up youth leadership in the country.

Campus Work Projects Scheme

The scheme was introduced in 1953-54, when grants were given for the construction of Swimming Pools and Open-air Theatres only. In 1955-56, Recreation Hall-cum-Auditorium, Gymnasium, Pavilion, Stadium and Running Track were also included. The demands for grants for these various projects have continued to be encouraging.

The objective behind the scheme is to improve the physical amenities with the help of students and for their benefits.

The progress of the scheme may be seen from the following data which provides impressive evidence of its appeal to youth.

Labour and Social Service Camps

Year	No. of camps sanctioned	No. of campers participated	Expenditure incurred under the scheme
			Rs.
1945-55	446	63,057	22.85 lakhs
1955-56	1,024	1,41,325	51.5 lakhs
1956-57	1,067	1,04,597	26.11 lakhs

Campus Work Projects

Year	No. of Projects sanctioned	Expenditure incurred under the scheme
		Rs.
1953-54	30	3.40 lakhs
1954-55	57	6.80 lakhs
1955-56	84	17.20 lakhs
1956-57	111	29.70 lakhs

FIVE-YEAR PLANS OF EDUCATIONAL DEVELOPMENT

In the First Five-Year Plan about Rs. 169 crores were provided for the development of education — Rs. 44 crores at the Centre and Rs. 125 crores in the States. More than half of this amount was provided for Elementary (including Basic) Education and the rest for the improvement of Secondary education, University education, Technical and Vocational education, Social education, etc. The operative years of the First Five-Year Plan, in fact, started from 1953-54 and in that sense it was a Three-Year Plan in which an attempt was made to fulfil, so far as possible, the achievement of the objectives formulated.

At the beginning of 1955, a draft National Plan for Education costing about Rs. 1080 crores was drawn up by the Ministry keeping in view the following major objectives :—

- (i) There must be a rapid increase in literacy, improvement in the pay of teachers and better organisation of education at all levels.
- (ii) On the basis of merit, able students at all levels and in increasing numbers must be provided with an adequate living and educational expenses to enable them to receive education up to the highest standard according to capacity without regard to sex, creed or social status of the parents. Special educational scholarships and facilities must also be provided for women and backward groups and communities.
- (iii) Training facilities must be expanded sufficiently quickly to turn out technical and scientific personnel in adequate numbers at all levels.
- (iv) Scientific and technological research would be expanded and orientated to serve the needs of national development in an effective manner. The National Laboratories, Universities and other scientific institutions and organisations must undertake coordinated researches in accordance with national needs.
- (v) Fundamental research as well as training in research must be encouraged at the same time to foster the accumulation of basic knowledge and skill for the expansion of applied and technological research.

The major targets embodied in this draft plan were:

- | | |
|--|-----|
| (1) Percentage of children in the age group (6-11) to be brought under instruction to the total population in that age group. | 75% |
| (2) Percentage of children in the age group (11-14) to be brought under instruction to the total population in that age group. | 30% |
| (3) Percentage of children in the age-group (14-17) to be brought under instruction to the total population in that age group. | 20% |

- | | | |
|--|---|-------|
| (4) Conversion of existing Primary schools into Basic schools. | 1/3rd of the existing elementary schools. | |
| (5) Raising of existing High schools to Higher Secondary standard. | | 2,500 |
| (6) Conversion of existing High schools into Multipurpose Higher Secondary schools. | | 2,000 |
| (7) Establishment of Junior Technical schools. | | 500 |
| (8) Establishment of new Polytechnics. | | 40 |
| (9) Establishment of new Engineering colleges. | | 3 |
| (10) Establishment of Higher Technological Institutions. | | 3 |
| (11) Introduction of Crafts in Middle schools. | | |
| (12) Improvement of salaries of Elementary school teachers, Secondary school teachers and University teachers. | | |
| (13) Conversion of the existing degree course into Three-Year degree course. | | |

The break-up of Rs. 1080 crores of the Draft National Plan was as follows :—

(1) Elementary education	Rs. 500 crores
(2) Secondary education	Rs. 300 crores
(3) Social education	Rs. 85 crores
(4) University education and Cultural Activities	Rs. 75 crores
(5) Technical education	Rs. 80 crores
(6) Miscellaneous	Rs. 40 crores
Total	Rs. 1080 crores

Owing to limited economic resources, this Plan frame was first scaled down to Rs. 650 crores and finally reduced to Rs. 307 crores only—Rs. 95 crores for Central Schemes and 212 crores for States Schemes.

The distribution of the provision between different fields of education in the First and Second Five-Year Plans is set out below :—

	First Five-Year Plan	Second Five-Year Plan
	(Rs. in crores)	
Elementary education	93	89
Secondary education	22	51
University education	15	57
Technical and Vocational education	23	48
Social education	5	5
Administration and Miscellaneous	11	57
Total	169	307

The major physical targets aimed at under the Second Five-Year Plan are :—

	From 1955-56	To 1960-61
(1) Percentage of children of age-group 6-11 to be brought under instruction to total population of the age group	51.0%	62.7%
(2) Percentage of children of age-group 11-14 to be brought under instruction to total population of the age-group	19.2%	22.5%
(3) Percentage of children of age-group 14-17 to be brought under instruction to total population of the age-group.	9.4%	11.7%
(4) Number of Primary|Junior Basic schools	274,038	326,800
(5) Number of Junior Basic schools	8,360	33,800
(6) Number of Middle|Senior Basic schools.	19,270	22,725
(7) Number of Senior Basic schools	1,645	4,571
(8) Number of High or Higher Secondary schools	10,600	12,125
(9) Number of High schools to be up-graded to Higher Secondary schools	47	1,197
(10) Total Number of Multipurpose schools to be established	250	1,187
(11) Total number of Engineering Institutes at degree level to be established	45	54
(12) Total number of Engineering Institutes at Diploma level to be established	83	104
(13) Output of graduates in Engineering	3,000	5,480
(14) Output of Diploma holders in Engineering	3,560	8,000
(15) Number of Technological Institutions of Degree level	25	28
(16) Number of Technological Institutions of Diploma level	36	37
(17) Output of Degree holders in Technology	700	800
(18) Output of Diploma holders in Technology	430	450
(19) Number of Universities	31	38

The progress made in various field of education in the implementation of development projects initiated under the First and Second Five-Year Plans has been discussed in the relevant chapters.

It may however be useful to indicate what coordination by the centre involves in the implementation of the Plan.

During the First Five-Year Plan, the Central Government assisted

the States financially to enable them to appoint Special Officers in the States to speed up the work connected with the educational development programme. Experience of the First Plan pointed towards the need to set up an adequately staffed Planning and Statistical Unit in each State. The setting up of these Units, which have been made possible by financial assistance from the Centre, has helped not only in planning but in making available useful information regarding the progress of the Plan, which makes it possible to evaluate the qualitative and quantitative achievements of the various schemes implemented.

During 1956-57, a sum of Rs. 921.99 lakhs (including Rs. 178.99 lakhs for the Relief of Educated Unemployed) was given as grants to the various State Governments for their educational development schemes.

A NOTE ON EXPENDITURE

Our story of the progress of education in ten years of freedom is now almost over. Before this narrative is closed, there is one aspect of the story which has not been described earlier and may be briefly recounted here. It relates to the overall expenditure on education. On 31st March, 1947, the major States and Centrally Administered Areas together spent about Rs. 205 million on education. The Central Budget was considerably less than Rs. 20 million. The figures for three recent years, 1954-55, 1955-56 and 1956-57 show that the total budget provisions for education by the Central and State Governments together were Rs. 1177, Rs. 1517 and Rs. 1798 million respectively, so that even in the course of these three years, the amount has increased by about 52 per cent. In 1956-57 the amount provided for education was nearly 12.3 per cent of the total national budget. The total national expenditure on education from all sources, governmental or otherwise, has also increased considerably. This was about Rs. 551 million on 31st March, 1948 and rose to Rs. 1894 million in 1956. This is, undoubtedly, an appreciable increase, but in view of the estimate of Rs. 4,000 million that is needed to finance a truly national system of education, it is also an indication of the gap that remains to be bridged. The case for education is that it is concerned with the development and training of the *basic* resources for all national progress, the creative human personality on which depends eventually all progress and all the grace and savour of life. The investment made in this field is bound to pay rich and ample dividends even though the investment is a long range one and the dividends are not easily perceptible to the naked, unobservant eye.

APPENDIX 'A'

TABLE I

STATISTICS OF PRIMARY SCHOOLS

Statę	Number		Enrolment		Expenditure	
	1947-48	1955-56	1947-48	1955-56	1947-48	1955-56
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra	—	21,035	—	18,62,830	—	4,15,58,142
Assam	7,574	12,610	393,247	7,62,851	2,576,963	1,06,01,517
Bihar	20,850	29,549	998,138	16,01,210	12,373,463	2,33,44,317
Bombay	21,084	32,394	2,078,913	31,70,704	55,334,236	9,53,69,056
Madhya Pradesh	5,812	13,843	465,359	9,81,270	11,321,316	2,61,29,145
Madras	36,933	26,804	3,674,644	32,96,653	66,811,096	8,14,24,872
Orissa	8,302	14,370	364,363	6,43,874	4,785,963	1,11,47,084
Punjab	3,819	9,736	244,373	7,48,818	5,480,013	2,14,42,549
Uttar Pradesh	21,797	31,898	1,737,816	27,37,827	16,363,817	5,34,63,945
West Bengal	13,950	23,081	1,044,111	21,79,037	11,568,942	4,91,57,816
Hyderabad	+	13,302	+	8,93,757	+	2,71,84,285
Janmu & Kashmir	+	1,800	+	86,769	+	19,51,544
Madhya Bharat	+	7,722	+	3,89,583	+	1,06,83,834

1	2	3	4	5	6	7
Mysore	+	11,763	+	7,25,071	+	1,78,43,091
Punjab	+	2,600	+	1,34,573	+	45,94,503
Rajasthan	+	7,558	+	3,39,886	+	96,54,849
Uttar Pradesh	+	4,086	+	3,36,350	+	98,50,538
Travancore-Cochin	+	4,267	+	14,20,752	+	1,67,20,223
Ajmer	312	619	22,840	54,306	702,937	33,33,887
A. & N Islands	19	37	819	1,697	34,046	89,018
Bhopal	+	1,367	+	40,176	+	17,05,341
Coorg	94	172	6,300	11,978	219,756	3,35,020
Delhi	248	538	37,350	1,04,531	1,432,516	1,04,99,108
Himachal Pradesh	+	808	+	38,235	+	17,08,050
Kutch	+	415	+	35,586	+	9,19,467
Manipur	+	878	+	66,810	+	10,06,735
N.E.F.A.	+	152	+	6,218	+	5,70,100
Tripura	+	1,001	+	53,966	+	24,57,670
Vindhya Pradesh	+	3,651	+	1,94,416	+	47,35,353
Total	140,794	2,78,056	11,068,273	2,29,19,734	189,005,064	53,94,80,999

+ Figures are not available.

TABLE II
STATISTICS OF SECONDARY SCHOOLS

State	Number		Enrolment		Expenditure	
	1947-48	1955-56	1947-48	1955-56	1947-48	1955-56
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra	—	740	—	3,12,751	—	2,13,69,907
Assam	933	1,733	1,59,375	2,65,863	41,20,267	1,42,71,940
Bihar	2,097	4,284	3,84,144	6,98,380	1,27,97,300	3,47,42,457
Bombay	1,199	4,892	3,08,541	15,14,901	2,57,84,867	9,14,87,666
Madhya Pradesh	1,062	1,775	1,87,065	4,85,085	85,23,133	2,50,38,289
Madras	1,064	1,418	4,94,968	6,56,914	2,59,99,003	4,52,55,514
Orissa	484	946	69,182	1,23,523	29,19,669	81,30,276
Punjab	1,454	1,555	3,10,395	5,95,463	1,35,34,170	3,13,93,493
Uttar Pradesh	2,497	5,114	5,17,825	10,71,154	2,05,42,668	8,32,76,543
West Bengal	1,903	3,170	5,23,500	6,94,000	2,06,12,142	5,36,41,061
Hyderabad	+	451	+	2,28,394	+	1,72,97,765
Jammu & Kashmir	+	368	+	88,513	+	40,25,996
Madhya Bharat	+	542	+	1,42,271	+	80,69,261
Mysore	+	1,056	+	2,19,011	+	1,10,98,331

1	2	3	4	5	6	7
Punjab	+	495	+	1,69,175	+	83,81,297
Rajasthan	+	1,101	+	2,61,176	+	1,64,08,962
Scandinavia	+	144	+	74,038	+	54,98,954
Travancore-Cochin	+	1,536	+	5,45,992	+	1,98,89,622
Ajmer	68	74	12,323	14,965	13,75,494	24,79,515
A & N Islands	1	3	700	1,437	28,254	1,29,787
Bhopal	+	108	+	20,081	+	17,58,063
Coorg	31	60	11,345	23,952	1,98,994	13,23,264
Delhi	106	275	42,035	1,74,396	27,34,461	1,59,48,948
Himachal Pradesh	+	167	+	35,871	+	21,98,251
Kutub	+	27	+	6,890	+	4,47,493
Manipur	+	110	+	18,992	+	8,03,740
N.E.F.A	+	19	+	1,284	+	2,81,313
Tripura	+	117	+	19,364	+	12,84,059
Vindhya Pradesh	+	287	+	62,550	+	42,39,333
Total	12,899	32,567	30,20,598	85,26,336	1,69,822	52,99,71,091

+Figures are not available.

TABLE III
STATISTICS OF UNIVERSITY EDUCATION
(Number of Institutions)

State	No. of Universities		No. of Arts and Science Colleges*		No. of Technical, Professional and Spl. Colleges		Total No. of Colleges	
	1947-48	1955-56	1947-48	1955-56	1947-48	1955-56	1947-48	1955-56
1	2	3	4	5	6	7	8	9
Andhra ..	—	2	—	32	—	27	—	59
Assam ..	1	1	16	21	1	6	17	27
Bihar ..	1	2	23	57	7	28	30	85
Bombay ..	1	6	35	77	29	69	64	146
Madhya Pradesh ..	2	2	15	24	12	25	27	49
Madras ..	3	2	82	63	26	57	108	120
Orissa ..	1	1	14	14	2	9	16	23
Punjab ..	1	1	29	60	11	21	40	81
Uttar Pradesh ..	5	6	16	69	21	47	201	116
West Bengal ..	1	3	55	99	20	39	75	138
Hyderabad ..	1	1	+	21	+	12	+	33
Jammu & Kashmir ..	—	1	+	12	+	12	+	24
Madhya Bharat ..	—	—	+	30	+	14	+	44

1	2	3	4	5	6	7	8	9
Mysoore ..	1	1	+	29	+	22	+	51
Peppur ..	—	—	+	13	+	3	+	16
Rajasthan ..	1	1	+	42	+	29	+	71
Saurashtra ..	—	—	+	5	+	6	+	11
Travancore-Cochin ..	1	1	+	35	+	14	+	49
Ajmer ..	—	—	5	10	1	1	6	11
A & N Islands ..	—	—	—	—	—	—	—	—
Bhopal ..	—	—	+	2	+	4	+	6
Coorg ..	—	—	—	1	—	—	—	1
Delhi ..	1	1	5	16	2	10	7	26
Himachal Pradesh ..	—	—	—	3	—	1	—	4
Kutch ..	—	—	—	1	—	—	—	1
Manipur ..	—	—	+	2	+	1	+	3
N. E. F. A.	—	—	—	—	—	—	—	—
Tripura ..	—	—	+	2	+	1	+	3
Vindhya Pradesh ..	—	—	+	6	+	—	+	6
Total ..	21	32	295	746	132	458	427	1,204

+ Figures are not available.

* Includes Research Institutions also.

TABLE IV
STATISTICS OF UNIVERSITY EDUCATION
(Enrolment)

State	For General Education**		For Technical, Professional and Special Education**		Total	
	1947-48	1955-56	1947-48	1955-56	1947-48	1955-56
1	2	3	4	5	6	7
Andhra	—	27,560	—	8,543	—	36,103
Assam	5,097	11,718	136	2,500	5,233	14,218
Bihar	15,000	38,535	1,836	11,478	16,836	50,013
Bombay	27,654	60,048	9,224	23,344	36,878	83,392
Madhya Pradesh	5,880	12,896	2,502	7,076	8,382	19,972
Madras	35,444	38,709	5,955	15,859	41,399	54,568
Orissa	3,840	5,344	311	1,514	4,151	6,858
Punjab	14,435	33,092	1,532	5,816	15,967	38,908
Uttar Pradesh	33,683	1,55,547	12,138	26,975	45,821	1,82,522
West Bengal	38,140	82,947	10,970	22,095	49,110	1,05,042
Hyderabad	+	11,059	+	4,344	+	15,403
Jammu & Kashmir	+	5,145	+	506++	+	5,651
Madhya Bharat	+	6,338	+	4,488	+	10,826

1	2	3	4	5	6	7
Mysore	+	17,730	+	6,723	+	24,453
Popsu	+	5,209	+	421	+	5,630
Rajasthan	+	11,630	+	7,722	+	19,352
Saurashtra	+	3,033	+	1,138	+	4,171
Travancore-Cochin	+	30,640	+	4,186	+	34,826
Ajmer	793	2,137	79	615	872	2,752
A & N Islands	—	—	—	—	—	—
Bhopal	+	895	+	394	+	1,289
Coorg	—	320	—	—	—	320
Delhi	3,272	10,729	960	4,528	4,232	15,257
Himachal Pradesh	—	364	—	24	—	388
Kutch	—	216	—	—	—	216
Manipur	+	1,117	+	215	+	1,332
N.E.F.A.	—	—	—	—	—	—
Tripura	+	1,122	+	92	+	1,214
Vindhya Pradesh	+	1,191	+	220	+	1,411
Total	1,83,238	5,75,271	45,643	1,60,816	228,881	7,36,087

+ Figures are not available.

++ Figures relate to 1954-55.

** Includes enrolment in attached classes.

TABLE V
STATISTICS OF UNIVERSITY EDUCATION
(Direct Expenditure)

State	University and Arts and Science Colleges		Colleges for Technical, Professional and Special Education		Total	
	1947-48	1955-56	1947-48	1955-56	1947-48	1955-56
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra ..	—	81,12,359	—	27,62,363	—	1,08,94,722
Assam	7,66,497	34,42,534	15,814	11,53,246	7,82,311	45,95,780
Bihar	36,58,641	1,15,74,588	1,91,580	46,79,734	48,50,221	162,54,322
Bombay	99,78,472	3,07,73,356	42,75,141	1,45,19,853	1,42,53,613	4,52,93,209
Madhya Pradesh	23,32,189	75,52,452	9,21,065	46,34,856	32,83,254	1,21,87,308
Madras	99,73,883	1,80,66,691	49,11,428	72,58,440	1,48,85,311	2,53,25,131
Orissa	17,94,013	28,50,555	4,82,235	7,45,821	22,76,248	35,96,376
Punjab	26,52,040	1,34,33,733	8,02,981	33,05,286	34,55,021	1,67,39,019
Uttar Pradesh	1,78,45,208	5,14,10,009	27,74,980	58,02,305	2,06,20,188	5,72,12,404
West Bengal	90,10,029	2,53,16,165	28,37,094	1,23,25,820	1,18,47,123	3,76,41,985
Hyderabad	+	70,05,024	+	15,94,683	+	85,99,707
Jammu & Kashmir	+	13,61,953	+	2,23,048	+	15,85,001

1	2	3	4	5	6	7
Madhya Bharat	+	42,39,712	+	20,51,020	+	6,62,90,732
Mysore	+	58,35,477	+	15,47,957	+	73,83,434
Punjab	+	20,55,329	+	7,23,949	+	27,79,278
Rajasthan	+	62,23,568	+	20,37,505	+	82,61,073
Saurashtra	+	8,25,797	+	13,92,689	+	22,18,486
Travancore-Cochin	+	75,35,979	+	12,93,300	+	88,29,279
Ajmer	1,69,742	19,21,702	59,900	5,207	2,29,642	19,26,909
A & N Islands	—	—	—	—	—	—
Bhopal	+	7,24,438	+	3,15,759	+	10,40,197
Coorg	—	1,84,232	—	—	—	1,84,232
Delhi	17,91,021	97,64,272	17,33,090	50,51,280	35,24,111	1,48,15,552
Himachal Pradesh	—	2,20,857	—	24,862	—	2,45,719
Kutch	—	1,28,528	—	—	—	1,28,528
Manipur	+	1,72,747	+	15,474	+	1,88,221
Tripura	+	3,68,858	+	35,656	+	3,99,514
Vindhya Pradesh	+	6,10,515	+	—	+	6,10,515
Total	5,99,71,735	22,17,06,520	2,00,05,308	7,35,20,113	7,99,77,043	29,52,26,633

+ Figures are not available.

TABLE VI
STATISTICS OF TECHNICAL AND VOCATIONAL EDUCATION (SCHOOL)

State	Number of Schools		Enrolment**		Expenditure	
	1947-48	1955-56	1947-48	1955-56	1947-48	1955-56
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra	—	2,931	—	1,01,867	—	31,63,530
Assam	29	1,040	1,708	53,377	2,23,078	25,09,174
Bihar	145	5,467	6,375	2,19,851	15,30,088	64,91,087
Bombay	257	21,381	22,178	5,00,850	47,52,262	1,25,06,081
Madhya Pradesh	42	2,415	3,987	48,855	11,03,650	36,70,397
Madras	496	2,209	34,839	1,05,768	90,24,105	65,39,433
Orissa	46	2,940	1,599	95,527	6,25,997	31,90,563
Punjab	44	306	2,629	21,211	5,10,711	26,39,958
Uttar Pradesh	162	1,851	8,153	88,566	22,19,194	1,17,07,370
West Bengal	158	4,657	9,893	2,37,695	22,24,036	1,12,31,004
Hyderabad	+	1,477	+	69,322	+	30,16,298
Jammu & Kashmir	+	—	+	43*	+	—
Madhya Bharat	+	726	+	18,922	+	13,07,784
Mysore	+	1,608	+	46,208	+	26,65,812

1	2	3	4	5	6	7
Pepel	+	366	+	5,468	+	4,70,082
Rajasthan	+	315	+	24,762	+	12,85,967
Saurashtra	+	1,418	+	35,638	+	22,64,876
Travancore-Cochin	+	392	+	25,567	+	18,34,758
Ajmer	5	1,082	188	13,670	59,643	5,44,777
A & N Islands	+	—	+	—	+	—
Bhopal	+	63	+	2,174	+	6,08,069
Coorg	—	78	45	1,742	—	1,18,189
Delhi	7	209	853	13,701	171,105	14,47,037
Himachal Pradesh	+	158	+	3,964	+	1,84,307
Kutch	+	88	+	1,402	+	1,39,760
Manipur		104		6,704	+	47,603
N.E.F.A.	—	12	—	249	—	1,23,816
Tripura	+	374	+	13,032	+	4,57,394
Vindhya Pradesh	+	503	+	16,874	+	6,45,543
Total	1,391	54,170	92,807	17,73,009	22,443,869	8,08,33,469

+ Figures are not available.

* Figures relate to 1954-55.

** Includes enrolment in attached classes.

TABLE VII
STATISTICS OF TECHNICAL PROFESSIONAL AND SPECIAL EDUCATION (COLLEGIATE)

State	Number of Colleges		Enrolment*		Expenditure	
	1947-48	1955-56	1947-48	1955-56	1947-48	1955-56
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra	—	27	—	8,543	—	27,82,363
Assam	1	6	136	2,500	15,814	16,53,246
Bihar	7	28	1,836	11,478	11,91,580	46,79,734
Bombay	29	69	9,224	23,344	42,75,141	1,45,19,853
Madhya Pradesh	12	25	2,502	7,076	9,21,065	46,34,856
Madras	26	57	5,955	15,859	49,11,428	72,58,440
Orissa	2	9	311	1,514	4,82,235	7,45,821
Punjab	11	21	1,532	5,816	8,02,981	33,05,286
Uttar Pradesh	21	47	12,138	26,975	27,74,980	58,02,305
West Bengal	20	39	10,970	22,095	28,37,094	1,23,25,820
Hyderabad	+	12	+	4,344	+	15,94,683
Jammu & Kashmir	+	12	+	506**	+	2,23,648
Madhya Bharat	+	14	+	4,488	+	20,51,020
Mysore	+	22	+	6,723	+	15,47,957

1	2	3	4	5	6	7
Pepur	+	3	+	421	+	7,23,949
Rajasthan	+	29	+	7,722	+	20,37,505
Saurashtra	+	6	+	1,138	—	13,92,689
Travancore-Cochin	+	14	+	4,186	+	12,93,300
Ajmer	1	1	79	615	59,900	5,207
A & N Islands	—	—	—	—	—	—
Bhopal	+	4	+	394	+	3,15,759
Coorg	—	—	—	—	—	—
Delhi	2	10	960	4,528	1,733,090	50,51,280
Himachal Pradesh	—	1	—	24	—	24,862
Kutch	—	—	—	—	—	—
Manipur	+	1	+	215	+	15,474
N.E.F.A.	—	—	—	—	—	—
Tripura	+	1	+	92	+	35,656
Vindhya Pradesh	+	—	+	220	+	—
Total ..	132	458	45,643	1,60,816	20,005,308	7,35,20,113

+ Figures are not available.
* Includes enrolment in attached classes.
** Figures relate to 1954-55.

TABLE VIII
STATISTICS OF TEACHER TRAINING INSTITUTIONS

State	Training Schools				Training Colleges			
	Enrolment*		Expenditure		Enrolment*		Expenditure	
	1947-48	1955-56	1947-48	1955-56	1947-48	1955-56	1947-48	1955-56
1	2	3	4	5	6	7	8	9
			Rs.	Rs.			Rs.	Rs.
Andhra ..	—	10,658	—	10,90,600	—	646	—	3,07,278
Assam ..	388	2,087	96,392	8,00,529	40	99	—	—
Bihar ..	2,061	7,345	531,833	18,26,896	94	527	59,473	2,79,271
Bombay ..	7,797	15,152	1,753,624	33,09,688	295	1,514	179,619	8,85,744
Madhya Pradesh ..	2,697	5,628	698,344	16,23,055	522	880	350,291	7,01,380
Madras ..	17,993	19,075	4,053,466	23,93,985	464	1,187	517,120	7,51,746
Orissa ..	1,080	2,032	417,765	3,08,255	19	128	27,357	63,051
Punjab ..	598	6,277	110,609	378,082	196	3,002	118,532	5,17,777
Uttar Pradesh ..	4,615	5,900	1,532,877	24,97,907	1,297	2,838	416,978	12,20,657
West Bengal ..	1,364	1,789	399,899	5,39,501	195	1,049	120,728	4,38,070
Hyderabad ..	+	1,193	+	10,07,976	+	288	+	2,71,826
Jammu & Kashmir ..	+	236	+	—	+	157	+	1,19,477

1	2	3	4	5	6	7	8	9
Madhya Bharat ..	+	775	+	2,58,873	+	63	+	52,255
Mysore ..	+	1,797	+	9,73,431	+	285		97,530
Pepau ..	+	843	+	1,29,783	+	181	+	77,990
Rajasthan ..	+	1,044	+	5,24,640	+	311	+	1,47,945
Saurashtra ..	+	1,151	+	5,87,114	+	55	+	81,786
Travancore-Cochin ..	+	5,131	+	7,36,229	+	582	+	1,85,686
Ajmer ..	157	133	55,743	90,556	79	—	59,900	—
A & N Islands ..	—	—	—	—	—	—	—	—
Bhopal ..	+	388	+	52,303	+	64	+	22,069
Coorg ..	33	75	—	24,164	—	—	—	—
Delhi ..	112	329	36,751	1,30,391	61	245	16,017	1,87,075
Himachal Pradesh ..	+	216	+	54,532	—	24	—	24,862
Kutch ..	+	76	+	85,752	—	—	—	—
Manipur ..	+	106	+	16,548	+	—	+	—
N.E.F.A. ..	—	26	—	38,802	—	—	—	—
Tripura ..	+	50	+	—	+	16	+	35,656
Vindhya Pradesh ..	+	358	+	1,43,051	+	40	+	—
Total ..	38,895	89,870	9,687,213	1,96,22,643	3,262	14,181	1,866,015	64,79,131

* Includes enrolment in attached classes.

+ Figures are not available.

TABLE IX
STATISTICS OF SOCIAL EDUCATION

State	No. of Schools		Enrolment		Expenditure	
	1947-48	1955-56	1947-48	1955-56	1947-48	1955-56
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra	—	2,659	—	77,947	—	6,19,005
Assam	452	739	14,287	44,066	61,430	1,89,529
Bihar	1,534	4,835	68,556	1,87,581	1,21,765	10,45,085
Bombay	5,199	20,491	124,581	4,30,756	4,84,825	7,55,029
Madhya Pradesh	16	2,305	933	37,143	2,25,089	6,03,291
Madras	10	1,529	401	45,127	1,044	3,05,125
Orissa	2	1,616	40	46,610	120	1,38,654
Punjab	23	240	577	9,147	1,173	1,80,857
UttarPradesh	1,779	502	59,003	12,623	6,36,481	1,19,698
West Bengal	416	3,368	12,175	1,77,194	27,673	9,69,744
Hyderabad	+	1,408	+	62,213	+	1,16,981
Jammu & Kashmir	+	—	+	—	+	+
Madhya Bharat	+	600	+	12,737	+	2,24,605

1	2	3	4	5	6	7
Mysore	+	1,396	+	25,724	+	67,447
Pepes	+	352	+	2,803	+	—
Rajasthan	+	196	+	15,240	+	1,49,454
Saurashtra	+	1,370	+	31,102	+	2,68,389
Travancore-Cochin	+	66	+	3,353	+	39,994
Ajmer	1	1,075	20	13,014	114	3,21,428
A & N Islands	—	—	—	—	—	—
Bhopal	+	43	+	801	+	41,338
Coorg	—	73	—	1,480	—	41,336
Delhi	7	191	98	10,701	400	3,46,420
Himachal Pradesh	+	151	+	3,419	+	34,404
Kutch	+	83	+	1,216	+	11,952
Manipur	+	10	+	300	+	500++
N.E.F.A.	+	10	+	145	+	35,845
Tripura	+	334	+	12,348	+	3,83,279
Vindhya Pradesh	+	449	+	14,296	+	1,76,270
Total	9,439	46,091	2,80,671	12,79,086	15,60,114	71,85,659

+ Figures are not available.

++ Figures relate to 1954-55.

PROGRESS OF PRIMARY EDUCATION

INSTITUTIONS

THOUSANDS

350

250

100

50

0

1949-50 1950-51 1951-52 1952-53 1953-54 1954-55 1955-56

EXPENDITURE

CRORES OF RS.

60

40

20

0

1949-50 1950-51 1951-52 1952-53 1953-54 1954-55 1955-56

ENROLMENT

LAKHS

250

150

50

0

1949-50 1950-51 1951-52 1952-53 1953-54 1954-55 1955-56

TEACHERS

THOUSANDS

700

500

300

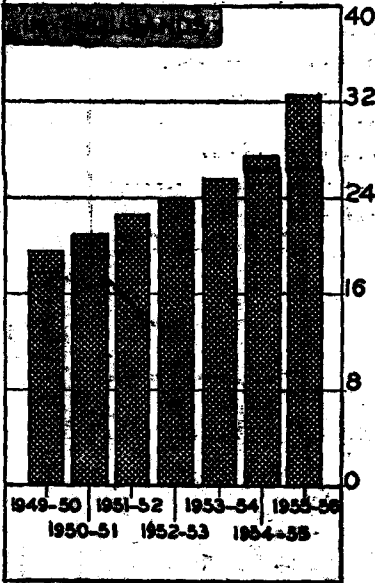
100

0

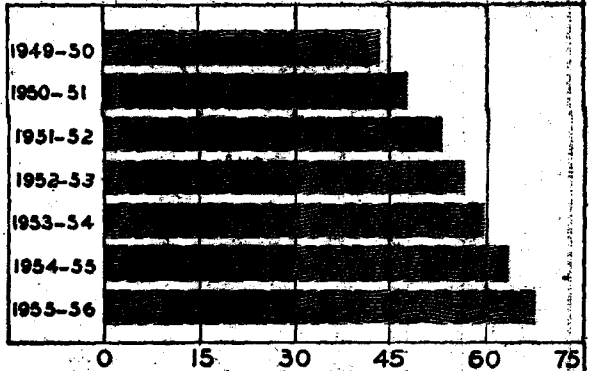
1949-50 1950-51 1951-52 1952-53 1953-54 1954-55 1955-56

PROGRESS OF SECONDARY EDUCATION

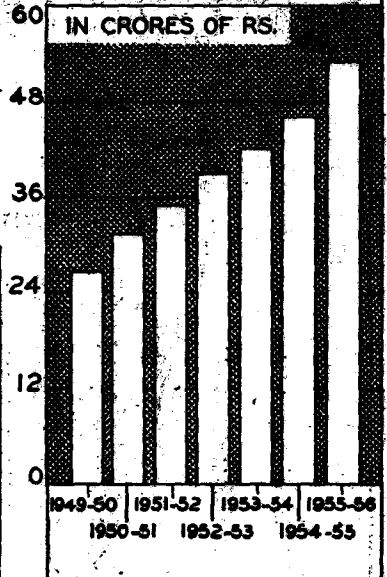
INSTITUTIONS



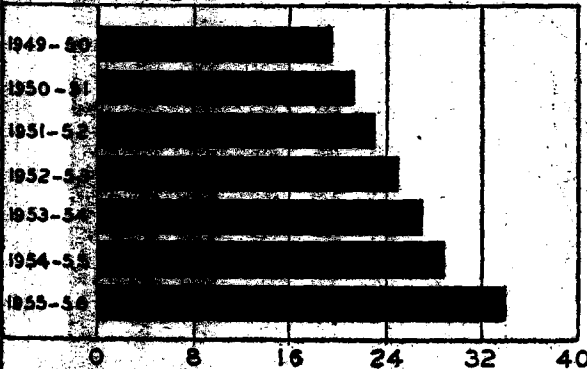
ENROLMENT IN LAKHS



DIRECT EXPENDITURE



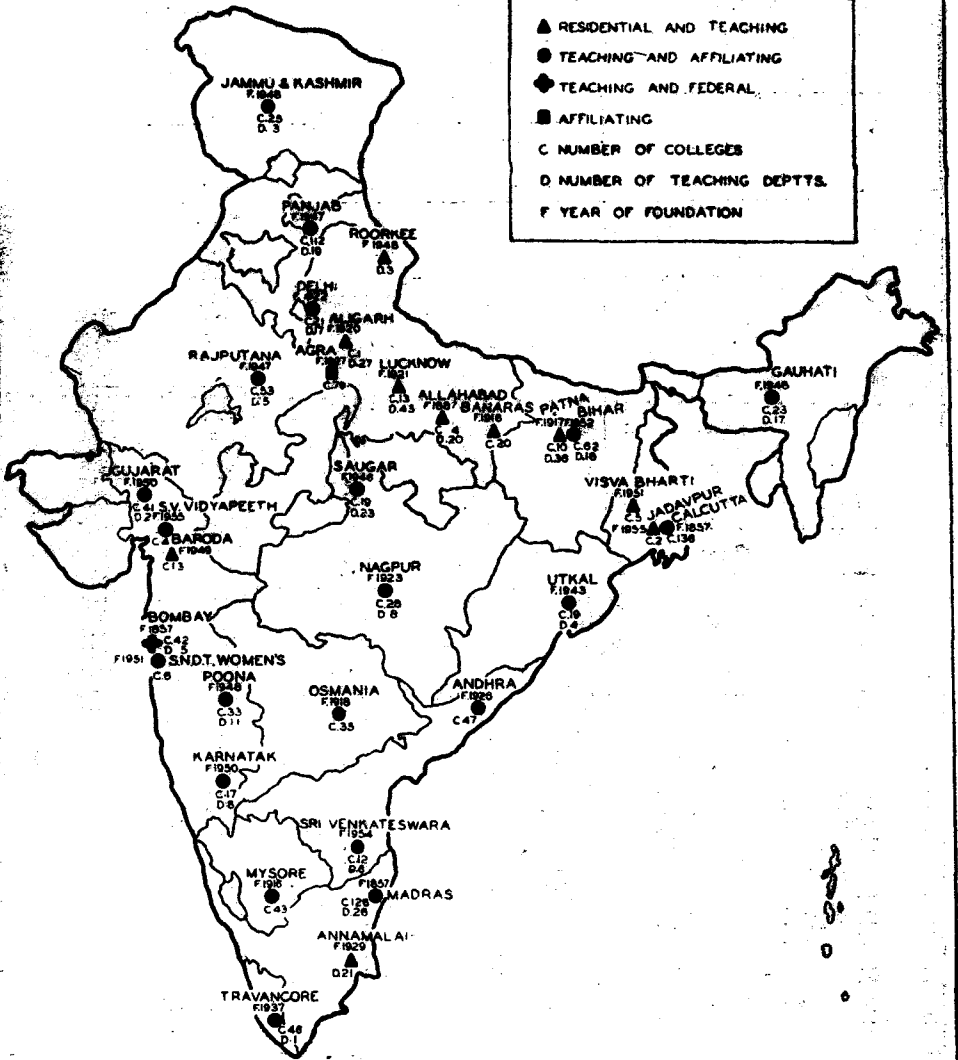
TEACHERS IN TENS OF THOUSANDS



UNIVERSITIES IN INDIA

1956-57

▲ RESIDENTIAL AND TEACHING
 ● TEACHING AND AFFILIATING
 ◆ TEACHING AND FEDERAL
 ■ AFFILIATING
 C NUMBER OF COLLEGES
 D NUMBER OF TEACHING DEPTTS.
 F YEAR OF FOUNDATION



PROGRESS OF HIGHER EDUCATION

COLLEGES
IN
HUNDREDS

ENROLMENT
IN
LAKHS

EXPENDITURE
IN TENS OF
CRORES OF RS.

13

11

9

7

5

3

1

0

1949-50

1950-51

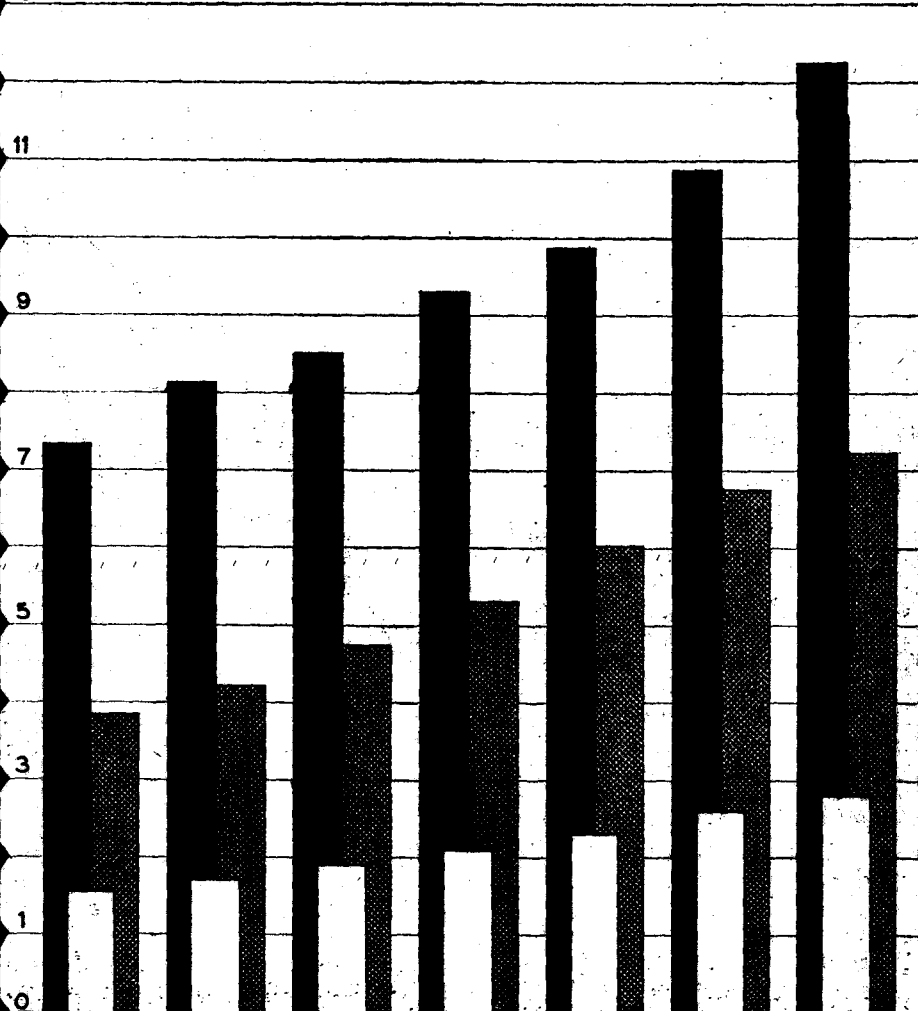
1951-52

1952-53

1953-54

1954-55

1955-56



APPENDIX 'B'
SCHOLARSHIPS
FOR STUDIES ABROAD

GOVERNMENT OF INDIA SCHEMES

(a) Scholarships Schemes

Central Overseas Scholarships Scheme

The scheme in its present form is meant for Universities, Colleges and comparable institutions of Higher education, in order to enable them to obtain opportunities for their teachers for Higher studies/training abroad and thus to raise the standard of instruction and research in the country. The number of scholarships under the scheme has been raised from 25 to 35 every year with effect from 1957-58. Of the 154 scholars sent abroad since 1949-50, 101 have returned.

Central States Scholarships Scheme

This Scheme is open only to persons who by birth or domicile are natives of the Union Territories of Delhi, Himachal Pradesh, Manipur, Tripura, Andaman and Nicobar Islands, Laccadive, Minicoy and Amindiv Islands for post-graduate study/research in any branch of knowledge for which adequate facilities do not exist in the country. The number of scholarships has been increased from one to five with effect from 1954-55. Since 1926, 40 scholars have been sent abroad.

Foreign Languages Scholarships Scheme

With a view to strengthening cultural contacts between India and other countries, the Government of India instituted in 1954-55 a scheme to award to Indian nationals 30 scholarships every year for specialisation in some of the major languages of Asia and Europe, viz., Arabic, Persian, Japanese, Chinese, Turkish, Russian, French, German, Spanish and Italian. The Scheme also aims at training Indian teachers employed at universities and other institutions teaching foreign languages and thus providing better teaching facilities in these institutions. Sixty-four scholars have been sent abroad so far of whom 12 have returned.

Indo-German Industrial Cooperation Scheme

The Indo-German Industrial Cooperation Scheme for post-graduate studies and practical training in West Germany has functioned every alternate year since 1952-53. In 1952-53, 64 persons employed in various industrial organizations were sent for practical training in West German industries. In the same year 43 scholars were sent for post-graduate studies in West German universities and technical institutions, mostly for technical subjects. The corresponding figures for the 1954-55 scheme were 51 and 15 respectively. Under the 1956-57 scheme, in addition to 25 scholars for post-graduate studies, 25 candidates have been given 'freeships' only. The number of places for practical training remains the same. Of the 200 scholars and trainees sent so far, 134 have returned after completion of their study/training.

Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme

The Government of India decided in 1954-55, to award six Overseas scholarships to students belonging to scheduled castes, scheduled tribes and other backward classes.

Preference is given to candidates taking up advanced study in the subjects of medicine, engineering, agriculture, science and technology but those intending to pursue other courses are also considered. The number of scholarships has been increased from six to 12 for every year with effect from 1955-56. Twenty-six scholars have been sent abroad so far.

Programme for Exchange of Scholars between China and India, 1955-56

In order to promote cultural relations with China, a programme for the exchange of scholars has been started with effect from the year 1955-56. Under the Programme five Indian scholars are at present in China.

Fully-Paid Overseas Scholarships Scheme

To help in meeting the shortage of trained personnel in the country to man the development schemes of the Government, Universities, comparable institutions of Higher education and Colleges and to improve the standards of teaching and research in the country, the Government of India instituted with effect from 1957-58, a scheme for the award of 20 fully-paid overseas scholarships to young and brilliant persons, in the age group 20-25. The first batch of 20 scholars will leave for various countries of study/training in September/October, 1957.

Agatha Harrison Fellowship

The Fellowship has been instituted with effect from the year 1956-57 as a memorial to the late (Miss) Agatha Harrison. It envisages the study of Asian problems with special reference to India at the St. Anthony's College, Oxford, and is tenable for a period of five years.

(b) Partial Financial Assistance to Eminent Indian Scientists Going Abroad

The object of this Scheme is to give financial assistance to eminent Indian Scientists for any of the following purposes: to visit well known overseas centres of research; to study at first hand the latest methods and developments in foreign countries in their special subject; to attend International Conferences of a high standard; to make contacts with their counterparts in foreign countries; and to give lectures at various universities and institutions to explain the results of their own research work in India.

Since 1946-47, 35 scientists have been given financial assistance under the Scheme.

(c) Passage Grants to Scheduled Castes, Scheduled Tribes and Other Backward Classes candidates

Under this Scheme the Government of India have given since 1954-55, free tourist/second class sea passage to students who receive foreign scholarships which do not carry a travel grant up to a maximum of four to each of the three groups every year. Sixteen students have been given such grants so far.

(d) Partial Financial Assistance (Loan) Scheme

The Scheme was introduced in 1947 to help Indian students

abroad, who, as a result of the partition of the country were cut off from their parents/guardians and were consequently in financial difficulties when in foreign countries. The scope of the scheme has since been considerably widened and loans are given to certain categories of persons for meeting the cost of passage for onward journey, kit allowance, etc. Indian students who are already abroad are also eligible for assistance under the scheme.

Loans under the Scheme are interest-bearing and repayable in suitable monthly instalments not exceeding 36 after the expiry of six months of the loanee's return to India or on his/her employment in India abroad, whichever happens earlier.

Since 1947-48, loans of the value of Rs. 5,59,149/- have been granted so far to 334 students.

In addition to schemes mentioned above, proposals for exchange of Indian scholars with Czechoslovakia, Iraq, Poland and the U.S.S.R. are under consideration.

Colombo Plan

The purpose of the Scholarships/Fellowships under the Colombo Plan is to assist fellow-members of the Commonwealth by providing them with technical experience. Since 1951, 150 persons have been sent abroad, of whom 101 have returned.

An offer of 125 Correspondence Course scholarships for 1957-58 from the Government of Australia under the Colombo Plan has also been received. It has been decided to utilise the offer for technical teachers and instructors in polytechnics and training and vocational centres.

Scholarships and Fellowships under the Peint Four Programme

Under this scheme the Government of the U.S.A. awards scholarships/fellowships to Indian nationals with the object of providing such elements of American technical knowledge and skill as may be available and useful in contributing to the general economic development of the country. Since 1952, 32 persons have been sent abroad, of whom 24 have returned.

U.N. Social Welfare Fellowships and Scholarships Programme

This programme is designed to train suitably qualified social welfare personnel through observation and study abroad to gain additional knowledge and experience of their particular subjects of specialisation. Since 1949, 91 persons have been sent abroad, of whom 84 have returned.

UNESCO Fellowships/Scholarships

(a) Technical Assistance Programme

Awards under the Technical Assistance Programme are made by Unesco against the approved specific requirements of national laboratories/research stations/institutions, etc. Since 1950-51, 42 persons have been sent abroad, of whom 37 returned.

(b) For Study/Training in Specific fields

Candidates under this scheme are sent abroad to acquire training in specific subjects. Of the nine Scholars awarded the scholarships since 1955-56, five are at present abroad.

Fellowships|Scholarships offered by Foreign Governments|Institutions|Organisations, etc.

Several foreign governments institutions and organisations have awarded scholarships to Indian nationals for studies abroad. The position with regard to offers received for 1957-58 is as follows:

(a) Foreign Governments

Czechoslovakia

(a) Two to three scholarships for post-graduate study in Czechoslovakia—The offer is under consideration.

(b) 30 scholarships for practical training—This offer is also under consideration.

East Germany

50 scholarship for post-graduate study in East Germany. Steps are being taken to implement the recommendations of the Sponsoring Committee for proper utilisation of these scholarships.

Egypt

Two scholarships for post-graduate study in Egypt—the offer is under consideration.

France

(a) 11 scholarships for post-graduate study in France.

(b) 14 scholarships for Officers and Technicians of Indian Administration for specialised training—The offer is under consideration.

Italy

Three scholarships for post-graduate study in Italy.

Netherlands

One scholarship for research in the Netherlands.

Norway

One scholarship for post-graduate study in Norway—Applications have been received and are under consideration.

West Germany

(a) Seven scholarships for post-graduate study in West Germany.

(b) 802 scholarships for post-graduate study|practical training—Steps are being taken to implement the recommendations of the Sponsoring Committee for proper utilisation of these scholarships.

Switzerland

Two scholarships for post-graduate study in Switzerland.

U.S.S.R.

11 scholarships for post-graduate study in the U.S.S.R.

(b) Foreign Institutions/Organisations

- | | |
|--|---|
| 1. British Council | Four scholarships for research in the United Kingdom. |
| 2. Brush Aboe Group-U.K. | One scholarship for training in the U.K. |
| 3. Free City of Hamburg | Ten scholarships for post-graduate study in West Germany. |
| 4. International Association for the Exchange of Students for Technical Experience | 55 offers (8 of long duration and 47 of short duration) for practical training. |
| 5. London University Institute of Education | Two Fellowships for carrying out investigation at the Institute. |
| 6. Philippines University | Three scholarships for post-graduate study in the University. |
| 7. Royal Commission for the London Exhibition of 1851 and Royal Society, London | Two Royal Commission scholarships for research in the U.K. |
| 8. Federation of British Industries, U.K. | Six scholarships (three fully paid and three partly paid) for practical training in the United Kingdom. |
| 9. London Transport Authority, London | Six places for training with the Authority. |
| 10. Sir Isaac Pitman & Son Ltd., London | Eight seats at the third course for overseas teachers. |

FOR STUDIES IN INDIA**(i) For foreign nationals****Colombo Plan Scholarships/Fellowships to the nations of South and South-East Asian countries**

The main object of this scheme is to assist in the economic development of the neighbouring countries of South and South-East Asia, e.g., Australia, Burma, Ceylon, Indonesia, Nepal, Malaya, Indo-China, British Borneo, Pakistan, Philippines and Thailand. The Ministry of Education arranges training and looks after the welfare of scholars who come to India for studies in subjects other than Medicine, Agriculture and Science. Since 1952-53, 296 scholars from Burma, Ceylon, Indonesia, Malaya, Nepal, Philippines and Thailand came for studies in India, of whom 127 have returned after completing their studies. During 1957-58, 185 scholars are expected to come.

French Fellowships Scheme

With a view to reciprocating the gesture of goodwill of the Government of France who since 1945 have awarded 10-15 scholarships every year to Indian nationals for study in France, the Government of India revived in 1953-54 the *ad hoc* scheme of Fellowships to French nationals sanctioned in 1949-50. The French Fellows are required to teach the French language in the Indian Universities where they are

placed and to do research in their field of interest. Since 1953-54, 12 French Fellows have come to India.

General Cultural Scholarships Scheme

With the object of promoting cultural relations with neighbouring countries and offering educational facilities to students of countries not so well equipped in this respect, the Government of India initiated in 1949-50, a scheme for the award of 70 scholarships every year to students of Indian origin domiciled abroad and indigenous students of certain Asian, African and other Commonwealth countries. Because of its popularity, the number of fresh awards made annually under the Scheme was raised from 70 to 100 in 1952-53. Later, to meet the pressing demands of foreign countries, the number of scholarships was again raised from 100 to 140 in 1956-57. The number of countries at present covered under the Scheme is 50.

Indo-German Industrial Cooperation Scheme—Fellowships to German Nationals

Under this scheme, the Government of India offer, as a reciprocal measure, ten Fellowships to German nationals for study of the modern languages, religions and Philosophy, etc. in the Indian Universities. Under the schemes for 1952-53 and 1954-55, 20 German nationals came to India.

Programme for Exchange of Scholars between China and India, 1955-56

Under this programme nine Chinese students are studying since August 1955 Hindi, Urdu, Indian History, Physics and Tropical Medicine in Indian Universities.

Reciprocal Scholarship Scheme

To reciprocate the gesture of goodwill made by several foreign governments in awarding scholarships to Indian nationals, the Government of India instituted, in the year 1954, a scheme to award 20 scholarships to the nationals of these countries for study in India. The countries covered are: Netherlands, Italy, Mexico, Norway, Sweden, Switzerland and Yugoslavia. Under the 1956-57 scheme, 10 scholars have come to India so far.

Under the scheme, 637 scholars have come to India for studies.

Scholarships to Bhutanese Students (1955-56)

In January 1956, at the request of the Maharaja of Bhutan, 23 Bhutanese students in the age group 10-14 were awarded scholarships and were admitted in the Birla Vidyamandir, Naini Tal.

Scholarships to Sikkimese Students (1956-57)

Under the Scheme six students from Sikkim were awarded scholarships for degree/diploma courses in 1956-57.

(ii) FOB INDIAN NATIONALS

Merit Scholarships in Public Schools

In order to make available the benefits of Public school education to poor but able students, who would otherwise have been unable to secure them, the Government of India instituted in 1953 a scheme of scholarships tenable at schools that are members of the Indian Public Schools Conference. The awards, which are made on an All-India

basis, are open to all children in the age group 5 to 11, with a 17½ per cent reservation for children belonging to Scheduled Castes, Scheduled Tribes and other Backward Classes. The scholarships once awarded are continued, subject to satisfactory progress, until the scholars complete their school-leaving examination courses. The value of each scholarship depends upon the income of the parents or guardians and in suitable cases also covers clothing expenses, pocket money and even travelling expenses.

Certain Public schools and State Governments have also instituted their own scholarships, more or less on the same lines as those instituted by the Government of India. In consultation with them, the selections for these scholarships are also made by the Government of India.

Of the total of 279 scholars selected since 1953-54, 180 are studying in various Public schools.

Merit Scholarships for Post-Matriculation Studies

The scheme was instituted in the year 1956-57 to enable really brilliant students to pursue their academic studies at the under-graduate to post-graduate level without being hindered by their poverty. Award of 400 scholarships (200 for admission in the Intermediate or equivalent professional and 200 for B.Sc./B.A./or equivalent professional) were approved for 1956-57, on the results of the Matriculation High School or equivalent examination and Intermediate courses and 195 for Graduate courses. The scholarships are distributed amongst the various States on the basis of population. For 1957-58 and onwards it is proposed to award 200 scholarships at the Intermediate level only.

Post-Matriculation Scholarships for Study of Hindi to Students belonging to non-Hindi Speaking States

The scheme is designed to accelerate the process of propagation of Hindi in non-Hindi speaking States in order that the State Governments may have at their disposal first class Hindi knowing personnel to man their teaching and official posts.

The scheme was started in 1955-56, when eight scholars were selected for the degree and post-graduate course. In 1956-57, the scope of the scheme was extended to cover Intermediate courses also and 66 scholars were selected in that year.

Research Scholarships in Humanities

The University Education Commission in its report drew the attention of the Government of India to the marked trend among students to shift from the Arts to the Natural Sciences. This was so particularly among the better class of students and emphasised the dangers to which society stood exposed by an unbalanced development of material knowledge, power and energy, with a more or less complete absence of a widespread influence of the Humanities. In order to remedy these defects and to secure an uninterrupted supply of young workers, with the right bias and aptitude for study in Humanities, the Government of India in 1953 instituted a scheme for the award of Research Scholarships.

The scheme envisages the grant of not more than 100 scholarships annually for higher studies and research in any branch of the Humanities. During the last four years, 112 scholarships (excluding 33 cancellations) have been awarded. So far 65 scholars have completed their research work and some of them have submitted their thesis.

Scholarships to Young Workers in Different Cultural Fields

Scholarships under the scheme are awarded to young workers of outstanding promise for training in any field of cultural activity, e.g., Music, Dance, Drama, Films and Fine Arts, Dancing, Painting and Sculpture. The number of scholarships sanctioned each year is such that not more than 100 scholars are in receipt of such scholarships at any one time. Since the inception of the scheme in 1954-55, 109 scholars have been awarded the scholarships; of these ten have dropped out. Twenty-six scholars have so far completed their training.

Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme for Post-Matriculation Studies

A democracy cannot attain its full stature if any section of the community remains educationally or otherwise backward and weak. A democratic state must, therefore, adopt special measures for the promotion of the educational interests of all such sections, for it is only through education that individuals and groups can develop their natural virtues of body, mind and spirit.

The Government of India sanctioned in the year 1944 a grant of Rs. 300,000 a year for a period of five years for scholarships to Scheduled Castes for post-matriculation studies. In the year 1948-49 another grant of Rs. 50,000 was sanctioned for scholarships to the Scheduled Tribes. The scheme was revised in the year 1949-50 and the benefit under the scheme was extended to educationally backward classes, other than Scheduled Castes and Scheduled Tribes. A grant of Rs. 10 lakhs was sanctioned for 1949-50 which was raised progressively in subsequent years to Rs. 12 lakhs in 1950-51, Rs. 15 lakhs in 1951-52, Rs. 30 lakhs in 1952-53, Rs. 62 lakhs in 1953-54, Rs. 107 lakhs in 1954-55, Rs. 150 lakhs in 1955-56 and Rs. 186.5 lakhs in 1956-57.

The number of scholarships awarded during 1956-57 were about 40,000 as against 114 awarded during 1944-45.

The increase in the number of scholarships, as well as in expenditure, is a not inconsiderable achievement and is an earnest of the Government's solicitude for the welfare of these classes.

