

THE FIVE-YEAR PLAN

A Brief Review of Progress



MINISTRY OF EDUCATION

GOVERNMENT OF INDIA

1955

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FOREWORD

Educational reform is a continuous process and there is never a stage when further changes are not necessary. There are however times when the need for reform attains a special urgency. It may be said that this was so in India on the eve of independence. The formation of a national government gave a fresh, impetus to all movements for reform and though it may not always be recognised, large scale reconstruction has in fact taken place since '1947'. The formulation of the Five-Year Plan has helped to focus and integrate all such programmes, particularly in view of the decision that placed a greater emphasis on selective projects during the first Plan period.

In spite of the limitations of objective and the paucity of resources, facilities for education have been expanded side by side with efforts to improve its quality. The Central Government have helped in programmes of expansion but the main effort of the Centre has been concentrated on projects for improving quality. A number of schemes and projects have accordingly been framed with certain definite aims and objects. Some of them have been implemented directly but more often implementation has been undertaken in cooperation with the State Governments. There is of course no suggestion to limit experiments only to the schemes and projects initiated by the Central Government. Nor is there any intention to insist on rigid adherence to every detail of such programmes. They are intended to indicate the broad purposes which inform the Central Government's plans for the educational development of the country. So long as the spirit of these reforms is observed, variations to suit local needs and local problems are not only necessary but also desirable.

If these projects and schemes are to serve the purpose for which they were framed and make a definite contribution to the improvement of Indian education, it is necessary that the purpose should be widely understood. Education is a field where mechanical adoption of techniques is not enough : in fact techniques cannot be adopted unless the aims and objects governing them are appreciated by those who have to follow them. This is true of all educational practice but has an even greater application to schemes and projects which seek to try out or develop new methods. It is therefore imperative that official and non-official agencies which are engaged in the task of

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providing education to the growing generations have a clear understanding of both the purpose and the techniques suggested in the Central programmes.

The Ministry of Education have from time to time published brochures and pamphlets describing various measures for improving the quality of education at different levels. These have been either addressed to specialists in particular fields or intended to give a general idea of our educational programmes to the lay public. The present brochure has a somewhat different object in view and seeks to combine both these purposes. On the one hand, it presents within the compass of a single tract an account of all the schemes and projects initiated by the Central Government under the Five-Year Plan. On the other, it offers detailed suggestions on each scheme or project so that the agencies working them may have a clear idea of the purpose behind each. The brochure thus seeks to give both a picture of the whole educational effort of the Central Government and detailed suggestions on specific items. It also contains brief reports on the progress made till March this year in the implementation of the different projects and schemes.

As illustrative of the purpose of this brochure, special reference may be made to the two fields which have a paramount importance in the reconstruction of our educational system. At the elementary level, it is the accepted policy of the Central and the State Governments to convert all elementary schools into Basic schools as early as possible. Since there are some 200,000 elementary schools in India, it is obviously impossible to change all of them overnight by waving a magic wand. New teachers have to be trained, new buildings put up or old buildings remodelled and new techniques developed to suit the requirements of different areas. The foundation has however been laid for such transformation by providing that at least one area in each State will work out the system in all its phases and aspects. The first steps have also been taken for the establishment of a National Centre for Basic Education. Pending the completion of the change-over to Basic schools, measures have been taken to improve the quality of ordinary primary schools and bring them nearer the Basic pattern. Along with these efforts to improve quality, an enormous expansion has taken place so that there are today over seven million more children in the elementary schools as compared to 1947.

In the field of Secondary education also, a number of schemes have been initiated for improving quality side by side with an enormous

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expansion in quantity. A number of research projects have been and are being worked out. Facilities for training of teachers have been and are being further increased. Merit scholarships have been introduced in special Residential Schools in order to throw them open to poor but meritorious pupils. Grants have been given to voluntary organisations for improving school buildings, libraries, equipment and laboratories. Steps have been initiated to improve textbooks and develop facilities for vocational and educational guidance. After consultation with Universities, Boards and State Governments, far-reaching decisions have been taken for the reorientation of Secondary education to give effect to the recommendations of the Secondary Education Commission.

One could go on multiplying instances of such efforts at reform and expansion in the fields of Social education, the Universities and Technical education. There is practically no field of education where innovations have not been introduced. For an account of the more important attempts under the Five-Year Plan, the reader is referred to the text of the brochure. The many small changes indicated in these pages may each, considered separately, seem unexciting but together they constitute a far-reaching educational revolution. If this brochure can offer some suggestions to those who are engaged in the task of educational reconstruction and convey to the general reader a sense of the magnitude of the effort, my colleagues, who have worked to prepare it and I shall regard our labours as amply repaid.

Humayun Kabir.

Educational Adviser to the
Government of India.

New Delhi,
22nd April 1955.

The Government of India have been seriously concerned about the educational situation in the country and are anxious to initiate, in cooperation with State Governments—which are primarily responsible for the expansion and reconstruction of education—measures which will pave the way for the eventual reform of the entire educational system. A radical reconstruction of education on a national scale is bound up, to a large extent, with the social, economic and industrial development of the country and will take considerable time. But obviously educational reform cannot wait till all the other conditions are fulfilled. It is, therefore, necessary to take steps which, within the present limitations and resources, will contribute to the improvement of educational methods and techniques and bring educational aims into harmony with national needs and aspirations. The Education Ministry has found further support for its view in the advice of the Planning Commission that, without minimising the importance of educational expansion, steps must be taken to ensure a perceptible improvement in the quality of education at present imparted in existing schools and other institutions. This is necessary not only in its own right but also because, without such an approach, educational expansion may result merely in the large-scale multiplication of inefficient and unsatisfactory schools of the type that are unfortunately in a majority at present.

It was, therefore, decided to take in hand a certain number of carefully selected, or newly established, institutions or groups of institutions and initiate in them well thought-out projects designed to improve the quality of education. This would make it possible to lay a solid foundation and create the correct atmosphere for orienting educational expansion along proper lines. The Government of India have, on the advice of the Planning Commission, accepted the position that they can, for the present, discharge only certain limited obligations in the field of education and are not in a position to assume any large measure of financial responsibility for the expansion of education in the country as a whole. To quote the Commission—

“The Central Government’s approach has, therefore, to be selective. Besides actively supporting Higher and Technical education and research, it can and should assist pilot projects, experiments in improved educational methods in different fields, production of suitable literature, training of selected personnel, translation of important works into Indian languages, promotion of the Federal language, etc. It can also assist in providing the educational base of projects for the intensive development of selected areas. In view of the importance of community centres in social welfare and reconstruction work, this is a field of activity in which there is room for initiative on the part of the Centre as a part of its programme for Social education. There may be other lines of activity of a specific nature which could fall within the purview of the Central Government’s programme over the next few years.” ●

It is with this object in view that the Ministry of Education has formulated many of its schemes under the Five-Year Plan and has invited the cooperation of the State Governments with adequate financial help from the Centre in their implementation.

The schemes are—

1. Intensive Educational Development in Selected Areas.
2. (a) Promotion of Research Projects in Secondary Education.
2. (b) Merit Scholarships in Public Schools.
3. (a) Training of Audio-Visual Education Experts.
3. (b) Suitable Literature for Children and Adults.
3. (c) Promotion of Hindi in non-Hindi Speaking Areas.
4. Selective Educational Experiments.
5. Pilot Centre for Juvenile Delinquency.
6. Grants to Voluntary Educational Organisations.
7. Youth Welfare.
8. Promotion of Inter-State Understanding.
9. National Central Library.
10. National Fundamental Education Centre.
11. Central Bureau of Textbook Research.
12. Vocational and Educational Guidance.
13. Centre for the Adult Blind.
14. Miscellaneous Schemes.

A few important schemes formulated under the Five-Year Plan are discussed in the succeeding pages with a view to enabling the Education Departments of State Governments to obtain a real appreciation of their aims and objectives and of the spirit in which they should be worked out. A brief review of the progress achieved under each scheme is also given.

SCHEMES IMPLEMENTED JOINTLY BY STATE GOVERNMENTS AND THE GOVERNMENT OF INDIA

SCHEME NO. 1—INTENSIVE EDUCATIONAL DEVELOPMENT IN SELECTED AREAS

The Government of India have initiated, under Scheme No. 1 of the Five-Year Plan, a project for the establishment, in each State, of a group of experimental and closely integrated Basic institutions from the Junior Basic school to the Post-Graduate Basic Training college. They must all be visualised as closely inter-linked with one another from top to bottom, one supplementing the work of another and providing opportunities for the practical implementation of the ideas formulated after careful discussion and consideration. At the apex of this group of institutions is the Post-Graduate Basic Training college

with the demonstration school whose special objectives and functions may be summarised as follows :

(i) (a) Post-Graduate Training College

Objectives

1. This college should prepare :
 - (i) teachers for Basic Training institutions,
 - (ii) supervisors and inspectors of Basic schools,
 - (iii) planners and administrators of Basic education, and
 - (iv) teachers for Senior Basic and Post-Basic schools.
2. It should make new experiments and develop improved methods and techniques of teaching in the field of Basic education.
3. It should prepare suitable materials for instruction in Basic schools—reading matter, charts, diagrams and various other types of visual aids.
4. It should publish material for the guidance of Basic teachers.
5. It should endeavour to solve specific problems arising in field work that may be referred to it by teachers and supervisors of Basic schools.

Admission

In selecting candidates for the college, care should be taken, as far as possible, to take graduates with an interest in social and educational work, with faith in the ideals and methods of Basic education and the right attitude towards productive work and labour. The teachers trained in this college should have the same status and salary grades as graduates of any other Secondary Training college.

Syllabus

In many States, there are such colleges already and they have formulated the syllabuses. However, to ensure a certain minimum of basic uniformity, an outline scheme of studies is suggested below, which the State Education Departments may adopt with suitable modifications to suit their needs. Attention is also invited to the recommendations of Principals of Basic Training colleges (already sent to the State Governments) regarding a common standard syllabus for the various stages of training in Basic education.

Papers

- (i) Philosophy and Sociology of Education, with special reference to Basic Education.
- (ii) Educational Psychology.
- (iii) Educational Administration and Supervision

or

Experimental Education and Methodology of Educational Research.

- (iv) Basic Methods of Teaching.
- (v) Craft Work : Theory and Practice.

The college should provide facilities for the teaching of as many of the following crafts as possible :

(a) *Main or Basic Crafts*

- (i) Agriculture, including Animal Husbandry.
- (ii) Spinning and Weaving.
- (iii) Cardboard Modelling, Woodwork and related Metal Work.

(b) *Subsidiary Crafts*

- (i) House Building.
- (ii) Spinning (for those who do not take spinning as the main craft).
- (iii) Vegetable Gardening (for those who do not take agriculture as the main craft).
- (iv) Leather Work.
- (v) Bee-keeping
- (vi) Pottery.

Every student should take one of the Basic Crafts and one or more Subsidiary Crafts.

Practical Work

In addition to teaching practice and craft work, the following items of practical work should be provided :

- (i) Preparation of schemes of work.
- (ii) Devising and constructing attainment tests for a particular class in the subjects selected.
- (iii) Administration of group and individual tests.
- (iv) Preparation of teaching aids in connection with lessons actually given.
- (v) Preparation of improved materials and technique of instruction in Basic schools.

Building and Equipment

The States should economise on building as much as possible by using existing buildings wherever available. Where the construction of new buildings is necessary it should harmonise with the rural pattern of neighbouring life. In some States there are already institutions that may form the nucleus of this project, in which case the problem is that of expansion or alteration of buildings already in use particularly so as to make effective craft work possible. Without being lavish, adequate and good furniture and equipment should be supplied

and special care should be taken to see that the library and laboratory are well-equipped and that all necessary craft materials and tools are supplied. Sufficient land must be provided for agricultural purposes.

Extent of Central Assistance

The Central Government assistance is based on a system of matching grants on a sliding scale, the balance of the expenditure being met by the State Government concerned. The percentages are as follows :—

	1952-53 & 1953-54	1954-55	1955-56
Non-Recurring	66%	66%	66%
Recurring	60%	50%	33½%

Fifteen States have implemented this scheme namely, Assam, Bihar, Bombay, Delhi, Hyderabad, Madhya Bharat, Madhya Pradesh, Madras, Mysore, Orissa, Punjab, Rajasthan, Saurashtra, Uttar Pradesh and West Bengal. In some of these States new colleges have been opened, while in others existing colleges have been developed to bring them into line with the scheme of the Ministry. In West Bengal and Bombay three such colleges have been set up, while Madhya Pradesh and Uttar Pradesh have two each. The amounts sanctioned to States for the purpose are as follows :—

1952-53	—	Rs. 6,42,621
1953-54	—	Rs. 5,29,250
1954-55	—	Rs. 13,93,637 and Rs. 4,50,000

as loans. While the institutions set up or developed are for the most part Government bodies, certain private institutions have also been associated with the Scheme. These are :

The Vidya Bhavan Training College, Udaipur.

The Shri Ramakrishna Mission Vidyalaya, Coimbatore, Madras.

The Jamia Millia Teachers' Training Institute, Delhi.

(i) (b) Senior Basic Demonstration School

The work of the Post-Graduate Training college will remain superficial and incomplete unless there is a good experimental and demonstration school attached to it, where educational ideas and methods, advocated in the classroom can be put to the actual test of practice. It is comparatively easy for members of staff in Training colleges to formulate attractive and apparently unexceptionable principles and methods of education. But the genuine test of the validity and efficiency of their thinking arises when they actually work out these ideas in the practising and demonstration schools. Usually, there is a big gap between educational theory and school practice not only in the educational system as a whole, but even between the Training colleges and the actual work in their demonstration schools. If a Training college cannot apply its methods and principles effectively even in one institution which is directly under its control, it can certainly make no impact on the educational system.

It is, therefore, essential that the Post-Graduate Basic Training college as well as its Practising Senior Basic schools should be developed as experimental institutions, where teachers under training can actually see the best methods at work and participate in their implementation. The work of the school should also give the members of the college staff an opportunity to see how far their ideas stand the pragmatic test successfully. The college must therefore keep a careful, intelligent and objective record of its experiments and experiences in the demonstration school ; it should compile teaching materials, including correlated lesson plans ; it should compile bibliographies of reading materials both for teachers and school children, and work out methods of correlating various subjects with the teaching of crafts. It should carry on experiments in 'community living' and social service. Similarly, this college should concern itself with the training of persons on the supervisory side so that they can competently ensure the proper progress of work in the Basic schools and give necessary help to their teachers. It is not, however, possible for an Inspecting Officer to function efficiently, unless he is a good school teacher and possesses first-hand knowledge and experience. This means that the first part of the training in Basic principles and techniques should be common to all students whether they propose to go into the teaching or the inspection line, and that specialisation should occur during the latter part of the course when each group can study in detail the particular problems that it will have to face. Another function of this Training college, as indicated above, is to prepare teaching materials for the guidance of teachers and students in training institutions as well as Basic schools. At present they are greatly handicapped because useful and interesting reading material is not available for them. The college must, therefore, be developed both as a centre of research and as a centre for the production of suitable teaching materials and aids.

(ii) (a) The Basic Training College

Objectives

What applies to the Post-Graduate Basic Training college also applies largely to the Basic Training college which has to carry on the same functions *vis-a-vis* the teachers of Junior Basic schools and develop new methods and techniques of teaching experimentally and to put them across, in due course, to all the other Training colleges in the State. It should be clearly understood that the object of this scheme is *not* just to start one more Training college in each State but to establish an institution which will take the lead in the establishment of Basic education in the State on right lines.

This college has to prepare teachers for Junior Basic schools. The chief aim of the course is to equip teachers with professional knowledge and understanding as well as the necessary attitudes so that they may be able to prepare their pupils to take an active and intelligent part in social life and help in building up a new society. The college has, therefore, to be so organised that it will equip teachers to play their part worthily in the reconstruction of education on sound basic lines and to inculcate the right attitudes and ideals in their students.

The general lines on which Basic Training colleges should be organised have been discussed in the Report of the Basic National Education Committee as well as in other publications brought out by the Central Government and the Hindustani Talimi Sangh, Sevagram. In States where such institutions have not yet been established, the Education Departments are advised to consult and study these reports. It has, however, to be specially borne in mind that methods and techniques of Basic education are still not finally established and problems like those of correlation require detailed and careful study. It must, in the first instance, work them out experimentally in its practising and demonstration schools and then help to carry them over to other schools *e.g.* in the form of lessons, notes showing correlations that have been successfully worked out, or enriched subject matter bearing on the syllabus, collected by teachers, and students in cooperation. In planning out the programme, special stress should be placed on practical teaching under realistic conditions, efficiency of craft training with due regard to its productive aspect, preparation of reading material and teaching aids and organisation of community life and social service. Arrangements should be made for the teaching of the Basic crafts as well as subsidiary crafts of which one or more may be selected by the students at their discretion. A list of some of the suitable crafts is given above under Post-graduate Basic Training College.

Building and Equipment

As in the case of Post-Graduate Training colleges, expenses on buildings, furniture and equipment should be reasonably economised. The craft room should, however, be well-equipped with appliances and tools and there should be an adequate supply of raw material to meet the requirements of the trainees. Adequate land will be required for Agriculture as the basic craft.

(ii) (b) Practising Basic Schools

The practising Basic schools should be organised generally on the lines suggested for the Senior Basic schools. Care should be taken to see that apart from working out the right methods of Basic teaching, the school should be linked up directly with the life of the community and the education imparted should be realistic. Experiments should be carried out in preparing teaching aids economically with the help of locally available material and, so far as possible some of the everyday needs of the school should also be met by the school children through their own efforts. They should also be entrusted with the duties relating to the cleanliness of the school building, furniture and equipment and participate in suitable forms of social service.

Research in Training Colleges

There are many problems that the teachers of Basic Training colleges can take up for study and research—research not in the high-brow, academic sense but practical research carried on in connection with actual teaching, through the intelligent and critical appraisal of

methods and techniques. A few such problems may be mentioned by way of illustration :

- (i) How far can the contents of the curriculum be reasonably correlated with the Basic craft ?
- (ii) What parts of the curriculum can be fruitfully correlated with the Physical and the Social environment ?
- (iii) How should the teacher reconcile the requirements of correlated teaching with those covering the course in a reasonably satisfactory manner ?
- (iv) How can suitable reading material be provided for items in the curriculum which are not covered by the available textbooks ?
- (v) How does the achievement of students in Basic schools compare with that in non-Basic schools, both in academic work and in other social and cultural activities ?
- (vi) How can the Basic schools so function as to become an integral part of the life of the local community ?
- (vii) What part can the Training college play in the improvement of the general conditions of the region in which it is situated ?
- (viii) How can the productive efficiency of craft work be improved ? How can every aspect of the craft work be carried on with maximum economy consistent with efficiency ?

All these questions—and numerous others—have yet to be fully answered, and answers have to be found for them on the basis of actual and carefully assessed experience of work in schools. It should also be a special responsibility of these colleges to produce teaching aids and materials that can be profitably used in Basic schools, to get teachers under training to produce interesting booklets on various suitable topics likely to be of interest to children, to work out economical and effective ways of purchasing, storing and utilising craft materials and to maintain records of students' progress in crafts as well as other fields. It should also serve as an *evaluating centre*—for its own works, the work of its practising schools as well as other Basic schools in the locality which might be associated with it. Its success will, therefore, depend primarily on the efficiency with which the practising and demonstration schools are organised and conducted. If there are two Junior Basic schools under this college, they will not only provide sufficient scope for the trainee's 'teaching practice' but also make it possible to work out correlation with different Basic crafts and estimate their productive possibilities properly. The Education Departments should call for regular periodical reports on the progress of the experiments and arrange to circulate significant points from them to all other similar institutions. The Central Ministry of Education will likewise function as an agency for circularising and utilising these reports on an inter-State basis. It would also serve as a general clearing house for all promising ideas and for any useful literature or other materials and aids that may be produced in the various States. A careful scrutiny of the reports and intelligent

appraisal of the field work by the best educational talent available will, in fact, be a matter of the highest priority for the Departments of Education. This aspect of the project has so far been generally ignored or inaptly organised and it is essential that all State Education Departments should concentrate on it intelligently.

Staff

If this approach is clearly understood, the Education Department will naturally take care to see that these institutions are staffed with the most suitable teachers available, with the knowledge, skill, efficiency and temperament to work as pioneers, and that they are not handicapped by want of encouragement and freedom or essential equipment. Secondly, they will have to ensure that they understand clearly the framework of the project, that their terms of reference are properly elucidated and every technical help and guidance that the Department can give is placed at their disposal. Amongst them, facilities for frequent exchange of ideas and experiences in conferences and "workshops" and seminars must take a high place.

Inter-relation of Basic Education with Social Education

In the formulation of this Scheme, the Ministry of Education felt that it would be a fruitful idea to link up this basic experiment with a certain measure of experimental work in the field of Social education. As Mahatma Gandhi formulated the Basic Scheme and as it has since developed, one of its most creative, fruitful and revolutionary contributions has been that the isolation of the school from life should be broken down. It is for this reason that the Basic schools have made a special point of linking up their activities with community life and bringing children not only into cognitive contact with the local environment, but also giving them an opportunity to render some form of social service to the local community. This has, in a way, tended to bridge the gulf between Basic education and the education of adults the Basic school becoming a kind of community centre in the evenings. In developing the outlines of this project, it was felt that the full implication and possibilities of Basic education, particularly in relation to the general life of the community, could not be realised without associating with it closely a few institutions and centres of Social education, that may work in close cooperation and lead to mutual enrichment.

It is with this object that the Scheme envisages the establishment of the following Social education institutions as an integral part off the Project: (a) Five Community Centres, (b) Integrated Library Service and (c) Janata College. The objectives of these institutions are outlined below.

(iii) **Five Community Centres**

These are meant to be established in the area selected for the Basic project and within easy reach of the Training colleges which are to be charged with the responsibility for their supervision. These centres should become cultural centres for the life of the community, providing, educational, social and recreational facilities.

for the adults. They should be designed and planned on a somewhat more generous and ambitious scale than the ordinary Adult education centres. It is essential that a common meeting place or hall should be provided where adults of the neighbourhood can come together to participate in healthy types of social, recreational, educational and cultural activities. This community centre should be open to all citizens—not to any particular group—where men and women of every class and community may meet, irrespective of social, political or economic differences.

Functions

Provision should be made for the following types of activities:

- (i) Recreational programmes for children and adults of the community (games, dramas, *bhajans*, etc.).
- (ii) Celebration of local and national festivals.
- (iii) Lectures, talks, discussions etc., on various subjects of common interest.
- (iv) Literacy and post-literacy classes.
- (v) Library and reading room facilities.
- (vi) Audio-visual activities (radio listening, film shows, exhibitions).
- (vii) Craft classes.

The above functions are only suggestive—additions and alterations will, of course, be made to suit local needs.

Building

Every village has some sort of a common building like a *Panchayatghar*, *Chaupal*, etc., where members of the community meet for their *panchayat* meetings and social gatherings. Provided it is good enough, this building will be suitable for running the community centre and, if it is inadequate, can be improved as a result of cooperative effort. Alternatively, the local school building, if conveniently situated, can serve as the community centre. If there is sufficient enthusiasm for a new building for the community centre, it should be raised, as far as possible, with the cooperative efforts of the population and some financial assistance from the State or local authorities. It is essential that a building that is used as a community centre should have one or two lockable rooms and a park or a playing field should be attached to it for recreational purposes.

Staff

The worker in charge of a community centre should be recruited from the local area and given suitable training. As will be evident from the various activities suggested above, it will be almost a whole-time occupation for a worker if he really puts his heart and soul into the work. An effort should, therefore, be made to give the charge of community centre to a person who can devote sufficient time to looking after its various activities. He may seek the assistance of local school teachers and other young persons in

organising activities. An energetic young man (or woman), with a sense of social service, may be able to run a community centre much more efficiently than a part-time worker who has other calls on his time. Attention should be given to organising women's activities, for which purpose a separate woman worker (part time or whole-time) should be recruited. In the rural area, where it may not be possible to organise common programmes for men and women, separate men and women workers are necessary. In a village where there is a boys' as well as a girls' school, men and women teachers may prove useful in organising these activities, provided they reside in the village. In any event, even if there is a separate whole-time worker, the cooperation of the local school teachers will have to be enlisted for the centre's programmes. In addition, the services of itinerant workers or instructors, official or non-official, may be utilised by different community centres by rotation.

Organisation

It will be necessary to form a local committee to run the centre. If the village *panchayat* is active and enthusiastic, the community centre may be placed under its charge, and the supervision of various activities allotted to different members, the whole-time worker or teacher, in charge of the centre, acting as Secretary to the committee.

Equipment

A community centre would require the following equipment subject to the availability of funds :

- (i) Furniture according to local needs (cupboard, tables, chairs, benches, newspaper stands or racks, *durries* etc.).
- (ii) Lighting equipment (petromax or kerosene oil lamps if electricity is not available).
- (iii) Games' equipment—for indoor and outdoor games.
- (iv) Charts and posters relating to problems of health, sanitation agriculture, civics, etc.
- (v) Newspapers and other periodicals (including some illustrated weekly paper) for children as well as adults.
- (vi) Books (for children as well as adults). The centre should be served by a mobile library for replacement and addition of books.
- (vii) Literacy material (including primers, slates, chalk, blackboards, etc.).
- (viii) Material for craft work,
- (ix) Radio.

(iv) Integrated Library Service

Reading is an essential skill that man in modern society must master so as to get the most out of it, and to give his best to it. Without this skill man moves in society like an ant clipped of his antennae—eking out his days in ineffectual and limited experience. Reading provides a meeting of minds and hence a widening of exp-

uence and a thrusting back of the boundaries. While there is no guarantee that a literate man is a better citizen, there is equally no doubt that intelligence released by literacy makes it easier for a man to rise above self-centred and parochial approach to life.

A good society will, therefore, provide for its members opportunities for acquiring more and more mastery of reading skills, *i.e.*, literacy, anextensive and varied literature of quality matching the various levels of reading skills and opportunities for acquainting literates with literature. Libraries constitute the most important of the latter type of opportunities and, in a welfare state, are not less important than groceries. Every village, small or big, has a grocery; every village in a welfare state should have a library too.

The analogy between a library and a grocery is a serious one. Books should reach the humblest citizen as easily and unostentatiously as his grocery requirements and by similar organisation. At the consumption points of villages there are small selected stores suited to the needs and tastes of the villagers. These are replenished periodically from larger stores in market towns and big urban areas. The same structure should be adopted to meet the book needs of our villages.

We will deal first with the framework of small book stores or libraries in the villages and then say a few words about replenishing libraries for bigger units.

Location

If there is a community centre at the village, the choice of location of the library is determined. Usually a community centre is built to house the library as one of its functions. But even if that were not so the library must evidently link itself with a community centre, since the community centre needs a library.

If the community centre, does not exist, the various alternatives for housing the library, in order of preference, are—

- (i) the village school;
- (ii) the informal gathering place of villages like a *Chaupal* or a *Panchayatghar*;
- (iii) the village grocery shop—by courtesy—and
- (iv) the house of a person who is popular in the village—again, by courtesy.

Management

While even a village has a whole-time grocer, few villages can be so fortunate as to have whole-time librarians. Even this is not necessary. What would be more desirable would be to have a trained hand. But unless the village library is part of a library system even this reasonable requirement is difficult of fulfilment. The best thing under the circumstances is to select a willing worker and leave him to learn the art of running a library.

The choice of a librarian is similar to the choice of the library location, and lies in order of merit between :

- (i) a community centre organiser,
- (ii) a school teacher, and
- (iii) any volunteer willing to work as librarian.

Since our village library is taken to be a part of a system, it is the duty of the higher-rung librarian to train the village library worker. Further, even the village librarian may have the minimum qualifications, namely, he should be literate and sensitive to the literary needs and modes of his people.

The question of remuneration of a village librarian is difficult to decide. If he is the community centre organiser, his duties and therefore, his remuneration, will cover his librarianship. If he is a teacher, he could legitimately expect payment for his extra duties. If he is a voluntary worker, it is not possible to lay down a rule, though we could wish that the tradition of voluntary service would die hard in the land of "Bhumidan Yajnas."

The Book Stock

The village library, however small, should always have a well-rounded collection. Even the smallest collection can be this. A well-rounded collection is like a six-pointed star ; it has books on the following six types of subjects :

- (i) Vocational and economic—*e.g.*, agriculture, cottage industries, cooperatives, etc.
- (ii) Home, health and recreation.
- (iii) Cultural, *e. g.*, easy reading from classical literature or popular writers, etc.
- (iv) Social interests and civics.
- (v) Current topics.
- (vi) Religion and enrichment of personality.

It is the duty of the higher-rung librarian to see that a library centre served by him always has this all-round collection. It is primarily for him to know the sources of literature to tap in fulfilment of his function. But the village librarian should not, therefore, abdicate his own function, which is, first, to apprise the higher-rung librarian of the reactions of his readers to the books supplied to the village library and, secondly, to bring to his notice the sort of books his people would like to read. It is the business of the higher-rung librarian at the headquarters of the integrated library services to train a village librarian to be sensitive to the conscious or semi-conscious needs and probings of the rural folk and to be articulate on the point.

The headquarters librarian also needs some machinery to prepare literature that the people would like to read if it were available. It is time that each State had such a machinery for its own.

regional language or languages. The Government of India have expressed their willingness to help State Governments in this matter.

Opening Times

The opening time of a village library must depend on the convenience of the villagers. If a village library is a part of the community centre, it will open and close with the community centre. Otherwise it opens for a few hours in the afternoon and even that may not be so for all week days. However, it is necessary that the times decided upon should be observed strictly.

Routine and Records

The village librarian should be left as unhampered by library routine as possible. In the first place, he has not the training for it and the more complicated the routine is, the more likelihood there is of his making a complete mess of it and being discouraged and demoralised into the bargain. Secondly, the restricted hours of a library require that as much of his time as possible should be spared from formalities and used for real educational work. The means should not be allowed to usurp the place of ends. The village library should have only three records :

- (i) A list of members borrowing books.
- (ii) A list of books that may belong to the village library.
- (iii) A list of books received from the distributing library.

Activities

The activities of the village library are five-fold :

(i) The library issues books to whoever wishes to borrow them. This is aided by a display of book jackets or merely listing the names of new arrivals on community centre bulletin boards or library bulletin boards. As the village is a small close-knit unit, the librarian will know what book is liked by whom and acquaint him with the fact that the book is available.

(ii) Many a village librarian has tried to bring home to literates and illiterates alike the joys and pleasures that lie hidden between the covers of a book, by organising reading circles, where literate adults read out important and interesting portions from some books which they themselves have read and enjoyed. The interest is heightened if the topic of the book is a current one.

A variant of the reading circle is the play-reading circle. Here a few adults divide between themselves the different roles of a drama and read their parts.

(iii) If there happens to be a *Seva Samiti* or Youth Club or a like institution in a village, the village librarian sends them new books received that may be of interest to the institutions and, particularly to the leaders. In this way the librarians serve the real purpose behind reading, for reading is of real benefit when it makes

for enlightened action, and since the institutions mentioned above have their own programmes of action, the books will help them to formulate their programmes intelligently and execute them wisely.

One of the institutions which the village librarian will particularly like to cultivate is the village school. It is possible that the headquarters library may serve the schools directly. Otherwise the village librarian will give due attention to the needs of the school children.

(iv) Such services to institutions may result in the organisation of study circles. This is possibly the best outcome of a library service. Study circles are more intensely purposive than institutions and are usually the out-growths of the programmes of youth clubs and similar kindred institutions. In such cases the study circles are a necessary preparation for intelligent group action that lies at the core of all Social education work.

(v) Even a village librarian may organise Library Days either as part of the Social Education Week or independently. The programme for such Days will follow the pattern of other similar Days, e.g., Social Education Day, including *prabhat pheris*, talks by eminent men, reading from books, etc.

The Headquarters Library

In the integrated library system a village library is part of a larger system. A library, however big, becomes stale and stagnant soon and unless it works as efficiently as a system of blood circulation, it may soon fade out of the active consciousness of villages and become a dead collection of bound-up and forgotten paper. Again, the ideal of a welfare state requires that none of its citizens should be able to say that he would like to have studied a particular subject if only he could have obtained books on the subject. That is why a village library is supported by the larger staff and bigger book-fund of the headquarters library which sends out stocks of books periodically to villages, changing them after every two or three months.

For the purpose of circulating books the headquarters library maintains either a mobile book van or a fleet of cycles or both together. The headquarters library feeds directly a few centres, usually, the five community centres in a selected area and each of these five centres in turn serves 20 or so villages under it. The village librarian goes to the community centre periodically to return and receive books from the centre. The headquarters library with a mobile van can usually serve a large number of centres on the roadside. Usually a fortnightly schedule is maintained, that is to say, every centre is served once a fortnight at a specified time.

A headquarters library is usually also a town or city library in its own right. As such it has its own clientele to serve. Here, however, we can only recount its services to the village libraries. We have already mentioned the training of village librarians undertaken

by the headquarters librarian. This is done in one or all of the following three ways :

- (i) The librarian goes out to the villages and through informal talks with the village librarians helps to show them the right way of maintaining the village library services.
- (ii) It is a good device to call a conference of village librarians once or twice a year. It helps them to maintain their group morale and the conference provides an opportunity for exchanging notes. Usually, formal training, at least in the form of group discussions, is undertaken at these conferences, and lasts one or two days.
- (iii) Small courses on popular books and sources of books to be purchased or on other matters in which librarians are interested may be held at the headquarters library.

Another important function of the headquarters library is the preparation of reading lists, especially, annotated lists. Occasionally, for example, a library may take up a subject and write up an informal piece giving names of books on the subject which the library possesses. These can be of great help to village librarians especially for reading and study circles in villages.

The third service that a headquarters library may perform is that of independent service to schools.

Fourthly, the headquarters library organises book exhibitions either in connection with village festivals or *melas* or independently.

One of the functions of the headquarters library is to keep an inventory of educational organisations in these areas and to maintain a close connection with them in so far as the educational programmes are concerned.

It may happen that the headquarters library itself is a part of a larger library system. Such a system is treated more fully under Scheme No. 4 (c)

(v) **Janata College**

Objectives

Whereas a community centre is intended to serve as a nucleus for developing a healthy community life in a village, a Janata College is to be developed as a centre of training—particularly training for local leadership—for the rural population in the selected areas. This institution is not meant to be a "College" in the ordinary sense, providing advanced education. Its aim and methods are to be determined by the life of the common people but its main purpose is to teach young men (and women) how to live better so that they may return to their villages, put their knowledge into practice and thereby teach their neighbours how to live better and thus raise standards of life. It should be developed as a rural centre, humming with activities of various types, so that the village people, whether they

come for training or not, are attracted to this place for one purpose or another. Thus it will be evident that unlike other schools or colleges, the Janata College may have to abandon established practices in school hours and vacations. The schedule of work in a Janata College should be adjusted to the needs of the rural area for which it caters.

Under the Community Development Programme, Development Blocks or National Extension Service Blocks have been set up by the Planning Commission. Training for village leaders is also considered necessary under their programme. No separate institutions have yet been established by them for this purpose. The Janata Colleges can play a very important part in the implementation of this programme.

Functions

As stated above, the main function of the Janata College is to teach rural adults better ways of living. This will involve a comprehensive programme covering various needs and problems of the rural area. Provision may have to be made in the Janata College for training in handicrafts, improved methods of agriculture, animal husbandry, health and sanitation, organisation of cooperatives and *panchayats*. In order to make the Janata College a nucleus of rural life and a meeting place for people from the neighbouring villages, this institution should play a very important part in participating in and organising folk-festivals, entertainment and recreation programmes, youth and work camps and such other activities that can attract people of various types and from different walks of life.

Adults who come to Janata College have not been used to the community life that they are expected to lead in the college. They have to be initiated into it. It is, therefore, important that the staff of Janata College should live on the premises with their families if possible, so that the entire institution becomes a big family, from the principal down to the labourer who works on the agricultural farm. "Learning by living" may well be the slogan of the college.

Adults in rural areas are quite accustomed to doing everything with their own hands. Their stay at the college should not wean them away from such habits. On the contrary, they should be encouraged to do more skilled work with their hands for which necessary training should be provided. If, for example, we want to inculcate in them the habit of using bore-hole or trench latrines, the college should provide such latrines on the college premises and should construct them with the help of the trainees so that on their return to the villages they can do likewise themselves. The college may even lend or sell simple boring instruments for such purposes. Similarly, if we want to train them in the proper use of wells, we should demonstrate this on the premises of the college by having a well of the type that they have in their own villages. By providing luxurious bathrooms we may be producing in them a sense of frustration. It would, therefore, be ideal to have a simple well, dug out, if possible, with the help of the trainees, and have simple indigenous arrangements for bathing in the open. The well may be constructed in such

a way that the waste water is drained off into a soak pit that may be made by the trainees and the staff jointly. Again, if we want to inculcate habits of clean dress, the Janata College should encourage the daily washing of clothes by the trainees themselves by providing them with soap manufactured at the College.

While the building of the Janata College should be a better building than an ordinary building in a village, it should not be of such a luxurious and urban pattern that it produces a feeling of estrangement from the rural area. The comforts and conveniences provided at the institution should not be such as to discourage, rather than encourage, the trainees from improving their own surroundings. It is not the function of a Janata College to induce the village people to leave their villages, but to return to them.

Organisation

The Janata College should have a small managing committee of eight to ten interested local persons. The Principal of the College and the Education Officer of the District should be members of the committee. Representatives of other local departments interested in rural development work, may also be invited to become members of the committee. It may perhaps be more useful to have representatives of the field staff of these departments associated with the managing committee rather than heads of departments whose multifarious duties may prevent their taking as active an interest in the affairs of the college as is necessary.

If a non-official organisation can run an institution of this type efficiently, the State Government may find it more fruitful to lend its support to it and give it financial assistance rather than start a Janata College entirely on its own.

Staff

The college should have a whole-time principal, with the necessary academic knowledge and field experience of rural development work. Besides, he should have such personal qualities as will enable him to identify himself with the community and thus win their confidence.

Besides the principal, there should be two or three instructors; a clerk-cum-accountant; a hostel superintendent-cum-physical instructor will also be necessary.

In addition to these members of the staff, the cooperation of all the rural development departments should be enlisted so that they send their representatives and field workers from time to time to the college for teaching and demonstration.

Courses of Study

The Janata College is not to be regarded as an "academic" institution. It should be a centre of practical training in various aspects of rural development and rural welfare work. If there is an agricultural

instructor on the staff, all the knowledge that he imparts to his trainees should grow out of field work. If there is no agricultural farm attached to the college, a farm of the State Agricultural Department should serve as a demonstration farm for the trainees. Similarly, the craft instructor should not confine his teaching to imparting theoretical knowledge, but should actually train his students in acquiring practical efficiency in the craft. While selecting a craft, attention should be paid to its potentialities and suitability in the local area. If the raw material for a particular craft or industry is not available in the rural area, the students will not gain much from learning the particular craft. Similarly, if there is no market for the products of a particular industry or craft, there will not be much advantage in giving them training in it.

While drawing up the programme of work, it should be remembered that this is meant to be a 'multi-purpose' institution and should provide a variety of courses for different groups of persons. There may be six to nine months' courses for specialised knowledge in certain fields. There may be short courses, of the duration of six weeks to three months, for specific fields of activity for which longer courses are not necessary. In addition, there may be weekly or fortnightly refresher courses or camps arranged in the college or in a neighbouring village which may be conducted by the staff and students of the college. Evening courses of lectures or demonstrations for casual students may be organised on health, first-aid, social problems, economic problems and so on, which may attract people from the local and neighbouring villages. It will thus be evident that for certain types of courses the trainees will have to reside on the college premises for a period of three to nine months, so that it is necessary to provide residential facilities. Moreover, only in a residential institution will the trainees be able to live a "community life" and acquire the necessary social qualities.

It may be advantageous to have short-term continuation courses periodically for old students of the Janata College. Besides refreshing their knowledge, these courses will serve the additional advantage of making an assessment of their achievement during the intervening period. Such occasions infuse new life and fresh inspiration into laggards. Revival of old contacts between students and staff is also beneficial.

Courses for women may have to be planned on different lines. Classes in knitting, embroidery, sewing and short courses in maternity, child-care, family planning, health and sanitation should be arranged in the village. A mobile section of the Janata College could be created, if the resources of the State permit, to hold long-term camps in groups of villages by rotation in order to give guidance and training to women in their fields of activity, as near their homes as possible.

Other Activities

Besides running regular training courses, the Janata College should initiate varied types of community activities. Celebrations of national and local festivals can be organised by the students and

staff of Janata College with the cooperation of the local population. Such occasions may be utilised for educational purposes. Sanitation drives, road construction programmes, work camps, social service, adult literacy campaigns, film shows, educational exhibitions, inter-village sports competitions and matches should form part of the multi-coloured pattern of work planned by the college. In addition, students and staff may hold camps in different villages of the rural area in order to study their problems and help in their betterment as far as their resources permit. Field work in adult literacy, post-literacy, etc., should be another important feature of college activities. It should also try, as far as possible, to stimulate folk arts and raise the cultural level not of the college only but also of the local community. For this purpose, national songs, folk songs, dramatic performances, *bhajan mandalis*, *kathas* and all such media should be utilised to the full.

The Janata College should gradually develop into an institution that may act as a liaison between the rural area and the various Government Departments engaged in rural development work. In course of time, it can undertake the training of village *pan-hes*, village level workers, and various types of Social education workers, etc. It will not be able to do all this at the outset, but it is to be hoped that gradually many of these courses and activities will be made possible.

Admission

Admission to this college should not be restricted to those who have already acquired a reasonable amount of academic education. It should be thrown open to all who can, after acquiring training at this college, become useful workers for a rural area. An enthusiastic worker who may have studied only up to the Middle school standard may gain more from training at this institution than a matriculate without the necessary background and the spirit of social service. In certain cases, a mature person who can read and write in his regional language but has not passed his Middle or even Primary school examination and has qualities of leadership may prove to be a better trainee than one with higher academic qualifications.

While selecting trainees for the Janata College, the cooperation of the *Local Panchayat*, *Bharat Sevak Samaj* and other such agencies should always be enlisted. These organisations should be asked to recommend suitable persons who will really benefit from this training.

While admitting students, it should be made clear to them that the training is to be utilised in national service and that it is not a preliminary to securing employment. For this reason, it will be desirable to admit mature persons between the ages of 20-25. It should also be borne in mind, while admitting students for a specialised course, say, in agriculture, that preference should be given to those who have their own land and can utilise their training for the improvement of their crops. Similarly, in selecting trainees for a craft, the resources and potentialities of the trainees should be assessed properly, so that their training should not go to waste.

Finances

In the initial stages, it will not be possible to levy any fees on students who come for training. If this is considered practicable, trainees may be asked to bring their own rations like wheat, ghee, etc., which may be pooled and cooked in a common kitchen. This contribution should be expected only from those who reside in the college for a period of three to six months. Others who come to attend evening lectures or weekly or fortnightly courses, should not normally be expected to pay anything.

(vi) Improvement of Primary Schools

The quality of work done in a large majority of our Primary schools leaves much to be desired. Most of them lack a pleasant environment, adequate equipment and qualified teachers. As these ordinary Primary schools are in an overwhelming majority and will take a long time to be converted into Basic schools, it is necessary to take steps to improve them as far as possible within their present framework. Here, again, the approach has to be selective—since we cannot take up the improvement of several hundred thousand schools all at once, we have to select a few schools in a compact area and develop them into something like model schools that will blaze a trail for other schools in the neighbourhood, so that their influence may gradually spread outward. This sub-scheme does not envisage the opening of any new schools, but the improvement of selected existing schools from the point of view of teachers, equipment and supervision with the eventual objective of converting them into Basic schools. The improvement of these schools will involve the following steps :

- (i) Untrained teachers should be progressively replaced by trained teachers and the existing staff given an opportunity to acquire training. But this will not be enough. If these schools are to become vital educational centres, all their teachers should be invited to attend a seminar and, with the help of the best educationists available, they should be reoriented, psychologically and technically, to take up their work in the new spirit. During this seminar there should be a full, frank discussion of the contemplated improvements and of the ways and means of bringing them about. When the work has been initiated, there should be frequent supervision and from time to time there may be week-end conferences to discuss common problems and assess progress. The aim should be to create a new atmosphere of educational activity and enthusiasm and the desire to improve in the entire area.
- (ii) Provision should be made in these schools for a good library, craft material and equipment and suitable types of visual aids.
- (iii) The existing school-building should be improved by providing additional classrooms, if necessary, and a shed for

craft work and also by utilising the labour of students to give it a "new look" by cleaning, colour washing the building and improving the compound, etc.

Of these items, the training of teachers, e.g., for craft teaching, equipment, books for the library and essential additions to building will be eligible for assistance from the Central Government.

The improvements to be effected in these Primary schools in the area should not be planned so ambitiously as to be incapable of being reproduced elsewhere. The aim should be to demonstrate how better work can be done even in ordinary Primary schools under reasonable conditions of staffing and equipment. The training institutions should be closely associated with this work.

Progress under Scheme No. 1

Under Scheme No. 1 financial assistance from Central revenues has been sanctioned for the implementation of the following items of the programme :—

Part 'A' States

<i>State</i>	<i>Sub-Schemes Implemented</i>
1. Assam	(i) (a) Post-Graduate Basic Training College. (i) (b) Senior Basic School for Practice and Demonstration. (ii) (a) Basic Training College. (ii) (b) Junior Basic Schools for Practice and Demonstration. (iii) Community Centres. (iv) Integrated Library Service. (v) Janata College. (vi) Improvement of existing Primary and Basic Schools.
2. Bihar	(i) (a) Post-Graduate Basic Training College. (i) (b) Practising High School (Post-Basic) (i) (c) Senior Basic School for Practice and Demonstration. (ii) Basic Training College with Practising Junior Basic Schools. (iii) Community Centres. (iv) Integrated Library Service. (v) Janata College. (vi) Improvement of existing Primary and Basic Schools.

3. Bombay
- (i) Post-Graduate Basic Training College with Practising Schools.
 - (ii) Basic Training College with Practising Schools.
 - (iii) Community Centres.
 - (v) Janata College.
 - (vi) Improvement of existing Primary and Basic Schools.
4. Madhya Pradesh
- (i) Post-Graduate Basic Training College with two Practising High Schools.
 - (ii) Two Basic Training Colleges with Practising Junior Basic School.
 - (iii) Ten Community Centres for two areas.
 - (iv) Integrated Library Service.
 - (v) Janata College.
5. Madras
- (i) (a) Post-Graduate Basic Training College.
 - (i) (b) Practising High School (Post-Basic).
 - (ii) (a) Basic Training College.
 - (ii) (b) Practising Basic Schools.
 - (iii) Community Centres.
 - (iv) Integrated Library Service.
 - (v) Janata College
 - (vi) Improvement of Basic and Primary Schools.
6. Orissa
- (i)(a)(b) Post-Graduate Basic Training College with a Practising School.
 - (iii) Community Centres.
 - (iv) Integrated Library Service.
 - (v) Janata College.
 - (vi) Improvement of Primary and Basic Schools.
7. Punjab
- (i) Post-Graduate Basic Training College with a Practising School.
 - (iii) Five Community Centres.
 - (iv) Integrated Library Service.
 - (v) Janata College.
8. Uttar Pradesh
- (i) Post-Graduate Basic Training College with a Practising School.
 - (ii) Basic Training College with Practising School.
 - (iii) Community Centres.
 - (iv) Integrated Library Service.

- (v) Three Janata Colleges.
 - (vi) Improvement of existing Primary and Basic Schools.
9. West Bengal
- (i) Post-Graduate Basic Training College with Practising School.
 - (ii) Basic Training College with Practising School.
 - (iii) Community Centres.
 - (iv) Integrated Library Service.
 - (v) Two Janata Colleges.
 - (vi) Improvement of existing Primary and Basic Schools.

Part 'B' States

1. Hyderabad
- (i) Post-Graduate Basic Training College with Practising School.
 - (ii) Basic Training College with Junior Basic Schools for practice and demonstration.
 - (iii) Community Centres.
 - (v) Janata College.
 - (vi) Improvement of Primary and Basic Schools.
2. Madhya Bharat
- (ii) (a) Basic Training College for Primary School Teachers.
 - (iii) Community Centres.
 - (iv) Integrated Library Service.
3. Mysore
- (i) Post-Graduate Basic Training College.
 - (ii) Basic Training College with Junior Basic Schools for practice.
 - (iii) Community Centres.
 - (iv) Integrated Library Service.
 - (vi) Improvement of Primary and Basic Schools.
4. Pepsu
- (ii) Basic Training College with a Practising School.
 - (iii) Community Centres.
 - (iv) Integrated Library Service.
 - (vi) Conversion of ten old type Primary Schools into Junior Basic Schools.
5. Rajasthan
- (i) Post-Graduate Basic Training College with Basic Schools for practice and demonstration.
 - (ii) A Basic Training College with Practising Schools.

- (iii) Community Centres.
 (v) Janata College.
 (vi) Improvement of existing Primary and Basic Schools.
6. Saurashtra (i) Post-Basic Training College with a Practising High School.
 (ii) Basic Training College with two Junior Basic Schools for practice.
 (iii) Community Centres.
 (iv) Integrated Library Service.
 (v) Janata College.
 (vi) Improvement of Primary and Basic Schools.
7. Travancore-Cochin (ii) Basic Training College with Practising Schools.
 (iv) Integrated Library Service.
 (vi) Improvement of Primary and Basic Schools.

Part 'C' States

1. Bhopal (ii) Basic Training College with Practising Schools.
 (iii) Community Centres.
 (iv) Integrated Library Service.
 (v) Janata College.
2. Coorg (ii) Basic Training College with Practising Schools.
 (iii) Community Centres.
 (iv) Integrated Library Service.
 (v) Janata College.
 (vi) Improvement of existing Basic and Primary Schools.
3. Delhi (i) Post-Graduate Basic Training College, with a senior Basic School for practice and demonstration.
 (ii) (b) Practising Schools attached to Basic Training Institute for Women.
 (iii) Community Centres.
 (iv) Integrated Library Service.
 (v) Mobile Janata College for Women.
 (vi) Improvement of Primary and Junior Basic Schools.

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28-7-73

Received
 Date of Transfer

Checked

LIBRARY

- Himachal Pradesh (ii) (a) Basic Training College with Practising Schools.
(ii) (b) Senior Basic Schools for Practice and Demonstration.
(iii) Community Centres.
(iv) Integrated Library Service.
(v) Janata College.
5. Kutch (ii) Basic Training College with Practising Schools.
6. Tripura (iv) Integrated Library Service.
7. Vindhya Pradesh (ii) Basic Training College with Practising Schools.
(iii) Community Centres.
(iv) Integrated Library Service.
(vi) Improvement of existing Primary Basic Schools.

The amounts sanctioned under the scheme are as follows :—

Name of State	1952-53	1953-54	1954-55	Total
Part 'A' States.				
	Rs.	Rs.	Rs.	Rs.
Assam	3,10,111	72,124	2,78,023	6,60,258
Bihar	2,10,336	3,41,987	4,15,589	9,67,912
Bombay	64,893	...	4,33,690	4,98,583
Madhya Pradesh	47,520	...	4,01,104	4,48,624
Madras	58,369	1,20,000	1,95,039	3,73,408
Orissa	1,72,955	...	1,77,209	3,50,164
Punjab	18,150	...	4,12,870	4,31,020
Uttar Pradesh	3,96,838	7,36,855	2,80,822	14,14,515
West Bengal	3,84,205	4,78,336	5,13,932	13,76,473
Part 'B' States				
Hyderabad	30,114	...	67,294	97,408
Jammu and Kashmir	...	...	...	...
Madhya Bharat	1,65,153	56,510	54,962	2,76,625
Mysore	62,064	...	69,883	1,31,947
Pepsu	10,388	42,728	1,08,444	1,62,160
Rajasthan	74,481	2,49,969	3,37,950	6,62,400
§aurashtra	2,38,920	...	2,33,511	4,72,431
Travancore-Cochin	44,346	...	63,761	1,08,107

Name of State	1952-53	1953-54	1954-55	Total
Part 'C' States				
Ajmer	66,576	...	8,082	74,658
Andaman and Nicobar Islands	...	14,500	...	14,500
Bhopal	1,98,000	77,261	2,73,329	5,48,590
Bilaspur	94,915	2,23,826	...	3,18,741
Coorg	89,532	80,140	1,49,142	3,18,814
Delhi	2,60,760	...	1,65,611	4,26,371
Himachal Pradesh	17,460	...	1,94,601	2,12,061
Kutch	8,034	2,000	...	10,034
Manipur	12,500	...	...	12,500
Tripura	1,56,610	4,860	1,40,478	3,58,948
Vindhya Pradesh	1,33,692	...	1,82,555	3,16,248
Total	33,27,522	25,58,096	51,57,882	1,10,43,500

SCHEME NO. 2

2 (a) Promotion of Research Projects in Secondary Education

Under this scheme Teachers' Training institutions and education Departments of Universities are invited to undertake research on problems connected with Secondary education with the financial assistance of the Central Government ; while the institutions contribute their share of expenditure in the form of making buildings, library, laboratory and other facilities available for carrying out research on approved subjects, the Central Government meets expenditure on the following items :

- (a) Research fellowship or fellowships at Rs. 150 p.m. (field)
- (b) Travelling allowance for the fellows and the supervisory staff.
- (c) Petty contingencies.
- (d) Library Books needed for the Project.
- (e) Equipment, including the laboratory.

The scheme was approved by the Government of India towards the end of the year 1953-54 with the result that a start could not be made on the projects during that year. During 1954-55, however, grants-in-aid have been sanctioned to the tune of Rs. 92,994 to 20 institutions in all and 29 projects have been approved. Work has begun and is progressing satisfactorily in 11 institutions and it is expected that the projects will be completed by March, 1956. Progress reports have not been received from the remaining institutions.

2 (b) : Merit Scholarships in Public Schools

Direct Grants to Public Schools

The Government of India decided in 1953, in accordance with the recommendation of the Secondary Education Commission's Report that "State or Central assistance should be given to them (Public Schools) on a gradually diminishing scale, till at the end of that period (five years) they will either become self-supporting or will close down, if adequate public support is not forthcoming. But the State or the Centre may provide for certain free studentships for Public Schools to be given on the basis of selection".

The Government of India have therefore decided to institute a scheme of merit scholarships in these schools and to make certain *ad-hoc* grants to Public Schools where there is justification or there is a commitment on the part of the Government.

Grants to Public Schools are not given as a matter of course and in no case to schools that are able to meet their expenses. A detailed scrutiny of the audited accounts of the Schools is made and no grant is paid if the Government are not convinced that there is enough justification for the grant. A grant is given usually on a "half the deficit" basis on the understanding that the school will raise the necessary amount to meet the deficit and also that it will take steps to wipe out its recurring deficit within a few years.

In 1953-54, Mayo College, Ajmer and the M.G.D. Girls Public School, Jaipur, were given *ad-hoc* grants-in-aid to the extent of Rs. 50,000 and Rs. 22,000 respectively.

During the current year, a budget provision of Rs. 3,00,000 exists for the purpose and *ad-hoc* grants of Rs. 26,000, Rs. 50,000 and Rs. 15,000 have been given to the Doon School, Dehra Dun, Mayo College, Ajmer and Daly College, Indore respectively.

Merit Scholarships in Public Schools

With a view to making the benefits of Public School education available to poor but meritorious students who are unable to secure them for lack of funds, the Government of India have instituted a scheme of scholarships tenable at certain schools that are members of the Indian Public Schools' Conference. Under the scheme, all children in the age-group five to 12 (except those who are already studying at any of these schools) are eligible for consideration. Seventeen and a half per cent of the total number of scholarships

is reserved for Scheduled Castes, Scheduled Tribes and Other Backward Classes and the value of the scholarships is dependent on the income of the parents/guardians. Scholarships once awarded will be continued until the scholars complete their school leaving examination courses, provided they maintain satisfactory progress.

A sum of Rs. 1 lakh was provided in the budget for 1953-54, but only Rs. 32,355 could be spent in that year.

During 1953-54, for the first awards under the scheme, 57 applicants were selected with the help of five Regional Selection Committees and a Central Selection Committee and were placed at various Public Schools.

As a result of an informal conference convened by this Ministry in March 1954, and attended by the Directors of Public Instruction/ Directors of Education of Madras, Bombay, Madhya Pradesh, Delhi and West Bengal, who had acted as Conveners of the Regional Selection Committees, and the Headmasters of various Public Schools, to review the working of the scheme, it was decided to liberalise the scheme in certain respects, e.g., by the provision of a clothing allowance for children of parents whose income is less than Rs. 250 p.m. and the provision of travelling allowance to cover the cost of the child's journey to and from the school.

At the suggestion of the same conference, Headmasters/Principals of all Public Schools were requested to institute scholarships in their schools more or less on the same lines as the Government of India Scheme. The following schools have instituted the scholarships noted against them, and have requested the Ministry to make the selection of candidates for these awards simultaneously with the selections for the Government of India Scholarships :

<i>Name of school</i>	<i>No. of scholarships instituted</i>
1. Lawrence School, Sanawar.	16
2. Lawrence School, Lovedale.	6
3. M.G.D. Girls' Public School, Jaipur.	2
4. Daly College, Indore.	1
5. Rajkumar College, Rajkot.	1 (of the value of Rs. 500 p. a.)
6. Mayo College, Ajmer.	16 (four half freeships and 12 quarter freeships).

On the recommendations of the Central Advisory Board of Education (C.A.B.E.) all State Governments were also requested to institute some scholarships in Public Schools more or less on the same lines as the Government of India Scheme. None of the State Governments, except Andhra State, has, however) found it possible

to do so, Andhra State has instituted four scholarships (two tenable at Lawrence School, Lovedale and two at the Rishi Valley School, Rishi Valley), for the residents of Andhra State only.

About 4,000 applications were received for the current year's scholarships, against 900 applications received last year. 65 candidates have been selected, and of these 24 have been selected for scholarships instituted by the Public Schools.

A budget provision of Rs. 32.5 lakhs has been made in the budget estimates for the year 1955-56.

SCHEMES IMPLEMENTED DIRECTLY BY THE
CENTRAL GOVERNMENT
SCHEME NO. 3

3(a): Training of Audio-Visual Education Experts.

If effective audio-visual programmes are to be developed in our schools and Social education centres, they must be the result of coordinated administrative effort both at the State and Central levels. The administrative officers appointed to direct these programmes must be experts or specialists in the proper sense of the term, capable of supplying vital and dynamic leadership and guidance to the workers.

Keeping these needs in view, the Ministry of Education have formulated a scheme for the training of audio-visual experts. Under this scheme, a special seminar on the subject was organised at the Central Institute of Education, Delhi from May to July, 1954. Thirty persons—teachers, headmasters, inspectors, and Social education officers among them—drawn from 16 different States participated in the seminar. Another seminar is being planned for 1955. These seminars are primarily for the benefit of persons actually associated with organising and planning audio-visual education in the States. They are meant to provide for the trainees an opportunity of realising the significance of the audio-visual methods of education as well as the many problems pertaining to the development of audio-visual aids in the country.

The following subjects are discussed in these seminars :

- (i) The theory of Audio-visual education covering the scope of Audio-visual instruction, the functions of audio-visual aids in learning and the principles underlying the successful use of audio-visual aids for school and Social education.
- (ii) Types of audio-visual aids and their uses—objects, specimens and models; graphic materials; flat or unprojected pictures; projected still pictures; motion pictures; school trips and tours; auditory aids.
- (iii) The correct use of audio-visual aids in various classes and types of education.
- (iv) Simple methods for the production of simple aids.
- (v) Projection care and maintenance of projectors.

- (vi) Organisation, administration, supervision of the audio-visual aids department and distribution of materials to schools and centres.
- (vii) Evaluation of audio-visual aids on the basis of actual experience.
- (viii) Organisation of short training courses within each State.
- (ix) Sources of materials and equipment.

The Government of India sanctioned a stipend of Rs. 100 per month for each trainee for the duration of the seminar to meet board, and other incidental expenses. Arrangements for their accommodation at Delhi were also made by the Government. The trainees received single second-class return fares from their place of residence to New Delhi if they were not State Government employees. If they were State Government employees, the State paid their return fares in accordance with their rules.

3(b) : Suitable Literature for Children and Adults

The Ministry of Education has undertaken to sponsor and to stimulate the production of suitable literature for children as well as adults. Several schemes are in operation for this purpose.

(a) Production of Social Education Literature in Regional Languages

With the growth of literacy in India, the need is being felt more and more for easy-to-read books on various subjects of interest to adults. The Ministry has taken steps through its schemes of bringing out easy-to-read pamphlets in Hindi on various subjects, to make up for the great dearth of literature in Hindi. Under this scheme about 170 books have so far been published. These books can be translated into regional languages by the states, thus encouraging the production of similar original literature in their own regional languages. The Government of India will share the expenditure on this scheme with the State Governments on a 50:50 basis, if the pamphlets are distributed free. If, however, the pamphlets are to be sold, the publishers will be expected to pay 50 per cent of the cost price and the rest of the expenditure is to be shared equally between the Government of India and the State Government. The States of West Bengal and Travancore-Cochin have already undertaken this project for which financial assistance has been sanctioned.

(b) Children's Literature

It has been planned to sponsor the production of a library of books in Hindi in cooperation with the Maktaba Jamia, Delhi, and other suitable organisations. The State Government will be requested to purchase a certain number of copies of each book at cost price and arrangements will also be made for the sale of a part of each edition at cost price through booksellers.

In order to encourage the production of suitable literature for children in the regional languages, 15 prizes of Rs. 500 each were given for the best 15 books published during the year 1954-55 in seven

regional languages. Two thousand copies of each of these books will also be purchased. Besides, 2000 copies of three other books in Hindi and Assamese have been purchased for free distribution in the language areas concerned. A similar scheme has been announced for 1955-56. The Government of India also propose to bring out a few children's books as model books.

(c) *General Books*

The three following special publications in Hindi, designed to cater for persons, who have received education up to the Middle school standard and are interested in adding to their general knowledge, are under preparation :

- (1) A History of India
- (2) A History of the World
- (3) The Story of Life

(d) *Social Education Library*

This involves the setting up of a Social education library at the Centre by translating into Hindi representative Social education material available in the various regional languages.

(e) *Popular Literature*

This is intended to encourage the production of popular "folk literature" in the country by means of prizes to authors, and bulk purchase of copies for distribution in the Community Project Areas and elsewhere. This scheme is being worked out in collaboration with the Community Projects Administration. (C.P.A.)

A special committee, named the Folk Literature Committee, has been set up for this purpose. During 1954-55, 35 prizes totalling Rs. 20,000 were given, five of the value of Rs 1,000 each and 30 of Rs. 500 each. 47 books were approved and recommended to the C.P.A. for purchase for use in the Community Project Areas. Another scheme of prizes has been announced for 1955-56 with a similar number of prizes.

3 (c) : Promotion of Hindi in non-Hindi Speaking Areas

Under this scheme financial assistance is made available particularly to the non-Hindi speaking States for implementing their schemes for promotion of Hindi in their areas. The Central Government's grant to the State Governments is paid on a percentage basis on a diminishing scale, which is drawn by the State Governments *quarterly in arrears*.

The State Governments are advised to formulate their schemes, in the light of their individual requirements, and submit them to the Ministry of Education for approval and for granting necessary financial assistance for their implementation.

In the year 1952-53, which was the second year of the first Five-Year Plan, a provision of Rs. 2 lakhs was made for giving grants to State Governments which were requested to send their schemes for consideration by the Central Government. Schemes from some of the State Governments were received, but no expenditure was incurred as the State Governments concerned did not furnish details in respect of their schemes.

During 1953-54, a sum of Rs. 5 lakhs was provided for the purpose. The schemes received from the State Governments of Assam, Bihar, Manipur, Orissa, Travancore-Cochin, Tripura and West Bengal were examined, but no grants for their implementation were given during 1953-54 as some of the schemes were received late and had to be examined in consultation with the Ministry of Finance. However, with the concurrence of the Ministry of Finance, it was decided that the rate of the Central Government's contribution for such schemes would be 66 per cent of the approved expenditure during 1954-55 and 50 per cent during 1955-56. It was also decided that the Central Government's share in respect of the States having no legislature of their own, would be 100 per cent of the total approved expenditure.

The grants in respect of schemes approved towards the end of 1953-54 were sanctioned during 1954-55. A letter was addressed to all State Governments whose schemes were not received by the Ministry of Education and as a result of which, schemes from the State Governments of Bombay, Coorg, Hyderabad, Madras, Mysore, Pepsu and Saurashtra were received. During 1954-55, grants to the extent of Rs. 2,79,001 from out of the budget provision of Rs. 5 lakhs. (as per details given in the statement below) have been sanctioned.

Schemes from some of the State Governments were not received even during 1954-55, presumably due to the fact that they had no matching grants available in their budgets for the purpose. The question of overcoming this difficulty is under examination in the Ministry of Education.

**Statement Showing the Grant Given to the State Governments
under the Five-Year Plan During 1954-55**

Name of State	Amount of Grant
Part 'A' States	Rs.
Assam	13,992
Bihar	47,520
Bombay	56,562
Madras	2,138
Orissa	17,049
West Bengal	14,600

Name of State	Amount of Grant
Part 'B' States	Rs.
Mysore	7,645
Saurashtra	24,991
Travancore-Cochin	88,440
Part 'C' States	
Coorg	3,564
Tripura	2,500
Total	<u>2,79,001</u>

SCHEME NO. 4—SELECTIVE EDUCATIONAL EXPERIMENTS

4 (a) : Development of Some Selected Primary Schools as School-cum-Community Centres.

Objective

The village school is intended to be a nucleus of cultural and social life in the village. This function has not so far been fulfilled by the school for various reasons with the result that the school staff and students have not played their full part in the life of the community. Nor have they been of much assistance to the community. The resources of the school have also been limited in this respect. It is, therefore, proposed under the present scheme to try out this idea carefully by developing one Primary school in each district in the rural area, into a school-cum-community centre. The community centre attached to this school will not be on the somewhat elaborate scale envisaged under Scheme No. 1(iii). It is not necessary that it should be situated in the same area as that selected for intensive educational development.

Functions

The following types of activities should be organised in these school-cum-community centres :

- (i) Sports and recreation programmes for children, adolescents, men and women—separately where necessary.
- (ii) Lectures, talks, demonstrations.
- (iii) Craft classes for women (sewing, knitting, embroidery, etc.).
- (iv) Literacy and post-literacy classes (if services of literacy teachers are available).
- (v) Library and reading-room facilities.
- (vi) Celebration of local and national festivals.

Staff

If the Headmaster/Headmistress and the school teachers are sufficiently enthusiastic and stay in the village, they can take upon themselves the responsibility for organising these activities for the benefit of the village community. Experience has, however, shown that after a whole day's work, a school teacher, specially if he be a family man, often has neither the time, nor the energy to organise such activities. Unmarried teachers may be able to spare time more easily. It is, however, desirable, as far as possible, that the over-all supervision of such activities should be entrusted to the Headmaster/Headmistress or a school teacher selected by the Headmaster/Headmistress. Some enthusiastic workers, who have a spirit of social service and can spare sufficient time for this purpose, may be selected from the village to do this work from day to day. It may even be necessary to select two such workers, a man and a woman, for the purpose of organising activities separately for men and women of the village. These workers may be paid an allowance or an honorarium of Rs. 30-50 per month. The selection of these workers should be made by the Village Council/Panchayat in consultation with the Headmaster/Headmistress. These workers should be given training for a short period along with other workers of schools-cum-community centres. Expenditure on this training can be incurred under Scheme No. 4(d).

Equipment

The following kinds of equipment will be necessary :

- (i) Games equipment
- (ii) Charts and posters
- (iii) Newspapers and magazines
- (iv) Cupboards and other necessary furniture.

The supervisory staff of the Education Department should make it a point to visit these centres and guide the work that is done there.

4(b) : Improvement of Selected Secondary Schools

Prior to the implementation of the recommendations of the Secondary Education Commission, it was decided to invite States under this scheme to select one Secondary school per district for improvement with a view to make it a model school for the district. Improvements envisaged cover buildings, laboratory, library, equipment etc. It was also contemplated that, if they so desire, State Governments may organise special seminars or refresher courses for Headmasters of Secondary schools. A ceiling of Rs. 15,000 per school was fixed as the Central Government's contribution. All the State Governments, except Kutch, and Jammu and Kashmir have

availed themselves of this scheme and the total amounts sanctioned in this behalf are as follows :

		Rs.
1952-53	.....	9,41,218
1953-54	.....	13,60,350
1954-55	.....	17,16,968

A few of the State Governments, notably Coorg, also conducted seminars or refresher courses for Headmasters,

4(c) : Improvement of Library Service

This scheme envisages a network of libraries spread over the whole State. The pivot of this organisation will be the district libraries, but the most important feature of the service will be that the books will circulate within the system. Finally, the district libraries must be supplemented and supported by a central library for the whole State, or if the State is multi-lingual, for the whole of the linguistic region.

As we have said earlier the central feature of the system is that of perennial circulation of books. In such a library system the question of transport assumes a very important place. For this purpose four agencies of transport can be utilised :

- (i) motor vans,
- (ii) local transport, such as horse-carts, donkey-packs, etc.
- (iii) post offices, and
- (iv) school boys.

Wherever local centres are served by good motorable roads, motor vans or the "book mobile" is the most efficient means, though it may not be the cheapest. The one great advantage of a "book mobile" is that it carries with it the invaluable services of a trained librarian who can interpret the book needs of inarticulate people and attempt to satisfy them. There is much scope for coordination of different government departments in the use of automobiles for public purposes, e.g., publicity vans going about in a country can also convey books to local centres. In areas where there are no motorable roads, local transport, such as horse-carts, bullock-carts and donkey-packs may be used. Post offices can serve well when small packages of books have to be sent to isolated centres. School boys can take books to their parents. This device will be specially useful in difficult areas and in difficult weather.

The existence of a travelling library system pre-supposes the existence of distributing libraries with fairly large stocks of books to be distributed among the constituent local library centres at regular intervals of say, four months, with smaller exchange at smaller intervals. The function of such a distributing library would be as follows :

- (i) To distribute books to centres within its areas and collect them at regular intervals.

- (ii) To keep records of the movements of the books in the area and statistics pertaining to the use of books, members, etc. The record need not be a very elaborate one. It should be as simple as possible, but at the same time it should be accurate and with the help of this record the librarian should be able to point out the movements of a book or the number of books at a particular centre at a particular time, fairly quickly.
- (iii) The distributing library can help to organise the library system within its area if its librarian is trained for the purpose. By his personal contacts with influential people in the area, and by his tact as well as technical knowledge, he can build up an efficient library system.
- (iv) The library can also guide local library centres and promote an efficient library service by helping them to keep the necessary records and by giving technical advice on other matters.
- (v) The distributing library can give small refresher courses to library workers at the local centres.
- (vi) It is a very important task of the distributing library to select books with the best judgment and experience available. It is as much the duty of the librarian in charge of the distributing library to do this as the responsibility of the local librarian to make known to him any deficiency in his book stock and try to get it filled.

If the distributing library is situated in a town, its organisation and administration will have to be the same as that of any public library. The material at the distributing library should also include audio-visual material like films, filmstrips and recordings. If the library has a mobile van, the distribution of audio-visual material does not present a problem. Otherwise, each library will have to work out its own methods, especially because the material cannot merely be despatched like books in boxes. A trained person has to accompany the material. In any event the importance of audio-visual material for a population at a low literacy level is beyond doubt.

Of equal importance to acquiring suitable and adequate reading and audio-visual material is the need to keep the material fresh by constant weeding out and additions.

Regional or Central Library

A distributing library can serve only a limited area efficiently. The size of the area depends upon transport facilities, local sentiment, etc. It is advisable for a district to define the scope of a distributing library. There are, however, some types of library service, for example, the preparation of bibliographies, the preparation of material for readers, advisory services, etc., that can be done economically only if the library system covers a wider area. Hence, it is necessary that above the distributing libraries there should be a central library which covers a whole linguistic region. The central or regional library will

serve as a copyright library. It can also purchase books in bulk and render technical library services, such as classification, cataloguing, etc, for the whole of the language area. It can also assume the responsibility of training library personnel for its area. As we have mentioned earlier, the preparation of bibliographies and material for readers' advisory service is its special prerogative. Just as a distributing library supervises local library centres, similarly, the regional library can assume responsibility for the efficient working of all libraries under it and issue administrative instructions for the discharge of this responsibility. A regional library can also cater directly for student groups.

We have seen the need of a library centre as part of the community centre. We have also seen that for a local library centre to render efficient service to its members it must be part of a larger library system with two stages over it, namely, the distributing library and the regional language library or the central library. Such library systems are now gradually developing in some parts of India—Bombay and Madras are two notable examples.

It is desirable that at each level of library organisation there should be a predominantly non-official library committee to interpret the needs of the public to the library organisation and *vice versa*.

4 (d) : Training of Teachers and Workers in the Field of Social Education

With the several types of activities envisaged under Schemes Nos. 1 and 4 of the Five-Year Plan, various types of workers will have to be selected, appointed and trained to run the community and recreation centres, as well as literacy and post-literacy classes. It is, therefore, essential that these workers should be given suitable and proper training according to local conditions. This training may have to be arranged district-wise, or a centre may cater for several districts grouped together. The Janata College planned under Scheme No. 1 can serve as a suitable centre for training various types of workers for the Social education programme. It may also be necessary to organise occasional seminars or refresher courses in addition to regular training. The following types of workers may be trained under this programme :

- (i) Workers in charge of schools-cum-community centres.
- (ii) Headmasters/Headmistresses or teachers who will be running the school-cum-community centres.
- (iii) Literacy and post-literacy teachers.
- (iv) Workers in charge of community centres [to be appointed under Scheme No. 1 (iii)]
- (v) Teachers and students who may be deputed for part-time Social education work.
- (vi) Potential writers who may be interested in writing for neo-literate adults.
- (vii) Library workers.
- (viii) Museum guides.

- (ix) Artists who may be employed in the programme of Social education, e. g., for mural painting or preparation of the visual aids.

It is obvious that training for the above categories of workers will have to be organised separately and the period of training for each category will differ. It is, therefore, essential that in submitting schemes for consideration, complete details of the training courses planned should be sent with full details of expenditure (both non-recurring and recurring).

4 (e) : Agencies of Informal Education

This scheme envisages grants to States for the development of extra-curricular activities such as Youth Clubs, Science Clubs, in which children of Secondary school age engage in scientific projects etc. So far no grants have been paid under the scheme as it has not been formally approved for implementation.

4 (f) : Pre-School Education

From the educational point of view the early years of a child's life have great significance as the impressions received and the habits formed during these years have a lasting influence on him. It is desirable, therefore, that from their earliest years children should be placed in surroundings which contribute to their wholesome and all-round development. From this consideration, developing agencies of pre-school education such as Nursery schools and Kindergartens should have their appropriate place in the programme of educational development of the country. The Ministry of Education has accordingly formulated the above scheme more or less as a pilot project with the object that the experience gained may be utilised later for large-scale developments when the necessary funds become available. Under the scheme the State Governments may either take up the establishment of a few model pre-Primary or pre-Basic institutions or give financial assistance to voluntary agencies for improving a few schools of this type by introducing all-round activities and improvements. The Government of India's contribution to such schemes is subject to the ceiling of Rs. 20,000/ Rs. 30,000 (Recurring and non-recurring taken together).

4 (g) : Urban Basic Schools

Basic education has been accepted as the national system of education for the whole country and in course of time all schools for the age-group 7-14 are to be converted into Basic schools. So far, Basic education has been tried mostly in rural areas and it is time to develop Basic schools suited to conditions in urban areas. It is, therefore suggested that the State Governments take up the establishment of a few Basic schools in cities and towns with suitable Basic crafts. It may not be possible, for instance, to provide gardening leading to agriculture as one of the Basic crafts in such schools, but spinning and weaving, pottery, book-craft (including papers and card-

board work) leading to woodwork and metal work, leather work, tailoring and other crafts that are locally popular or suitable can be provided in these schools.

The State Government may take over an already existing school where there is adequate space for expansion and convert it into a Basic school in which case essential additions to buildings and staff, craft-equipment, etc., will be eligible for Central assistance.

Since in most States, these Basic schools will be the first of their kind in cities, they should be provided with adequate educational and craft material and the staff of these schools should be selected with great care, so that they may create a favourable impression on parents and guardians and help to remove prejudices against education and correct the impression that it is meant only for rural areas. We have yet to "sell" the idea of craft-centred education to the urban people and, therefore, the standard of craft-work and correlated teaching in urban Basic schools should be sufficiently high to convince them of the value of Basic education,

Progress under Scheme No. 4

Under the scheme, financial assistance has been sanctioned for the implementation of the following items in the various States:

Part 'A' States

Sub-Schemes Implemented

1. Andhra
 - (a) Development of Primary Schools as Schools-cum-Community Centres.
 - (b) Improvement of Selected Secondary Schools.
 - (d) Training of Teachers and Workers in the field of Social Education.
 - (g) Establishment of Urban Basic Schools.
2. Assam
 - (a) Development of Primary Schools as Schools-cum-Community Centres.
 - (b) Improvement of Selected Secondary Schools.
 - (c) Improvement of Library Service.
 - (g) Establishment of Urban Basic Schools.
3. Bihar
 - (a) Development of Primary Schools as Schools-cum-Community Centres.
 - (b) Improvement of Secondary Schools.
 - (c) Improvement of Library Service.
 - (d) Training of Teachers in Social Education.
 - (f) Developing Agencies of Pre-School Education.
 - (g) Establishment of Urban Basic Schools.

4. Bombay (a) Development of Schools as School-cum-Community Centres.
(b) Improvement of Secondary Schools.
(c) Improvement of Library Service.
(d) Training of Teachers and Workers in Social Education.
(e) Youth Welfare Work.
5. Madhya Pradesh (b) Improvement of selected Secondary Schools.
(c) Improvement of Library Service.
6. Madras (b) Improvement of Secondary Schools.
(c) Improvement of Library Service.
(d) Training of Teachers and Workers in Social Education.
7. Orissa (a) Development of Primary Schools as School cum-Community Centres.
(b) Improvement of Secondary Schools.
(g) Establishment of Urban Basic Schools.
8. Punjab (a) Development of Primary Schools as School-cum-Community Centres.
(b) Improvement of Secondary Schools
(d) Training of Teachers and Social Education Workers.
(g) Establishment of Urban Basic Schools.
(f) Developing Agencies of Pre-School Education.
9. Uttar Pradesh (a) Development of Schools as School-cum-Community Centres.
(b) Improvement of Secondary Schools.
10. West Bengal (a) Development of Primary Schools as Schools-cum-Community Centres.
(b) Improvement of Secondary Schools.
(c) Improvement of Library Service.
(g) Development of Urban Basic Schools.
(f) Developing Agencies of Pre-School Education.

Part 'B' States

1. Madhya Bharat (a) Development of Primary Schools as School-cum-Community Centres.
(b) Improvement of Selected Secondary Schools.
2. Mysore (a) Development of Primary Schools as School-cum-Community Centres.

- (b) Improvement of selected Secondary Schools.
3. Pepsu (a) Development of Primary Schools as School-cum-Community Centres.
(b) Improvement of Selected Secondary Schools.
(c) Improvement of Library Services.
4. Rajasthan (a) Development of Primary Schools as School-cum-Community Centres.
(b) Improvement of Selected Secondary Schools.
(c) Improvement of Library Service.
(d) Training of Teachers and Workers in the field of Social Education.
(f) Developing Agencies of Pre-School Education.
5. Saurashtra (a) Development of Selected Primary Schools as School-cum-Community Centres.
(b) Improvement of Selected Primary Schools.
(c) Improvement of Library Service.
(d) Training of Teachers and Workers in the field of Social Education.
(g) Development of Urban Basic Schools.
6. Travancore-Cochin (a) Development of School-cum-Community Centres.
(b) Improvement of Selected Secondary Schools.
(d) Training of Teachers and Workers in Social Education.
(f) Developing Agencies of Pre-School Education.

Part 'C' States

1. Ajmer (g) Establishment of Urban Basic Schools.
2. Bhopal (a) Development of Schools-cum-Community Centres.
(b) Improvement of selected Secondary Schools.
(c) Improvement of Library Service.
(g) Development of Urban Basic Schools.
3. Bilaspur (a) Development of School-cum-Community Centres.
(b) Improvement of Selected Secondary Schools.
(c) Improvement of Library Service.
(g) Development of Urban Basic Schools.

4. Coorg (a) Development of Schools-cum-Community-Centres.
(b) Improvement of Selected Secondary Schools.
(c) Improvement of Library Service.
(g) Development of Urban Basic Schools.
(d) Training of Teachers and Workers in the field of Social Education.
5. Delhi (a) Development of Primary Schools as School-cum-Community Centres.
(b) Improvement of Selected Secondary Schools.
(c) Improvement of Library Service.
(i) Establishment of Urban Basic Schools.
6. Kutch (a) Development of Primary Schools as School-cum-Community Centres.
7. Manipur (a) Development of Schools as School-cum-Community Centres.
(b) Improvement of Selected Secondary Schools.
(g) Development of Urban Basic Schools.
8. Tripura (b) Improvement of Selected Secondary Schools.
(g) Establishment of Urban Basic Schools.
9. Vindhya Pradesh (a) Development of School-cum-Community Centres.
(b) Improvement of Selected Secondary Schools.
(c) Improvement of Library Services.
(g) Development of Urban Basic Schools.

The amounts sanctioned under the Scheme are as follows :

State	1952-53	1953-1954	1954-55	Total
Part 'A' States	Rs.	Rs.	Rs.	Rs.
Andhra	...	...	1,30,550	1,30,550
Assam	56,100	...	1,82,988	2,39,088
Bihar	85,800	2,16,297	3,19,198	6,21,295
Bombay	2,60,840	...	94,388	3,55,228
Madhya Pradesh	58,080	3,26,700	8,38,108	12,22,388
Madras	6,51,777	...	22,809	6,74,586
Orissa	56,562	...	34,697	91,259
Punjab	1,45,200	40,236	91,067	2,76,505
Uttar Pradesh	...	5,72,220	5,77,830	11,50,050
West Bengal	1,96,690	4,60,200	9,96,343	16,53,233

Name of State	1952-53	1953-54	1954-55	Total
Part 'B' States	Rs.	Rs.	Rs.	Rs.
Hyderabad	...	...	...	...
Jammu and Kashmir	...	...	...	...
Madhya Bharat	...	32,316	4,320	36,636
Mysore	46,464	...	23,307	69,771
Pepsu	...	20,921	2,26,016	2,46,937
Rajasthan	82,500	2,36,500	5,24,143	8,43,143
Saurashtra	...	46,020	2,78,018	3,24,038
Travancore-Cochin	52,800	...	49,457	1,02,257
Part 'C' States				
Ajmer	...	...	8,425	8,425
Andaman and Nicobar Islands	...	...	...	...
Bhopal	...	57,177	90,414	1,47,591
Bilaspur	1,00,000	13,720	...	1,13,720
Coorg	23,661	19,395	19,079	62,135
Delhi	3,15,384	...	14,367	3,29,751
Himachal Pradesh	...	...	...	...
Kutch	...	5,000	8,300	13,300
Manipur	15,000	39,213	23,254	77,467
Tripura	...	...	21,696	21,696
Vindhya Pradesh	...	3,14,952	3,70,589	6,85,541
Total	21,46,858	24,00,867	49,49,365	94,97,090

SCHEME NO. 5—PILOT CENTRE FOR JUVENILE DELINQUENTS (HAZARI BAGH, BIHAR)

It is proposed to establish a Centre for the Education of Juvenile Delinquents at Hazaribagh, Bihar, in cooperation with the Government of Bihar. The purpose of this Centre will be to provide educational treatment for juvenile delinquents on the most modern lines. In addition this Centre will conduct some research in the subject and also provide courses for the training of probation officers. The entire cost of the scheme is estimated at Rs. 2,00,000. The Government of India has agreed to pay 75 per cent of the cost of the scheme. A sum of Rs. 37,000 has been sanctioned to the Government of Bihar for initiating work on the Project. They are at present attempting to recruit suitable personnel.

SCHEME NO. 6—GRANTS TO VOLUNTARY EDUCATIONAL ORGANISATIONS

In the Five-Year Plan of educational development, the Government of India have included a scheme for financial assistance to voluntary educational organisations in the country working in certain significant fields.

Such financial assistance is given to the organisations to improve and/or expand their activities in the following fields :

- (i) Basic Education.
- (ii) Social Education.
- (iii) Nursery Education.
- (iv) Vocational and Educational Guidance.
- (v) Juvenile Delinquency.

In special cases, other projects in the field of education approved by the Government may also be considered.

Only such educational institutions are eligible for grant under this scheme as are engaged in the work of a pioneering nature or that which is of such a significant or experimental character that it has a wider appeal. These grants are not meant merely to supplement the State grants or to augment the financial resources of the institution. These are sanctioned in recognition of special merit and in order to assist the organisation to develop its activities further.

Applications for assistance under this scheme are usually received through the State Government in whose jurisdiction the institution concerned is situated. Each application is to be accompanied by a prospectus of the institution and a brief description of its objects and activities ; the constitution of the board of management and the credentials of each member ; the latest annual report ; a copy of the audited accounts of the institution ; a statement of grants received from the Central/State Governments ; purpose for which assistance is required, including the detailed financial statement of the project and in the case of a building-plan, a certificate from the State Public Works Department that the estimates have been approved by them.

The financial assistance is given on a sharing basis. The Central Government may bear up to 66 per cent of the non-recurring and 50 per cent of recurring expenditure, the remaining expenditure (called the counterpart funds) to be borne by the State Government and/or the organisation concerned. The share of the Central Government may be paid in one or more instalments.

From 1952-53, since when the Scheme has been in operation, financial assistance has been given so far to the following organisations/institutions :

Part 'A' States

Assam

1. Balay Bhawan, Jorhat.
2. Krishna Nagar Social Welfare Centre, Jorhat.
3. Manipur Public Library.
4. Manipur Sahitya Parishad.
5. Nai Talim Samity.

6. Ramakrishna Mission, Cherrapunji.
7. Rashtra Bhasha Prachar Samity.
8. Sankara Mission, Nowgong.
9. S. Sankara Dev Cultural Centre, Shillong.
10. Shakti Ashrama, Dhubri.
11. St. Mary's Convent, Gauhati.

Bihar

1. Bal Vihar, Patna, Bihar.
2. Balika Vidyapeeth, Lakhisarai, Monghyr, Bihar.
3. Hindi Vidyapeeth, Deoghar.
4. Machuatola Nursery School, Patna, Bihar.
5. Mandir Vidyapeeth, Bhagalpur, Bihar.
6. Nav Yug Vidyalaya, Bhagalpur, Bihar.
7. Sitagarh Agricultural Basic Training Institute, Sitagarh (Hazari-
bagh), Bihar.
8. Vaisali Sangh Shishu Shalas, Vaisali, Bihar.

Bombay

1. Jeevan Bharati, Surat, Bombay.
2. Mouni Vidyapeeth, Bombay.
3. Poona Sewa Sadan Society, Poona.

Madhya Pradesh

1. Shivajee Education Society, Amravati.

Madras

1. National Education Society, Madras.
2. Sri Ramakrishna Mission Sarada Vidyalaya, Thyagarayanagar,
Madras.

Orissa

Senior Basic School, Angul, Orissa.

Punjab

1. Dev Samaj Junior Model School, Ferozepur City.
2. Dev Samaj Training College for Women, Ferozepur City.

Uttar Pradesh

1. Harijan Ashram, Allahabad.
2. Janata College for Women, Allahabad.
3. Manava Bharati, Mussoorie.

West Bengal

1. Bangabani Nabadwip (Nadia).
2. Lok Sewa Siber. Bara Andalia, 'Nadia' (West Bengal).
3. Nityananda Vidyayatan Village Eroda, Midnapur (West Bengal).
4. Palli Niketan, via Baga. 24-Parganas (West Bengal).
5. Prabudha Bharat Sangha. P.O. Itchana (West Bengal).
6. Ramakrishna Mission Ashrama, (a students' home), Calcutta.
7. Ramakrishna Mission Sarada Mandir, Sarisha.
8. Sanskrit Sahitya Parishad, Calcutta.
9. Shiksha Niketan, Kalanabagram.
10. Sri Krishna Ananda Ashrama, 24-Parganas (West Bengal).
11. Sriniketan, Bolpur.

Part 'B' States**Mysore**

Sri Ramakrishna Ashrama, Mysore.

Rajasthan

1. Bal Niketan, Jodhpur.
2. Banasthali Vidyapeeth, Jaipur, Rajasthan.
3. Chopasani High School, Jodhpur.
4. Gandhi Vidya Mandir, Sardarshahr, Rajasthan.
5. Gramothan Vidyapeeth, Sangaria, Rajasthan.
6. Gurukul, Chittor, Rajasthan.
7. Happy School, Alwar.
8. Rajasthan Scouts and Guides Association, Jaipur.
9. Vidya Bhawan Society, Udaipur.

Saurashtra

1. Bharat Saraswati Mandir Sansad, Mangrol, Saurashtra.
2. Sri Ramkrishna Ashram, Rajkot, Saurashtra.

Part 'C' States**Delhi**

1. Indian Adult Education Association, Delhi.
2. Jamia Millia, Delhi
3. Nav Hind Educational Society, Delhi.
4. Rama Krishna Mission, New Delhi.

The total amount sanctioned so far under this Scheme is as follows :—

	1952-53	1953-54	1954-55	Total
	Rs.	Rs.	Rs.	Rs.
Grants	1,21,900	5,22,207	12,61,151	19,05,258
Loans	-	20,000	1,56,600	1,76,600

5. Rashtriya Vidya Nand Audh Kanya Vidyalaya, New Delhi
Amount sanctioned in 1954-55 — Rs. 50,000

SCHEME NO. 7—YOUTH WELFARE

Under the first Five-Year Plan the Youth Welfare Programme initiated the schemes of constructive nation-building character in which youths, mainly students, were to perform manual service for their fellowmen and at the same time learn to live a corporate disciplined life in camps. There was also provision for developing their executive abilities by giving them project work for the benefit of their fellow-students and for the Alma Mater.

A : Youth Camps and Labour Service by Students

A total provision of rupees one crore has been made in the first Five-Year Plan to implement the schemes of social and manual work. Of this Rs. 30,00,000 is earmarked for 1954-55, and an allocation of Rs. 50,00,000 has been made for 1955-56. It was decided that out of Rs. 30,00,000, 75 per cent would be spent on the scheme, popularly known as Youth Camps and Organiser's Training Camps, and 25 per cent would be spent on Campus Work Projects.

The applications for a grant for conducting Youth Camps and Organiser's Training Camps are received through the State Governments, Universities, and recognised voluntary organisations. The Government subsidises these camps and sanctions grants at the following rates :

- (i) Rs. 2 per camper per day for food and incidentals.
- (ii) Transport charges on the basis of third class railway or actual bus fare for campers.
- (iii) Transport charges on the basis of inter class railway or actual bus fare for trainees for organiser's training camps.

The scheme enables youths, mainly students, to participate in Youth Camps and undertake manual labour on projects of community welfare. The construction of roads and canals, clearance of ponds and slums, repair of tanks and old buildings, survey of village conditions, sanitation drives, assistance in times of great national calamity etc., are some of the activities in which students can engage. Younger boys from the age group 12 to 15 can also join such camps, and do lighter type of work for a shorter period of time. The duration of normal youth camps for age group 15 and above is one month in summer and two to three weeks in autumn or winter. For the younger age group of 12 plus, the duration is about ten days. Camp life is also recommended for girls but the activities which they can undertake are such as will not involve much manual labour.

From June 1954 to February 1955, 402 Youth Camps were conducted in the country in which approximately 39,408 youths participated. A sum of not more than Rs. 19.4 lakhs has been sanctioned as grants to about 20 States.

Organisers' Training Camps

When it was evident that the scheme of youth camps by students had had a good response, it was felt that the organisation of youth camps necessarily involved adequate training on the part of organisers in the administration and management of camps. Hence the scheme of training camps for organisers was initiated.

Under this scheme, teachers or youths of 25 and above are brought together for a training camp and a rigorous training programme for leadership and organisation is envisaged. Theoretical and practical knowledge on the organisation of the camp, maintenance of accounts, survey of village conditions, health precautions, balanced time-table of manual work, training in recreational activities, acquaintance with tools and equipment for project work etc., form the syllabus for such a camp. Since the inception of the scheme, Organisers' Training Camps for giving training to 430 organisers have been conducted and the total grant given by the Central Government for this scheme amounts to Rs. 9,840.

B : Campus Work Projects.

A sum of Rs. 7,50,000 i.e. 25 per cent of Rs. 30,00,000 has been allocated for 1954-55 for sanctioning grants for the construction of swimming pools, open-air theatres, recreation halls, etc. in educational institutions. The applications for grant are submitted through the Vice-Chancellor or the Education Secretary of the State Government. The share of the Centre is 75 per cent of the estimated cost of the projects. A provision of Rs. 12,50,000 has been made for this scheme for 1955-56.

Construction of open-air theatres, swimming pools, stadia, pavilions etc. The contribution of the Central Government is up to a maximum of Rs. 7,000/- for an open-air theatre, Rs. 15,000 for each swimming pool or up to 75 per cent of the total cost of any project in each case, whichever is less. An essential condition for qualifying for a grant is that students should contribute an appreciable amount of labour, unskilled or skilled, towards the completion of the project. This scheme envisages combined action on the part of students and teachers for erecting a building or doing something of lasting value for their own institution.

A sum of Rs. 7,29,100 has been sanctioned under the scheme to 15 Indian Universities and one State Government for the construction of 30 swimming pools and 30 open-air theatres in and around the university and college campuses.

C : Inter-University Youth Festival

This is a new scheme initiated by the Ministry during 1954-55. All Indian universities were invited to send in their teams to compete in different items. The entire expenditure on travelling allowance, board and lodging of the participants and other miscellaneous expenditure has been borne by the Centre. A sum of Rs. 2 lakh has been allocated for this scheme.

The Festival, the first of its kind, was held by the Ministry in November, 1954, at New Delhi. The objective of the festival was to provide opportunities for the expression of the creative, aesthetic, emotional and mental powers of Indian youth and to provide the gifted with a platform for demonstrating the best in them. Competitions were arranged in the arts, painting, drawing, sculpture, handicrafts, drama, radiodrama, music, dancing and a Hindi debate for teams from the universities where Hindi is not the recognised State Language. All universities were invited to participate in the Festival but only 26 universities joined. The number of students who attended the Festival was 782. It is presumed that the expenditure on the Festival was about Rs. 1,37,574.

D : Youth Tours, Hikes and Mountaineering

Under this scheme students are encouraged to undertake tours, hikes, etc. in order to gain first-hand information of the country and its people. The applications for grants are received through the State Governments and universities. The financial assistance to the extent of 75 per cent of the third class railway fare, or bus fare is given to the touring parties.

So far, a sum of Rs. 6,176 has been sanctioned to the various parties and associations during 1954-55.

E : Youth Hostels

The Government give grants for the construction and popularisation of Youth Hostels in the country.

Encouragement of tours and hikes imply an arrangement for cheap travel if the scheme is to be a success. The newly established Youth Hostels Association has taken up this work of making arrangements of accommodation for travelling youths and already accommodation in 80 special youth and college hostels throughout the country has been secured. Several State Governments have agreed to allow the members of the Association the use of dak bungalows at a nominal rent. Some old buildings, now out of use, are also being reconstructed as youth hostels. The construction of buildings for study-camps where batches of students can stay for a long period, for instance, during their long vacations, is also contemplated.

During the year 1954-55, a sum of Rs. 8,000 has been sanctioned to the Youth Hostels Association of India for the establishment of their headquarters in Delhi. In addition, a sum of Rs. 45,000 has been given to the West Bengal Government for the three youth hostels in the River Valley Project area.

F : Youth Leadership Training Camps and Dramatic Camps

The schemes, sponsored by the Ministry, relate to university and college students and staff. The entire expenditure on such camps is borne by the Ministry. A sum of Rs. 50,000 has been set apart for these camps.

Under this scheme, Youth Leadership Training Camps are organised to give the teachers a knowledge of the agencies and the technique through which the interests of students can be fostered and to enable the teachers to discover the common platform of better understanding and mutual cooperation on which they can come into closer touch with the taught. In these camps important topics of management, administration, group work, qualities of leadership etc., are discussed and the programme is so framed as to enable the trainees to gain more confidence in themselves and to take the initiative in preparing programmes of work for their students.

So far five such camps have been organised by the Ministry at Sriragar, Mahableshwar, Chaubatia (Ranikhet) and Lovedale in which about 125 professors from 19 universities participated. A sum of Rs. 27,000 has been spent on these camps.

G : Youth Conferences, Clubs and Centres

This scheme was initiated during 1954-55. The grants are sanctioned to voluntary organisations doing good work for youths in the country. Grants are sanctioned to *akharas*, village play centres and university clubs to the extent of Rs. 1,000 per centre and the applications are invited through the State Governments or universities.

Youth Conferences, Clubs and Centres are all attempts to develop a sense of community life in the young and make them feel that they are a part and parcel of larger social life. Through conferences and clubs the youth of the country will come into close contact and understanding with their teachers, parents and other members of the society.

During 1954-55, a sum of Rs. 63,000 has been sanctioned to various clubs for the purchase of sports material and to associations doing good work in the field of youth welfare.

SCHEME NO. 8—PROMOTION OF INTER-STATE UNDERSTANDING

With a view to combat the evil forces of regionalism and provincialism, the Ministry undertook the scheme of promoting inter-State understanding. A few years ago, the Minister, feeling the importance of the scheme, addressed personal letters to all State Education Ministers in which he made certain suggestions designed to promote this end. The matter was also considered at the 18th Meeting of the Central Advisory Board of Education which advised all State Governments to pay particular attention to this subject. The Ministry of Education in their letter took up two measures under the first Five-Year Plan:

- (a) Preparation of brochures on inter-State understanding.
- (b) Organisation of a camp of an all-India character.

A brochure is proposed to be prepared by the Publications Division of the Ministry of Information and Broadcasting in consultation with the Ministry of Education in which characteristic

features of the States, namely, social, cultural, political, literary, geographical, industrial etc. will be described in simple English. Instead of having a separate brochure for each State it was decided that for the present it should cover the following States :

Assam, Bombay, Madhya Bharat, Manipur, Mysore,
Pepsu, Punjab, Rajasthan, Tripura and Uttar Pradesh.

When the brochures are prepared, they will be bought by the the States for distribution in schools, colleges and libraries. It is intended that the Government of India will assist the State Governments by meeting 50 per cent of the cost price of each brochure, if the brochures are to be distributed free of cost. But if the brochures are to be sold at a subsidised price, the Government of India will share the subvention on a 50 : 50 basis. These proposals were sent to the State Governments in December 1954 and a few State Governments have replied agreeing to participate and to arrange for the free distribution of the brochures in schools and colleges. The first brochure to be published will be on the Punjab and Pepsu.

Under the second scheme, it was proposed that an all-India Camp will be organised at Delhi. All the States will be invited to send delegations of High school students accompanied by their teachers. The Delhi State Government has agreed to act as host and to provide accommodation and transport for the participants.

SCHEME NO. 9—NATIONAL CENTRAL LIBRARY

Brief Description of the Scheme

The first Five-Year Plan envisages the establishment of a Central Reference Library on the lines of the British Museum, London and the Library of Congress, Washington, in order to provide facilities to scholars for advanced studies and research work. The Library will be established at Delhi.

Details of the Scheme and Progress Made

The plans and the preliminary estimates of the building have been prepared and are being finalised. The estimated cost of the building will be about Rs. 38 lakhs. The site now occupied by the King Edward Road Mess at Kingsway and Queensway Carfax has been allotted for the Central Reference Library and construction work will be undertaken as soon as the site is free. The question of providing alternative accommodation for King Edward Road Mess has already been taken up.

The Central Reference Library will, it is expected, be one of the four Public Libraries to receive a free supply of one of all the books published in India under the Delivery of Books (Public Libraries) Act, 1954.

The recurring expenditure on the library is expected to be Rs. 5 lakhs per annum. The details have still to be prepared.

One of the most important functions of the Central Reference Library will be the compilation of a National Bibliography.

SCHEME NO. 10—NATIONAL FUNDAMENTAL EDUCATION CENTRE

This Centre, which is expected to be set up shortly, will have the following functions :

- (i) The training of instructors for the Social Education Organisers' Training Centres and the higher categories of Social education personnel in the States.
- (ii) Conducting research in the field of Social education.
- (iii) The production of Social education material.
- (iv) To serve as a Clearing house of Social education techniques in the country.

A budget provision of Rs. 6 lakhs is being made for this Centre in the year 1955-56.

SCHEME NO. 11—CENTRAL BUREAU OF TEXTBOOK RESEARCH

The Central Bureau of Textbook Research was set up towards the end of the year 1953-54 at the Central Institute of Education at Delhi, with the object of assisting in the improvement of school textbooks. More specifically, the work at the Bureau includes :

- (a) Making a critical survey of current textbook literature.
- (b) Formulating educational criteria and guiding principles for writing textbooks.
- (c) Preparing a comprehensive scheme of score cards, rating scales and check lists for the appraisal of textbooks.
- (d) Preparation of model textbooks.

The Bureau is at present concerned with textbooks at the school level only, the four school subjects selected for investigation being Science, Hindi, History and Geography.

The Bureau has already collected and is engaged in examining information received from the State Governments in regard to selection, preparation etc. of textbooks prescribed by them. The Bureau has also interviewed some well known Indian and foreign publishers and rendered expert advice to interested agencies in the field of textbook production. The Library of the Bureau is developing steadily and at present stocks about 2,000 books. Expenditure incurred during the current year amounts to approximately Rs. 60,000.

Through the good offices of Unesco the services of Mr. L. Ferning have been obtained for the purpose of advice etc., for a period of four months from March 1955.

SCHEME NO. 12—VOCATIONAL AND EDUCATIONAL GUIDANCE

The Secondary Education Commission has laid special emphasis on the development of Educational and Vocational Guidance. Accordingly, a Central Bureau of Educational and Vocational Guidance has been set up at Delhi and the States are being encouraged to set up such Bureaus or to develop existing ones on the lines proposed by the Ministry of Education. For the Central Bureau, expenditure will be met in full by the Government of India, while for the State Bureaus, the Government of India will share expenditure with the States on the following basis :

	1954-55	1955-56
Recurring	66%	50%
Non-recurring	66%	66%

In addition to its normal functions, the Central Bureau will serve as a clearing house to the State Bureaus and will co-ordinate their work and research programmes.

The States which have already agreed to set up Guidance Bureaus or to avail themselves of Central assistance to improve their existing organisations include Bihar, Bombay, Hyderabad, Madhya Pradesh, Mysore, Punjab, Saurashtra, Tripura, Uttar Pradesh and West Bengal. Proposals from the States of Saurashtra and Punjab have been approved for grant-in-aid and amounts of Rs. 5,000 and Rs. 10,000 respectively have been sanctioned during the current year. Due to administrative difficulties the Punjab Government have not been able to open the Bureau this year, while the Saurashtra Government have started work on a restricted scale.

The Central Bureau is located at the Central Institute of Education, Delhi and its present staff consists of one Director, four Counsellors, one Librarian and Secretariat staff.

SCHEME NO. 13 : CENTRE FOR THE ADULT BLIND

Education of the Blind

(i) Establishment of a Model School for Blind Children at Dehra Dun

This school will be financed entirely from Central funds. It will consist of three departments, namely, (1) a Kindergarten section (2) a Primary and Secondary school for blind boys and girls and (3) a Teachers' Training Department. Its object will be to serve as a Model School for other States and also to supply trained teachers to other institutions for the blind. Capital expenditure on this scheme is estimated at Rs. 1,70,000 and the recurring expenditure when the school operates in full swing is estimated at Rs. 1,60,000 p. a.

Land for the construction of new buildings has been acquired and detailed plans have been drawn up. It is hoped that construction work will begin early in 1955-56.

(ii) Establishment of a Women's Section of the Training Centre for the Adult Blind, Dehra Dun

This scheme will also be financed entirely from Central revenues. This section will provide vocational training to adult blind women on the lines of training already provided to adult blind men by the Centre. Non-recurring expenditure on the scheme is estimated approximately at Rs. 7,50,000 and recurring expenditure at roughly Rs. 1,15,000 when this section operates in full swing.

Land for the construction of new buildings has been acquired and detailed plans have been drawn up. It is hoped that the construction of buildings will begin early in 1955-56.

SCHEME NO. 14—MISCELLANEOUS SCHEMES

- A (1) Educational Programme to Relieve Educated Unemployment.
- (2) Expansion of Basic Education.
- (3) National Centre for Research in Basic Education.
- B (1) Reorganisation and Improvement of Secondary Education.
- (2) Headmasters' Seminars.
- (3) Rural Higher Education.
- C Research Scholarships in Humanities.
- D Social and Child Welfare.
- E (1) Fireproof Spirit Building for the Indian Museum, Calcutta.
- (2) Building for the National Museum, New Delhi.
- (3) Building for the National Theatre, New Delhi.
- (4) Building for the three National Academies
- (5) Building for the Indian Council for Cultural Relations.
- F Progress of University Education (Humanities) under the first Five-Year Plan.
- G Progress of Technical Education.

A(1) : Educational Programme to Relieve Educated Unemployment.

With a view to relieving, to some extent, the serious unemployment situation among educated persons in the country, the Ministry of Education in consultation with the Planning Commission, has undertaken an emergency scheme of educational expansion in the field of Primary and Social (Adult) education. It has two aspects :

(i) Expansion of Educational Facilities in Rural Areas

This involves expansion of existing Rural schools and establishment of new ones by the appointment of teachers under the provisions of this scheme. As a rule, the new schools to be opened start as single-teacher schools and, at the beginning, it is left to the local people either to put up buildings through voluntary effort or carry

on the schools under such improvised conditions as may be possible. The scheme envisaged the appointment of 30,000 Rural teachers during the year 1953-54 and another 50,000 teachers in 1954-55. During 1953-54 and 1954-55, the Central Government shared 75 per cent of recurring expenditure on the salaries of teachers. During 1955-56 and 1956-57 the proportion of Central assistance on the salary will be 50 per cent and 25 per cent, respectively. In addition, a non-recurring grant for school-equipment of Rs. 200 per teacher is also given. After 1956-57, the States will bear the entire responsibility.

(ii) *Opening of Social Education Centres in Urban Areas*

It was intended initially to establish Social education centres in large cities for which municipal authorities, private educational institutions, voluntary organisations and other established organisations, government or private, are prepared to accept definite responsibility. The scheme may be extended to rural areas.

For the period of the present plan, *i.e.* up to the end of March, 1956, the Central Government are prepared to assist such Social education centres to the extent of 50 per cent of :

- (a) Salaries and/or honoraria to teachers, and
- (b) Contingencies, subject to a maximum of Rs. 200/- a year provided the total contribution on the two items does not exceed Rs. 500 per centre.

The scheme envisaged the establishment of 3,000 such centres during 1953-54 and 5,000 in 1954-55.

The implementation of this scheme started in October, 1953 and up-to-date sanctions have been issued for the appointment of a total of 71,213 persons—for Primary schools and Social education centres—as per statement given below :—

Name of State	1953-54		1954-55		Social Education Workers	
	Teachers	Social Education Workers	Teachers continued from last year	Additional	Continued from last year	Additional

Part 'A' States

1. Andhra	...	...	...	1,200	...	...
2. Assam	500	...	500	500	...	...
3. Bihar	2,500	250	2,500	625	250	100
4. Bombay	4,000	...	3,524	6,505	...	...
5. Madhya Pradesh	2,000	...	1,380	620	...	...
6. Madras	...	...	...	3,000	...	...

1	2	3	4	5	6	7
7. Orissa	1,200	...	1,200	2,350	...	...
8. Punjab	1,600	80	1,600	3,800	80	140
9. Uttar Pradesh	3,200	...	3,102	1,300	...	...
10. West Bengal	8,500	1,000	3,568	11,432	...	...
Part 'B' States						
11. Hyderabad	1,500	150	1,500	500	27	...
12. Madhya Bharat	...	...	...	700	...	115
13. Mysore	500	50	476	...	40	...
14. Pepsu	800	59	699	1,900	...	...
15. Rajasthan	1,000	100	1,000	1,000	59	100
16. Saurashtra	360	36	360	1,000	...	...
17. Travancore- Cochin	...	...	...	550	...	...
Part 'C' States						
18. Ajmer- Merwara	40	...	34	6	...	...
19. Bhopal	150	15	150	950	15	50
20. Coorg	50	...	50	10	...	...
21. Delhi	...	...	...	125	...	25
22. Himachal- Pradesh	...	...	...	100	...	...
23. Kutch	30	4	30	42	4	...
24. Manipur	50	...	50	50	...	...
25. Tripura	200	30	200	500	30	80
26. Vindhya Pradesh.	700	34	700	1,200	34	...
Total	28,880	1,808	22,623	39,965	539	610

It may be possible to allot the un-utilised quota of 16,000 teachers and 6,850 Social education workers in 1955-56.

A(2) : Expansion of Basic Education

Basic education is the accepted pattern of the national system of education. Under the directives of the constitution the State is to provide free and compulsory education for all children up to the age of 14 within ten years of the passing of the Constitution. Since the State Governments lack the financial resources to expand considerably the existing facilities for Primary education on basic lines, financial assistance is being offered to them. Under the scheme, the implementation of which started late in 1954-55, the States are eligible to

receive financial assistance to the extent of 30 per cent of additional expenditure for the following items pertaining to the development of Basic education :—

- (a) Establishment of new Basic training colleges.
- (b) Conversion of existing Training institutions into Basic institutions.
- (c) Opening of new Basic schools.
- (d) Conversion of existing schools into Basic.
- (e) Training of craft teachers.
- (f) Introduction of crafts into schools.
- (g) Preparation of teaching materials in Basic schools.

Financial assistance during 1954-55 has been sanctioned under the Scheme to various States as follows :—

Name of State	Amount
	Rs.
Part 'A' States	
1. Andhra	5,798
2. Assam	2,71,299
3. Bihar	8,64,487
4. Orissa	51,579
5. Punjab	64,074
6. West Bengal	1,72,800
Part 'B' States	
7. Madhya Bharat	96,000
8. Pepsu	14,400
9. Rajasthan	67,230
10. Saurashtra	2,78,304
11. Travancore-Cochin	59,592
Part 'C' States	
12. Coorg	20,940
13. Himachal Pradesh	18,000
14. Vindhya Pradesh	2,999
Total	19,87,502

A(3) : National Centre for Research in Basic Education.

This Centre which is expected to start functioning shortly, will primarily function as a research institution. It will undertake investigations from an all-India point of view into all problems connected with Basic education, viz., curriculum construction, correlation and other problems of teaching methods, research in crafts, production of literature for children and teachers etc.

The institution will also function in an advisory capacity as a clearing house of information on various issues connected with Basic education that may be referred to it by the Central and State Governments. A provision of Rs 5 lakhs has been made for this centre in the budget estimates of the first Five-Year Plan.

B(1) : Reorganisation and Improvement of Secondary Education.

The scheme prepared by the Government of India for the implementation of the recommendations of the Secondary Education Commission involves :—

- (i) Establishment of 500 multi-purpose schools, with approximately 1000 new units of diversified courses in Science, Technology, Agriculture, Commerce, Fine Arts and Home Science.
- (ii) Assistance to 300 other schools to improve the existing facilities for teaching of science.
- (iii) Improvement of school libraries (500 Multi-purpose schools and 1,500 ordinary High schools).
- (iv) Introduction of craft in 2,000 Middle schools.
- (v) Training of teachers and
- (vi) Organisation of seminar, etc. and training of career masters.

Central assistance for these schemes is available at 66 per cent of the approved non-recurring and 25 per cent of the approved recurring expenditure.

For "Agriculture" and "Home Science Courses" separate committees were constituted for preparation of lists of standard equipment for different courses. The reports of these committees have been received and are being examined before they are furnished to State Governments for adoption. The All-India Council of Technical Education will advise on the equipment, nature of courses and qualifications of staff for Technical, Commercial and Fine Arts Courses.

The States which have received grants under the Scheme are : Bhopal, Bihar, Coorg, Hyderabad, Madras, Pepsu, Punjab, Rajasthan, Saurashtra, Tripura, Vnidhya Pradesh, West Bengal (Shri Rama Krishna Mission Vidyalaya). A total amount of about Rs. 2 crores has been sanctioned.

State Governments and universities have also been requested to reorganise the new pattern of Secondary and University education according to the recommendations of the Commission which include *inter alia* the abolition of the Intermediate stage, the extension of the Secondary stage by one year and the institution of the three-year Degree course in place of the present two-year one. In this connection a Conference of Vice-Chancellors of Universities and Chairmen of Boards of Secondary Education was held on 8th January 1955 to consider these matters further.

The Conference was unanimously of the view that the general pattern of educational reorganisation as recommended by the Secondary Education Commission should be adopted by the Universities and Boards concerned, *i.e.*, there should be a Higher Secondary school course continued up to the age of 17 plus years followed by a three-year integrated course leading to the Bachelors' degree. The Conference was of the opinion that the change-over to the new pattern should be completed by 1961.

In this connection mention may also be made of the resolution adopted at the 22nd Annual Meeting of the Central Advisory Board of Education held at New Delhi in January, 1955 which reads as follows :—

“The Board after very careful consideration of the stage of termination of Secondary Education and the qualifications necessary for entry into the universities arrived at the following unanimous conclusions:

- (a) The Degree course should be of three years and 17 plus should be the minimum age for entry into universities.
- (b) The end of Secondary education at 17 plus should mark a terminal stage in education and prepare students for life. It should also be of a standard which would enable them to participate with profit in a three-year Degree course,
- (c) The Government of India be requested to appoint a Committee to draw up an integrated syllabus for the School Final Examination to achieve the above objective.
- (d) The last class in the Secondary stage should be called the 11th class and may be reached after schooling of not less than ten years, the actual duration of the school system in the various States to be determined by the State Government concerned.

This Board is of the opinion that for the implementation of these recommendations, it is necessary that financial assistance in a liberal measure should be provided by the Central Government and the State Governments. This Committee therefore requests the Central and State Governments and Planning Commission to provide necessary finances in the second Five-Year Plan for the implementation of these recommendations.”

B (2) ; Headmasters' Seminar

While the foregoing measures in regard to the improvement of Secondary education have been confined generally to the schools and Courses as such, steps have also been taken to improve the quality of teaching by the organisation of Seminars for Headmasters etc. In May 1953, the Ministry organised the first Seminar in the series to which selected Headmasters from all the States were invited. The Seminar was held at Tara Devi, Simla, for a period of about six weeks and was attended by Headmasters from most of the States. The report of the Seminar has since been published under the title "Headmasters on Secondary Education". The expenditure incurred on this Seminar amounted to approximately Rs. 10,000/-.

Encouraged by the success of this Seminar, the Government of India decided, in cooperation with the Ford Foundation, to hold, during 1954-55, ten seminars of Headmasters of Secondary Schools, inspecting officers, training college teachers etc. Four Seminars were held at Darjeeling, Mussoorie, Coonoor and Srinagar in May-June, 1954 and four more were held in September-October 1954 in Bombay, Travancore-Cochin, Hyderabad and Rajasthan. The participants, 40 for each Seminar, came from the neighbouring States and in this way all the States were covered.

The object of these Seminars was to secure the active cooperation of practising teachers in the implementation of the Report of the Secondary Education Commission and in introducing the recommendations of the Secondary Education International Team.

The remaining two Seminars were devoted to specialised groups, namely, to the Principals of Teacher Training Colleges and the "Workshoppers", i.e. selected participants from the Workshop Seminars in Secondary Education conducted by the United States Educational Foundation during 1953 at Patna, Jabalpur etc. The first of these Seminars was held at Hyderabad for one week from 29th November to 5th December 1954 and considered the question of extension courses in Secondary Training colleges. The "Workshoppers" Seminar was held at New Delhi from 3rd to 14th January 1955.

The Ministry propose to take up the question of a follow-up programme to implement the recommendations of these Seminars.

A sum of \$ 58,500 was provided by the Ford Foundation for these Seminars. Expenditure has however been met from the Ministry's provision for Basic, Secondary and Social education in the Five-Year Plan.

B (3) : Rural Higher Education (The Denmark Project)

The problem of Rural education has been exercising the mind of the Government of India ever since the recommendations in this behalf were made by the University Education Commission. On the conclusion of his tour of India during 1954, Dr. Peter Manniche, the well known Danish educationist, suggested that the experience of Denmark and the Danish Folk Schools would be of use to India in the

sphere of Rural education. Accordingly a team of 18 Indian educationists with experience in the field of Rural education was sent to Denmark during June to September 1954 for study and observation at the International Peoples Institute, Elsinore. The team concentrated their energies on a study of the Danish Social and Educational systems and the problems of Secondary and Adult education in rural areas. The report of the Team has been considered by the Committee on Rural Higher Education. The Ford Foundation provided a sum of \$ 26,600 for this project.

The Committee on Rural Higher Education was set up by the Government of India in collaboration with the Ford Foundation. The Committee was made up as follows :—

Dr. K.L. Shrimali, M.P., Convener.

Shri J.C. Mathur, I.C.S., Secretary, Education Deptt., Bihar, Patna.

Dr. L.H. Foster, President, Tuskegee Institute, U.S.A.,

Dr. K.L. Elmhirst, Director, Darlington Hall, U.K.

The Committee met at New Delhi in November 1954 and thereafter visited existing institutions doing educational work at the higher level in rural areas and experimenting with the idea of developing Rural universities. The Committee submitted its report at the end of January 1955 which is now under consideration. The Ford Foundation provided an amount of \$ 22,525 for this Committee.

C : Research Scholarships in Humanities.

With a view to checking the marked trend to shift from the Arts to Natural Sciences particularly among the better class of students and with a view also to stimulating research in various fields of Humanities, which have not for one reason or another been receiving adequate attention in the past,—two matters to which University Education Commission had drawn pointed attention—the Government of India instituted a scheme in the middle of 1953 as an experimental measure for three years for the award of not more than 100 scholarships during the academic years 1953 and 1954, to students who had already taken a high Master's or equivalent degree and wished to engage in advanced research in any branch of the Humanities. The scholarship was fixed at Rs. 200/- per month and is normally tenable for two years.

The first of the two batches of research scholars under the scheme were selected towards the end of 1953, but for want of suitable candidates, awards could be made only to 31 scholars instead of 100, permissible under the scheme. For these reasons, and as only 21 of the 31 scholars selected for the first awards had completed the prescribed formalities and started on their approved course of research, the actual expenditure on the scheme during 1953-54 was only Rs. 9,920/- as against Rs. 2,25,00/- provided in the budget.

In 1954 only 192 applications were received for the second batch of awards and as recommended by the Selection Committee set up by the Government under the chairmanship of Sardar

K.M. Janikkar, scholarships were offered to 51 candidates. Ten of them have declined to accept the offer as they had secured employment in the meantime ; 37 have started their research work and the remaining four were expected to join in April, 1955,

A special Committee will be set up by this Ministry in the middle of this year to review the progress of the Scheme and suggest modifications, if any.

A provision of Rs. 3.6 lakhs has been made in the budget estimate for 1955-56,

D : Social and Child Welfare

(i) The Central Social Welfare Board

A sum of Rs. 4 crores was provided in the First Five-Year Plan to be spent on Social Welfare. It was decided to constitute an autonomous Board to initiate Social Welfare activities contemplated in the plan. Accordingly the Central Social Welfare Board was constituted on 12th August, 1953.

Its primary object is to assist voluntary social welfare organisations in developing and strengthening their existing activities and initiating their new programmes and to coordinate these programmes in to the general pattern of the first Five-Year Plan.

The Board has so far assisted 1007 voluntary welfare organisations. The Board's assistance to these organisations was to the tune of Rs, 31,38,650/-. The Board assists organisations engaged in the welfare of women, children and the handicapped.

In addition, Advisory Social Welfare Boards have been set up in 28 out of 29 States. The primary function of these Boards is to advise the Central Social Welfare Board regarding applications for assistance received from their respective areas.

But the Board has not merely confined itself to giving financial assistance to voluntary social welfare organisations. It has initiated a scheme for the setting up of about 350 Welfare Extension Projects in the country. Each Project will cover 15 or 20 villages and will provide service for women, children and handicapped. 182 such projects have so far been established.

(ii) Establishment of a Bal Bhavan in Delhi

It is proposed to establish at Delhi a *Bal Bhavan* to provide opportunities to children of all classes and communities of education by recreation. The Bhavan will provide facilities for a variety of cultural and recreational activities designed to develop their personality and deepen their appreciation of moral and aesthetic values. The cost of the scheme is to be worked out.

An autonomous board known as the Bal Bhavan Board has been set up. This Board is primarily responsible for implementing this scheme.

E(1): Fire-Proof Spirit Building for the Indian Museum, Calcutta.

The building is estimated to cost Rs. 19.75 lakhs in two years. The Government of India will bear the total cost. A provision of Rs. 1.5 lakhs has been made in the budget estimates for 1955-56.

From the year 1925 the Government of India in one Department or the other has been actively considering the question of a separate 'fire-proof' building in which to house the irreplaceable and invaluable collection of zoological specimens which are unique in Asia and are preserved in highly inflammable spirits. In 1952 an inter-Departmental Conference was held at Calcutta to consider the scheme. The Conference decided that this building should be given top priority in the 'Unified Programme' for building and should be used by the Indian Museum for housing not only the Zoological Survey's spirit collections but all spirit collections of other sections also, and also directed that the C.P.W.D. be requested to prepare revised estimates (the plan then submitted by the C.P.W.D. was at an estimated cost of Rs. 18 lakhs) on the basis that

- (i) the foundations of the building should be made still stronger and sufficient to enable two additional storeys to be constructed for possible future extension and
- (ii) the top floor which in the then available plan was to provide residential quarters, should be so planned that it might later be converted to provide accommodation for office or collections.

The C.P.W.D. submitted the plan according to the directions referred to above at an estimated cost of Rs. 21,59,000, the approximate time for execution being two years. However on the suggestion of the Ministry of Finance (Works Division) they have revised the estimates to Rs. 19,74,800 excluding departmental charges. The scheme has been approved by the Departmental Finance Committee. The Planning Commission has also included the scheme in the first Five-Year Plan.

Administrative approval and expenditure sanction for the work has been accorded.

E(2) : Building for the National Museum, New Delhi.

The building is estimated to cost Rs. 77.63 lakhs. The total expenditure will be borne by the Government of India. A provision of Rs. 3.20 lakhs has been made in the budget estimates for 1955-56.

A site for the National Museum has been reserved at the crossing of Kingsway and Queensway, New Delhi (south of Kingsway and east of Queensway). The Gwyer Committee estimated that the cost of the building worthy of the National Museum would be over Rs. 1 crore. Since the building involves such heavy expenditure and since nothing less than the very best construction must be envisaged, a n Expert Committee was set up to go through the whole question.

The Expert Committee considered the three schemes prepared by the Architect, Central Public Works Department. The expenditure on the various schemes was as follows :—

Scheme A	Rs. 1,00,32,300
Scheme B	Rs. 77,63,000
Scheme C	Rs. 84,94,000

After much thought the Expert Committee approved Scheme 'B' with certain modifications.

The expenditure of Rs. 77.63 lakhs under Scheme 'B' is distributed as follows :—

Total cost of phase I	Rs. 29,62,200
Total cost of phase II	Rs. 15,04,300
Total cost of phase III	Rs. 13,57,100
Total cost of phase IV	Rs. 19,39,400

The Government has accepted Scheme 'B' as it is the most economical. The Planning Commission have agreed to the inclusion of the scheme in the Plan.

The Departmental Finance Committee at its meeting held on 18th March 1955 approved the first phase and stipulated that the total cost of construction of the building should not exceed Rs. 77.63 lakhs now agreed to, inclusive of departmental charges. If there is to be an excess, previous concurrence of the Planning Commission should be obtained before the second stage is started.

Administrative approval and expenditure sanction for the first phase of scheme costing Rs. 38,18,500/- is being accorded to the Chief Engineer C.P.W.D. It is proposed that the formal foundation stone laying ceremony should be held on the 10th May, 1955. The C.P.W.D. is already taking action in this direction.

E(3) : Building for the National Theatre, New Delhi.

(a) The estimated cost of the building is Rs. 75 lakhs. The whole expenditure is to be borne by the Government of India. A provision of Rs. 50,000/- has been made in the budget estimates for 1955-56.

(b) The Theatre Building and Planning Committee of the Sangeet Natak Akadami at its meeting held on 18th December, 1953 considered the question of building a well equipped theatre. The Prime Minister desired that the question of establishing a National Theatre at New Delhi should be taken up at once without waiting for the efforts of the Sangeet Natak Akadami.

The Ministry of Education in consultation with the Ministry of Works, Housing and Supply, Smt. Indira Gandhi, Mrs Kamaladevi Chattopadhyaya and Kumari Nirmala Joshi, selected a plot of land,

9.5 acres in area, opposite the National Archives of India. It is proposed that the Theatre should be large enough to seat about 3,000 persons.

This Ministry also invited the views of eminent architects. An informal Committee of the representatives of the Ministries of Education, Finance and Works, Housing and Supply after considering the views of these architects recommended that two persons should be sent abroad, to study in detail the working of National Theatres in some European Countries. Accordingly a proposal was submitted to the Cabinet. The Scheme has been approved in principle by the Planning Commission.

After the note proposing to depute two persons abroad had been sent to the Cabinet, no further action has been taken.

E (4) : Building for three National Academies.

The building is roughly estimated to cost Rs. 31.59 lakhs including the cost of the plot of land. The whole expenditure is proposed to be met from the Central Revenues. A provision of Rs. 2 lakhs has been made in the budget estimates for 1955-56.

It is proposed to construct a building jointly for the Sangeet Natak Akadami, the Sahitya Akadami and Lalit Kala Akadami. The Ministry of Works, Housing and Supply has agreed to allot a plot of land measuring 4.4 acres on the highway for the three Academies @ Rs. 36,000 per acre plus five per cent annual ground rent thereon. The Planning Commission have been requested to agree to the inclusion of the scheme in the plan. The Plan of the building has yet to be drawn up.

A memorandum has been sent to the Ministry of Finance for consideration at a meeting of the Departmental Finance Committee. The date for the meeting of the Committee has not yet been fixed.

E(5) : Building for the Indian Council for Cultural Relations

The building is estimated to cost Rs. 11 lakhs. The whole expenditure is proposed to be met from Central Revenues. A provision of Rs. 1.34 lakhs has been included in the estimates for 1955-56.

The Indian Council for Cultural Relations is occupying rented accommodation which is quite unsuitable for its need. The Planning Commission have been requested to agree to the inclusion of the scheme for the building of the Council in the Plan. The technical and financial implications have yet to be worked out. The Ministry of Works, Housing and Supply have allotted a plot of land measuring 1.97 acres on the highway at Rs. 36,000 per acre plus five per cent annual ground rent.

The Departmental Finance Committee has been requested to accept the scheme.

F : Progress of University Education (Humanities) under the First Five-Year Plan

Under the first Five-Year Plan, a sum of Rs. 1.2 crores was allocated to the development of University education (Humanities). At the meeting of the Planning Commission held on 19th June 1954, the sum was raised to Rs. 3.38 crores, but out of this, an amount of Rs. 2.0 crores was earmarked for expenditure for grants to Universities for development of Scientific and Technical education by the University Grants Commission during 1954-55 and 1955-56.

With a view to utilising this amount in the best manner possible, all the State Governments and the four Central Universities were requested by the Ministry of Education in February 1952 to furnish their development schemes. Later on in June 1952, all the universities were also addressed directly. The cost of development schemes submitted by universities in respect of Humanities exceeded Rs. 7.0 crores. Accordingly, the Ministry of Education, in consultation with State Governments in respect of State universities, selected only a few schemes for implementation, subject to details being worked out at a later date. In selecting the schemes, consideration was taken of the following factors :—

- (1) the avoidance of any large duplication of work ;
- (2) the special ability of a particular university to promote research or knowledge in any particular field.
- (3) the more important needs of the country with special reference to post-graduate work and research in new fields ; and
- (4) the amount of financial help which the State Government concerned was ready to render in furtherance of schemes of universities with which it was directly concerned.

A statement giving particulars of sanctioned schemes together with the amounts of grants paid and progress of expenditure incurred and likely to be incurred up to the end of March, 1955, by the universities is attached (Appendix I).

In November, 1953, the Government of India constituted a University Grants Commission which has been entrusted with the task of enquiring into financial needs of universities and of taking all executive action in the matter of deciding on the grants to be made to universities with effect from the 22nd January, 1954. The University Grants Commission has now been made responsible for implementing the schemes relating to development of universities under the first Five-Year Plan already accepted by Government and initiation of new schemes. A statement giving full particulars of new schemes initiated by the University Grants Commission under the first Five-Year Plan, together with amounts of grants sanctioned by the Commission and the expenditure incurred and likely to be incurred up to the end of March, 1955 on these schemes by the universities is appended (Appendix II).

Particular mention may be made of the schemes relating to the improvement of salaries of University teachers, initiated by the University Grants Commission. Soon after its inception in 1953, the University Grants Commission decided to take up the question of upgrading the salaries of University teachers. As a first step, the Commission decided to raise the scale of salaries in Universities to Rs. 800-40-1000-50-1250 for University Professors and Rs. 250-25-500 for Lecturers wherever the existing scales were lower. The difference between the salary actually drawn by a University Professor or Lecturer and the salary he would have drawn, if he had been on the scale proposed by the Commission, is being paid as a personal allowance to these teachers with effect from 1st July, 1954, out of a grant-in-aid from the University Grants Commission. The scheme will continue till the end of the first Five-Year Plan period.

APPENDIX I

STATEMENT SHOWING THE LATEST POSITION OF GRANTS PAID TO UNIVERSITIES FOR SCHEMES INITIATED BY THE MINISTRY OF EDUCATION FOR DEVELOPMENT OF UNIVERSITY EDUCATION (HUMANITIES) UNDER THE FIRST FIVE-YEAR PLAN.

S No.	Name of University and Scheme	Grant paid in 1952-53	Actual expenditure in 1953-54	Estimated expenditure in 1954-55	Total expenditure in 1953-54 and 1954-55 (Total of 4 and 5)	Balance available. (Difference of 3 and 6)	Remarks.
1	2	3	4	5	6	7	8
		Rs.	Rs.	Rs.	Rs.	Rs.	The construction of the Library has not yet started and the expenditure incurred so far is for the preparation of plans and estimates of the proposed building.
1.	<i>Aligarh Muslim University</i>						
	(a) Library building,	2,40,000	250	7,625	7,875		
	(b) Research in Mediaeval Indian History.	60,000	20,644	96,586	1,17,230		
		3,00,000	20,894	1,04,211	1,25,105	1,74,895	
					or say 1,75,000		A sum of Rs. 1,75,000/ rec o- vered by adjustment in March, 1955.
2.	<i>Banras Hindu University</i>						
	(a) Research in Teachers' Training College.	48,300	...	310	310		
	(b) Educational Psychology	2,06,700	...	...	...		These two Schemes have not been approved by the Commission.

APPENDIX I (Contd.)

1	2	3	4	5	6	7	8
(c) Research in Vedas, Vedantas etc.	22,500	...	8,926	8,926			A sum of Rs. 2,60,000/- has been recovered from the University (by adjustment) in March 1955.
(d) Development of Department of Hindi.	22,500	7,328	21,079	28,407			
	3,00,000	7,328	30,315	37,643	2,62,357	or say Rs. 2,62,000	

3. *Delhi University.*

(a) Library	2,40,000	...	2,23,567 (up to 4.3.55)	2,23,567 (up to 4.3.55)	...	The additional amount required by the Delhi University in 1954-55. after adjusting the grant of Rs.3,00,000 was Rs. 98,000. But they have been paid an additional "on account" of Rs. 2,18,000 in March 1955 leaving a balance of Rs. 1,20,000 for meeting expenditure on the Library building, subject to adjustment in 1955-56.
(b) Department of Philosophy	9,000	}	57,209	50,909	1,08,118	
(c) Department of Hindi,	6,000					
(d) Department of Sanskrit	6,000					
(e) Department of Urdu	6,000					
(f) Department of Arabic and Persian.	6,000					
(g) Delhi School of Economics.	27,000						41,673	25,000	66,673

	3,00,000	98,882	2,99,476	3,98,358	...	The Library Scheme has not yet been approved by the University Grants Commission.
4. <i>Vishva-Bharati.</i>						
(a) Library.	1,20,000	...	...	...	...	A sum of Rs. 72,000/- was recovered (by adjustment) during 1954-55.
(b) Development of Vidya Bhavan	60,000	10,945	68,815	79,760		
(c) Development of Sangeet Bhavan	30,000	...	41,848	41,848	...	
(d) Development of Cheena Bhavan.	30,000	2,565	31,843	34,408		
(e) Development of Vinaya Bhavan	30,000	469	31,828	32,297		
(f) Development of Kala Bhavan	30,000	...	38,822	38,822		
	3,00,000	13,979	2,13,156	2,27,135	72,865 or say Rs. 72,000	
5 <i>Nagpur University</i>						
Development of Library	2,00,000	...	...	...	2,00,000	The University delayed submitting their plans and estimates which are now ready. The Scheme is being implemented. The grant will be utilised in 1955-56.

APPENDIX I (Contd.)

1	2	3	4	5	6	7	8
6.	<i>Saugar University</i>						
	(a) Development of Library.	40,000	25,469	up to 31.10.54	25,469	up to 31.10.54	The estimated figures of expenditure for the remaining part of the year 1954-55 are not known. The balance will be adjusted in 1955-56.
	(b) Development of Department of Anthropology.	21,000	16,000	...	16,000	...	
		6,000	41,469		41,469	19,531	
7.	<i>Punjab University</i>						
	Construction of Library.	2,00,000	2,00,000	The commission decided to divert a sum of Rs. 1,75,000/- towards the construction of Technical Chemical Laboratory at Chandigarh and to cover or adjust the balance of Rs.25,000 in a future grant. The University have not incurred any expenditure on the construction of a Library nor has any recovery of adjustment been made. The University have been asked to expedite the utilisation of the grant. The amount will be adjusted or recovered in 1955-56, if the Punjab University do not take any action.

8. *Gauhati University*

Flok Lore Research	8,100
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The grant could not be encashed by the University before 31.3.1953 and hence lapsed. The share of the University Grants Commission will be paid in 1955-56 as the State Government has agreed to contribute their share.

9. *Calcutta University*

Hostel of post-graduate students,	3,00,000	3,00,000
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The University have acquired a plot of land for a Hostel for women and efforts are being made to acquire the same for male students. The University authorities are also trying to get loan or grant from the West Bengal Government. In case the construction is not taken in hand in 1955-56, the amount of Rs. 3,00,000 will be adjusted or recovered. The Commission has approved in principle, the scheme for Rs. 9.20 lakhs of which half

APPENDIX I (Contd.)

1	2	3	4	5	6	7	8
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10. *Madras University*

(a) Department of Philosophy	19,500	19,500
(b) Department of History	10,800	10,800
	30,300	...	...	...	30,300

the cost will be borne by the West Bengal Government. An additional sum of Rs. 1.60 lakhs being half the cost will be paid by the U.G.C. as and when the scheme is put into operation.

The scheme could not be implemented in 1953-54 and 1954-55, as the Madras Government did not agree to share the expenditure. The Commission has accepted the modified scheme of the Madras University for Rs. 47,100 (Recurring), out of which the University have agreed to bear 15 per cent i.e. Rs. 7,000 annually. The amount of Rs. 30,000 will be adjusted in 1955-56 against the the annual share of Rs. 40,000 of the University Grants Commission.

APPENDIX II

STATEMENT SHOWING THE LATEST POSITION IN RESPECT OF GRANTS PAID TO UNIVERSITIES ON SCHEMES INITIATED BY THE UNIVERSITY GRANTS COMMISSION UNDER THE FIRST FIVE-YEAR PLAN.

S. No.	Name of University/ school	Grants paid			Actual expenditure incurred by the University			Balance available with University	Remarks
		1953-54	1954-55	Total	1953-54	1954-55 (Estimates)	Total		
1	2	3	4	5	6	7	8	9	10
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1	<i>Banaras University</i>								
	Institute of Asian Studies.	1,00,000	...	1,00,000	...	...	...	1,00,000	The scheme has not yet been started by the University. The grant of Rs. 1.0 lakh paid in 1953-54 was recovered in March, 1955 (by adjustment). A fresh grant will be given to the University as and when required in 1955-56.
2	<i>Delhi University</i>								
	Construction of Building for Miranda House.	...	1,00,000	1,00,000	...	...	Not known	...	

APPENDIX II (Contd.)

1	2	3	4	5	6	7	8	9	10
3.	Scheme for enhancement of salaries of Professors and Lecturers of certain Indian universities (vide Annexure A)	...	5,55,057	5,55,057	---	...	...	5,55,057	...
4.	Grants to certain universities for purchase of Library Books— (Humanities) (Vide Annexure B)	...	4,80,000	4,80,000	...	...	Not known	...	...
	Total.	1,00,000.	11,35,057.	12,35,057					

ANNEXURE A

STATEMENT REGARDING THE GRANTS PAID TO THE
UNIVERSITIES DURING 1954-55 FOR RAISING THE PAY
SCALES OF PROFESSORS AND LECTURERS

S.No.	Name of the University	Grant paid
1.	Aligarh	Rs. 92,650
2.	Andhra	1,00,600
3.	Annamalai	1,27,080
4.	Baroda	91,849
5.	Calcutta	24,320
6.	Delhi Delhi	44,600) 13,320) 57,920
7.	Gauhati	1,280
8.	Karnatak	2,919
9.	Madras	18,758
10.	Nagpur	9,320
11.	Osmania	21,601
12.	Saugar	7,080
	Total	<u>5,55,057</u>

ANNEXURE B

GRANTS PAID TO UNIVERSITIES FOR PURCHASE OF
LIBRARY BOOKS (HUMANITIES)

S.No.	Name of University	Amount of Grant paid in 1954-55
		Rs.
1.	Andhra	30,000
2.	Annamalai	30,000
3.	Baroda	30,000
4.	Bihar	30,000
5.	Bombay	30,000
6.	Calcutta	30,000
7.	Delhi	30,000
8.	Gauhati	30,000
9.	Gujarat	30,000
10.	Jammu and Kashmir	30,000
11.	Karnatak	30,000
12.	Madras	30,000
13.	Poona	30,000
14.	S.N.D.T. Women's University, Bombay	30,000
15.	Travancore	30,000
16.	Utkal	30,000
	Total	<u>4,80,000</u>

G : Progress of Technical Education

As far back as in 1945, the Central Government accepted the view put forward by the Central Advisory Board of Education that Technical education could be properly organised and developed only on an all-India basis. This led to the setting up of the All-India Council for Technical Education, representative of all the interests concerned, namely, the Central Government, the State Government, Industry, Commerce, Workers, Professional Bodies, Inter-University Board etc. After taking an overall view of the conditions in the country, this body makes recommendations, from time to time, for the improvement and development of education in this field,

In 1947, the Central Government appointed a Scientific Manpower Committee to assess the requirements of scientific personnel. This Committee made valuable recommendations to meet the country's requirements resulting in initiation by the Central Government of three very important schemes, namely, the Practical Training Stipends Scheme, the Research Training Scholarships Scheme and the Development of Post-graduate Work in Basic Sciences in the universities.

When, therefore, the Five-Year Plan was formulated, the Central Government had already been participating directly in schemes designed to promote Higher Scientific and Technical education. Some of these schemes had been in operation for some time, while others had just been initiated. All these schemes, however, were due to the good work done by the Scientific Manpower Committee and the All-India Council for Technical Education.

The Five-Year Plan gave an enormous impetus to the activities of the Central Government in the field of Technical education. Whereas formerly these activities were confined to courses at the first degree level and above, the scope was now extended to the diploma courses also. Further Central assistance was made available to all the existing engineering and technological institutions and was no longer restricted to only a few selected institutions.

Broadly speaking, the schemes included in the Five-Year Plan could be classified in three categories :—

Category 'A' : Completion of the developmental programmes already undertaken.

Category 'B' : Continuance of schemes initiated on the recommendations of the Scientific Manpower Committee.

Category 'C' : New schemes for development of

- (i) Higher Scientific education, and
- (ii) Technical education.

*Category 'A' Schemes***(i) Development of the Indian Institute of Science, Bangalore**

The scheme for an all-round development of the Institute was started in 1946-47. Subsequently three major projects were approved involving large-scale expansion of one of the existing departments and establishment of two new departments at the Institute.

The programme included :

(a) improvement and expansion of the Departments of Physics, Chemistry, Chemical Engineering and Technology, Electrical Technology and Electrical Communication Engineering ;

(b) establishment of Metallurgy Department, Internal Combustion Engineering Department, Power Engineering Department, High Voltage Engineering Laboratory and the Department of Economics and Sociology ; and

(c) development of the Internal Combustion Engineering Department to provide for research in gas turbines and of the Aeronautical Engineering Department to provide for advanced training and research.

The scheme has progressed satisfactorily and will be completed during the last year of the Plan period. As a result of this development, the Institute, which was a leading centre of scientific research, has also now become one of the foremost centres of advanced training and research in the various branches of engineering and technology. Over 300 post-graduate students and research workers are at present engaged in important work in the various departments of the Institute.

The Power Engineering Department of the Institute is the only one of its kind in the country, providing 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 country's requirements for specialist engineers for power projects. Similarly, the Aeronautical Engineering Department is also the only centre for advanced work and research in Aeronautics and related fields. The facilities in this department have been found to be of great value to the Hindustan Aircraft Factory which is located at Bangalore, and they will be more so when the development programme of the department is completed at the end of 1955-56. The Internal Combustion Engineering Department has undertaken a number of research schemes sponsored by the Council of Scientific and Industrial Research and has already made significant contributions towards the development of different types of engines.

The total cost of the various projects undertaken at the Institute was estimated at Rs. 176 lakhs non-recurring of which over Rs. 95 lakhs had been expended prior to the commencement of the Five-Year Plan. The major part of the Plan expenditure however relates to the establishment of new departments and only a small sum out of this amount remains to be spent during the last year of the Plan.

(ii) Development and Expansion of Certain Selected Technical Institutions.

On the recommendation of the All-India Council for Technical Education, the Central Government initiated in 1947-48 a scheme for the improvement and strengthening of selected non-Government engineering and technological institutions in the different parts of the country. The scheme had, as its main objective, the provision of adequate buildings, equipment and staff, as also the construction of student hostels, and was estimated to cost Rs. 163.22 lakhs non-recurring by way of grants and Rs. 34.84 lakhs interest-free loans for the construction of hostels. Almost half the expenditure had been incurred before the commencement of the Five-Year Plan. The scheme covers both university departments and affiliated colleges and can be said to have been almost completed as only a paltry sum of Rs. 75,000 remains to be spent.

Apart from the qualitative improvement in the institutions concerned, the intake into them has increased by 47 per cent.

The following institutions have received grants under this Scheme :--

1. College of Engineering and Technology, Jadavpur.
2. Victoria Jubilee Technical Institute, Bombay.
3. College of Engineering, Banaras Hindu University, Banaras.
4. College of Mining and Metallurgy, Banaras Hindu University, Banaras.
5. Department of Applied Physics, Calcutta University.
6. Department of Radio-Physics and Electronics, Calcutta University.
7. Department of Applied Chemistry, Calcutta University.
8. Alagappa Chettiar College of Technology, Madras University.
9. Jeypore Vikram Deo College of Science and Technology, Andhra University,
10. Luxminarayan Institute of Technology, Nagpur University.
11. Dayalbagh Engineering College, Agra.
12. College of Engineering and Technology, Muslim University, Aligarh.
13. College of Technology, Banaras Hindu University.
14. Department of Chemical Technology, Bombay University.
15. Engineering College, Annamalai University.

(iii) Establishment of the Indian Institute of Technology, Kharagpur

On the recommendation of an *ad hoc* committee appointed by Government to report on the development of Higher Technical Institutions in India, duly endorsed by the All-India Council for Technical education

at its first meeting held in 1946, the Central Government decided to establish the first of the chain of four Higher Technological institutions at Kharagpur on the model of the famous Massachusetts Institute of Technology in the U.S.A. The main purpose of the Institute, named as the Indian Institute of Technology, Kharagpur, is to provide, on an all-India basis, facilities for advanced training and research in the various branches of engineering/technology. When fully developed, the Institute will cater for a total student body of about 1800 of which approximately 600 will be engaged on advanced work and research including post-graduate courses.

The first batch of the students was admitted to the Institute in 1951. The Institute now offers undergraduate courses in seven branches of engineering/technology, viz., Civil Engineering, Mechanical Engineering, Electrical Engineering, Agricultural Engineering, Architecture and Regional Planning, Naval Architecture and Geology and Geophysics, and post-graduate courses and research facilities in Combustion Engineering and Fuel Economy, Industrial Engineering, Production Technology, Mechanical Handling of Materials, Technical Gas Reactions with reference to high pressures, High Polymers, Theory of Elasticity and other related fields. It has on its rolls 1028 students in the various undergraduate courses, 40 students in the post-graduate courses and 30 research students. A number of courses at the post-graduate level have been planned for introduction in 1956 and arrangements are also being made for research in the various other fields.

The original non-recurring cost of the Institute was estimated at Rs. 304.95 lakhs but was subsequently revised to Rs. 369 lakhs to enable the Institute to meet its immediate requirements of buildings and equipment. The full provision made in the Plan will be spent by the end of 1955-56. In fact, owing to the paucity of private residential accommodation, additional funds will be necessary to build the necessary residential quarters for staff.

Category 'B' Schemes

(i) Practical Training Stipends Scheme for Graduates and Diploma Holders in Engineering and Technology

This scheme was initiated in 1949-50 as a result of the recommendations made by the Scientific Manpower Committee. Practical training is regarded today as an integral part of the education of an engineer/technologist and the Stipends Scheme is designed to meet this requirement. Selected graduates and diploma holders coming out of the technical institutions are awarded stipends of the value of Rs. 150/- p.m. and Rs. 75/- p.m. respectively and are posted to industrial establishments and government technical departments for a specified period of training. The industry is called upon to provide not only the training places but also to share the cost of the stipends with government on a 50:50 basis. The response from the industry has been fairly encouraging. With its cooperation and also that of the government Technical departments it became possible to institute 350 Senior stipends and 125 Junior stipends during the year 1954-55. It is hoped that during the current year arrangements for about 800 to 900 trainees will be made.

(ii) **Research Training Scholarships Scheme**

This scheme was also introduced in 1949-50 on the recommendation of the Scientific Manpower Committee. With the establishment of National Laboratories and other industrial research centres, it was considered necessary to train research workers in universities and educational institutions much more extensively than before to ensure a steady flow of such workers into the National Laboratories. Simultaneously with grants to universities and educational institutions for improvement of their physical facilities for research, two grades of scholarships were instituted, the Senior of the value of Rs. 200/- p.m. and the Junior of the value of Rs. 100/- p.m., each tenable for a period of three years for young research students.

In all, 549 scholarships—314 Senior and 235 Junior—have been allotted to 22 universities and 28 other educational centres. The scheme has proved successful and further demands are being made by the institutions concerned for scholarships to be allotted to them for the training of young research workers.

Category 'C' Schemes

Development of Higher Scientific and Technical Education and Research

1. *Higher Scientific Education and Research*

With the object of developing the post-graduate departments of universities to provide facilities for advanced training and research in the various branches of Science, a scheme of financial assistance to universities was launched in 1949-50. Grants totalling Rs. 36.47 lakhs were given to various universities prior to the commencement of the Plan mainly for the purpose of acquiring equipment. The Five-Year Plan made a provision of Rs. 127 lakhs for this purpose and the bulk of this amount (Rs. 113 lakhs) has been made over to the various universities.

With the establishment of the University Grants Commission, the tempo of work in this field has greatly increased and arrangements are being made to secure a larger allocation than originally provided in the Plan for this development.

An assessment of the results of the scheme has revealed that apart from the improvement of standard of research and training, research facilities have been nearly doubled. Schools of Research have been established on firm foundations in certain specialised fields as, for example, Cosmic Rays, Soil Microbiology, Marine Biology, Geophysics, Plant Physiology, etc.

Grants for Higher Scientific Education and Research have been made mostly to universities. A scheme for developing such work in selected affiliated colleges is proposed to be launched during the last year of the Plan. This scheme is being undertaken in order to

see that old affiliated colleges which have established a tradition do not languish for lack of support. There may also be some affiliated colleges which are in a position to develop research facilities in certain fields for which universities have made no provision in departments of their own. It is felt that it may be more expedient to develop such institutions rather than start from scratch in the universities. This scheme is intended to supplement the activities of the universities and not to supplant them.

The Central Government propose to share with the State Governments the non-recurring expenditure on the development of government affiliated Colleges on a 50:50 basis. In so far as non-government affiliated colleges are concerned, the Central Government would be prepared to assist in the development to the extent of $66\frac{2}{3}$ per cent of non-recurring expenditure, the balance to be found between the State Government and the institution concerned. The Central Government would also be prepared to bear 50 per cent of the additional recurring expenditure to start with and this will gradually be withdrawn over a period of five years. A sum of Rs. 50 lakhs has been provided in the first instance for the above scheme.

2. *Technical Education*

The main objectives of the Five-Year Plan in Technical Education in so far as the activities of the Central Ministry of Education are concerned may be summarised as under :

- (a) Provision of courses at the post-graduate level and facilities for advanced work and research.
- (b) Promotion of facilities for specialised courses.
- (c) Improvement of existing facilities for First Degree and Diploma Courses.
- (d) Provision of part-time courses for persons already engaged in industrial and other occupations.
- (e) Loans for the construction of students' hostels.

Post-graduate Courses, Advanced Work and Research

After laying down the objectives as above in February 1953, the All-India Council for Technical Education entrusted the work relating to the provision of post-graduate courses and facilities for advanced work and research to a Special Committee under the chairmanship of late Dr. S.S. Bhatnagar. This Committee made a study of the capabilities of the various institutions, considered the schemes received from them and selected some of them for development at this level.

A list of the subjects for post-graduate courses and fields for research together with the number of institutions selected for each subject or field is given below :—

S.No.	Subject	Number of institutions selected.
1.	Highway Engineering	2
2.	Dam Construction, Irrigation Engineering and Hydraulics.	4
3.	Foundation Engineering and Soil Mechanics.	6
4.	Structural Engineering including Concrete Technology	4
5.	Agricultural Engineering (a) Soil and Water Conservation (b) Farm Power and Machinery	1
6.	Automobile Engineering	2
7.	Mechanical Handling of Materials.	1
8.	Prime Movers	1
9.	Applied Thermodynamics	1
10.	High Voltage Engineering	1
11.	Electrical Measurements and Measuring Instruments.	1
12.	Transmission, Distribution and Networks Practice	1
13.	Electrical Machines Design	5
14.	Advanced Electronics	5
15.	Advanced Line Communication	2
16.	Advanced Broadcast Engineering	2
17.	Ultra-short and Microwave Engineering	2
18.	Advanced Electro-Acoustical Engineering	2
19.	Carrier and V.F. Telephone Engineering	1
20.	Mining Engineering	2
21.	Public Health Engineering	2
22.	Advanced Metallurgy (with emphasis on Engineering aspects)	3
23.	Foundry Engineering	2
24.	Advanced Textile Technology	1
25.	High Polymers and Rubber Technology	1
26.	Industrial Physics	1
27.	Paper Technology	
28.	Advanced Ship Hydrodynamics	1
29.	Advanced Naval Architecture	1

S. No.	Subject	Number of institutions selected.
N. Research		
1.	Hydraulics and Applied Hydrodynamics	3
2.	Photo-elasticity	1 (National Physical Laboratory)
3.	Internal Combustion Engineering	2
4.	Hydraulic Machinery	1
5.	Theory of Machines, Vibration and Lubrication.	1
6.	Advanced Electronics	1
7.	Technical Gas Reactions	2
8.	Chemical Engineering	2
9.	Physical Metallurgy including X-ray Metallography, Corosion and Resistance, Power Metallurgy, Light Metal Alloys.	4

The Indian Institute of Technology, Kharagpur, and the Indian Institute of Science, Bangalore, which are all-India institutions, are receiving special attention for the development of advanced technology. The entire expenditure for the provision of facilities at these two institutions is being met by the Central Government. In so far as the rest of the institutions are concerned, the Central Government will bear 75 per cent of the non-recurring expenditure and 66 2/3 per cent of the recurring expenditure. The arrangements regarding grants from the Central Government for meeting the recurring expenditure would be reviewed in 1958-59 with the idea of passing progressively the responsibility for such expenditure on the State Government and/or the institution concerned.

Management Studies:—In the field of *Specialised Courses*, the All-India Council for Technical Education has recommended, and the Central Government have accepted the recommendation, that having regard to the importance of 'Management Studies' a network of facilities be provided on a regional basis for courses in (a) Industrial Engineering, (b) Industrial Administration, and (c) Business Management. The Indian Institute of Technology, Kharagpur, in the East, the Victoria Jubilee Technical Institute, Bombay, in the West, and the Indian Institute of Science, Bangalore, in the South are to provide the post-graduate courses in Industrial Engineering and Industrial Administration for graduates in Engineering, who have had some experience in the industry. The All-India Institute of Social Welfare and Business Management, Calcutta, the Delhi School of Economics, the University of Bombay and the University of Madras are to provide courses in Business Management. To start with, it

has been decided that except for the Indian Institute of Technology, Kharagpur, where regular courses have been introduced, the courses at the remaining institutions may be provided on a part-time basis and after some experience has been gained, the question of providing such courses on a full-time basis may be considered.

A Special Committee has been set up under the chairmanship of the Minister for Commerce and Industry to work out a plan for the establishment of an Administrative Staff College and an Institute of Management. The former will provide a forum for cross-fertilisation of ideas of administrators engaged in the various spheres of activities and the latter will be a professional body.

Printing Schools : Another important development concerning the provision of specialised courses is the establishment of Regional Schools of Printing Technology. The Government have accepted the recommendations of the All-India Council for Technical Education to establish four such Schools at Calcutta, Madras, Bombay and Allahabad in collaboration with the Governments of West Bengal, Madras, Bombay and Uttar Pradesh. Work is already proceeding on the establishment of such Schools in the eastern and the southern regions. Arrangements have been finalised with the Uttar Pradesh Government for starting the Northern Regional School and it is hoped that Bombay Government will also soon commence the work of providing such a School in the J. J. School of Art, Bombay.

The Central Government has agreed to bear 50 per cent of the non-recurring expenditure on the establishment of the Schools. The State Governments concerned are arranging to secure substantial contributions from the industry within their respective regions to meet their obligations.

School of Town and Regional Planning : The Central School of Town and Regional Planning is being established at Delhi in association with the Institute of Town Planners. This Institute has agreed to render free service in the form of expert teachers for the courses, thus reducing the recurring charges for the working of the School. A site has been acquired for the School and a Governing Body has been set up for its administration and management. It is expected that the School will start functioning soon.

Architectural Education : Facilities for the study of Architecture are highly deficient in the country. It is not possible, however, to provide such facilities at many places because participation of practising architects in teaching is an important factor in the provision of such facilities. Recognising this, arrangements have been made with the J. J. School of Art, Bombay, to admit 25 students more to the first year, all from outside Bombay State and for this purpose grants have been given to the School to expand its buildings, workshops etc. The Architectural School at Madras is also being developed to provide greater facilities.

Training in Ore-Dressing : Grants have been made to selected institutions for providing ore-dressing laboratories so as to be able to

train students of Metallurgy, Mining and Chemical Engineering in the principles and practice of ore-dressing. The scheme is progressing satisfactorily.

Improvement of Existing Facilities for first Degree and Diploma Courses : Almost immediately after the Second World War, large-scale expansion took place in the provision of first degree and diploma courses. The admissions to the Engineering Degree courses into the first year class increased from 2500 in 1947 to 4500 in 1952. The corresponding figures for Technological courses are 520 and 900 respectively. At the Diploma level, the admissions into the Engineering courses increased from 3150 to 5700 and in Technology from 550 to 760. This expansion in numbers was not supported adequately by provision of buildings and equipment necessary for the purpose. In the post-war development plans formulated by the various State Governments, schemes were included for the establishment of new institutions and strengthening of the old ones. These Schemes, however, excluded from their purview, in most cases, the non-Government institutions. Hence the scheme of the All-India Council for Technical Education in 1948-49, whereby selected non-government institutions were assisted to improve their facilities. Before, however, the post-war development plans of the State Governments were completed, there came a period of depression or 'financial stringency'. The result of it was that in the expectation that the colleges would be able to put up buildings and install proper equipment, admissions to the various engineering and technological institutions had been increased but corresponding activity for providing the necessary buildings and equipment did not proceed as contemplated in the post-war development plans. The Council, therefore, decided that its Regional Committees should formulate a programme whereby all the institutions, government as well as non-government, would be brought up to the required level. Further, the Central Government should help the State Governments to achieve this.

The Visiting Committees appointed by the Regional Committees of the Council have assessed the requirements of 91 institutions in the country and by agreements with the State Governments and/or institutions concerned, developmental programmes of 48 institutions have already commenced. As soon as arrangements for the participation of State Governments are finalised in respect of the other institutions, their programmes will also start. The main difficulty in respect of these institutions has been that the State Governments and the institutions plead inability to find their share of the cost of development.

The present state of facilities at the Diploma level for the training of supervisory personnel being unsatisfactory in many parts of the country, having regard to the greater need for such personnel, the Central Government are giving special attention to the establishment of new institutions at this level wherever possible. The Regional Committees of the Council are preparing schemes for the purpose.

Part-time Courses: Having been occupied largely with the task of assessing the requirements of the existing institutions to provide proper facilities for the work which they are already engaged in, the Regional Committees of the All-India Council for Technical Education have not been able to formulate comprehensive schemes for providing extensive part-time facilities for persons already engaged in industrial and other occupations. The Sub-Committees of the Regional Committees consisting of representatives of the technical institutions and the industry are however preparing such schemes.

Loans for the Construction of Students' Hostels: The Central Government attach great importance to the provision of proper residential accommodation for students and as such are giving interest free loans repayable over a long period of 33 years to the State Governments and non-government institutions for the construction of hostels. While assessing the requirements of instructional buildings, equipment and staff, the Visiting Committees of the Council have considered the needs for residential accommodation also. The original provision of Rs. 20 lakhs in the Plan was found to be meagre and was enhanced to Rs. 145 lakhs. The schemes so far sanctioned will enable the various institutions to provide additional hostel accommodation for over 4000 students.

As against an estimated requirement of Rs. 6.45 crores put forward by the All-India Council for Technical Education, a provision of Rs. 3.55 crores was made in the Plan for new schemes of development in Technical education. This provision has recently been increased by Rs. 1.75 crores. The grants and loans given to the various institutions so far aggregate to Rs. 173.87 lakhs (Details are given at appendix 'A'). Up to 1953-54 the grants made to universities were also made from this provision but since the commencement of 1954-55, separate provision has been made for universities. Grants totalling Rs. 22.65 lakhs were paid to university institutions by the University Grants Commission for Technical education during 1954-55 (Details are given in Appendix 'B'). The tempo of work in this field is expected to increase considerably during the current year as most schemes were started only during the year 1954-55.

Overall financial picture of all schemes in Higher Scientific and Technical Education and Research: The total provision made in the Five-Year Plan for all the schemes was Rs. 12.82 crores. During the first three years of the Plan i.e. up to 31st March 1954, a sum of Rs. 6.5 crores was spent on the development of university departments and non-university institutions. The balance of Rs. 6.32 crores augmented by a further provision of Rs. 1.57 crores sanctioned recently was thus available for the development of non-university institutions only during the last two years of the Plan. The expenditure during 1954-55 from this allotment amounted to about Rs. 3 crores, leaving a sum of Rs. 4.9 crores for expenditure during the last year of the Plan.

APPENDIX A

Statement showing Grants paid to Engineering and Technological Institutions under the Five-Year Plan up to 31st March, 1955.

S. No.	Name of the Institution	Grants									Paid			Progressive Total		
		1951—1952			1952—1953			1953—1954			1954—1955					
		N.R.	R	Total	N.R.	R.	Total	N.R.	R.	Total	N.R.	R.	Total	N.R.	R.	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	<i>(A) Under-Graduate Courses :</i>															
	<i>Non-University institutions:</i>															
	<i>Eastern Region</i>															
	<i>Assam</i>															
*1	Prince of Wales Tech., School, Jorhat.	...	...	...	...	...	...	16,000	...	16,000	...	-	...	16,000	...	16,000
*2	Assam Civil Engg. School, Gauhati	..	...	...	...	...	...	36,000	...	36,000	...	...	...	36,000	...	36,000
	<i>Bihar</i>															
*3	Bihar Institute of Tech., Sindri	...	...	...	...	...	...	75,000	...	75,000	22,700	...	22,700	97,700	...	97,700
*4	School of Electrical & Mechanical Engg., Sindri	...	...	...	...	...	...	...	...	...	14,300	.	14,300	14,300	...	14,300
*5	School of Civil Engg., Ranchi	...	...	...	...	...	...	...	...	...	18,700	...	18,700	18,700	...	18,700

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	<i>Orissa</i>															
*6	Orissa School of Engg. Cuttack	...	...	...	...	...	...	35,000	...	35,000	18,000	...	18,000	53,000	...	53,000
*7	<i>West Bengal</i>															
	Bengal Engg. College, Howrah	3,00,000	...	3,00,000	...	...	...	...	...	...	3,10,000	...	3,10,000	6,10,000	...	6,10,000
8	Calcutta Tech. School, Calcutta	...	...	...	...	...	...	65,500	...	65,500	...	...	...	65,500	...	65,500
9	Ramakrishna Mission, Shilpamandira	..	...	...	...	...	...	2,00,000	...	2,00,000	2,50,000	...	2,50,000	4,50,000	...	4,50,000
10	Jadavpur Polytechnic	...	...	...	...	...	...	1,23,000	...	1,23,000	1,20,000	...	1,20,000	2,43,000	...	2,43,000
11	M.B. Instt. of Engg. & Tech. Burdwan	...	...	...	...	...	...	88,000	...	88,000	60,000	..	60,000	1,48,000	...	1,48,000
12	K.G. Engg. Instt., Bishnupur.	...	...	...	...	...	...	53,000	...	53,000	70,000	...	70,000	1,23,000	...	1,23,000
13	Jalpaiguri Polytechnic.	...	...	...	...	...	...	58,000	...	58,000	35,000	...	35,000	93,000	...	93,000
14	Hooghly Instt. of Tech., Hooghly.	...	...	...	...	...	...	70,000	...	70,000	60,000	...	60,000	1,30,000	...	1,30,000
15	Asansol Polytechnic.	...	...	...	...	...	...	22,000	...	22,000	...	...	...	22,000	...	22,000
	<i>Western Region Bombay</i>															
16	B. V. Bhoomraddi College of Engg. & Tech., Hubli.	..	...	...	...	...	...	1,50,000	...	1,50,000	25,000	...	25,000	1,75,000	...	1,75,000
17	New Engg. College, Sangli.	...	...	...	...	...	...	1,50,000	...	1,50,000	4,00,000	...	4,00,000	5,50,000	...	5,50,000
18	Birla Vishvakarma Mahavidyalaya, Anand.	...	...	...	...	...	...	90,000	...	90,000	1,57,200	..	1,57,200	2,47,200	...	2,47,200

* Government Institution.

APPENDIX 'A' (Contd.)

Statement showing Grants paid to Engineering and Technological Institutions under Five-Year Plan up to 31st March 1955 (Contd)

S. No.	Name of the Institution	Grants						Paid						Progressive Total		
		1951-1952			1952-1953			1953-1954			1954-55			N.R.	R.	Total
		N.R.	R.	Total	N.R.	R.	Total	N.R.	R.	Total	N.R.	R.	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
19	L.M. College of Pharmacy, Ahmedabad.	..	...	...	...	...	...	...	...	...	42,000	...	42,000	42,000	...	42,000
20	Sir Cusrow Wadia Instt. of Elect. Tech. Poona. <i>Madhya Bharat</i>	...	..	..	...	...	..	...	...	...	1,00,000	...	1,00,000	1,00,000	...	1,00,000
21	Govindram Sakseria Tech. Instt. Indore. <i>Saurashtra</i>	...	...	...	...	...	...	...	...	...	5,00,000	...	5,00,000	5,00,000	...	5,00,000
*22	College of Engg. Morvi. <i>Northern Region</i> <i>Rajasthan</i>	...	...	...	...	...	1,30,000	...	1,30,000	40,000	...	40,000	1,70,000	...	1,70,000	
*23	M.B.M. Engg., College, Jodhpur. <i>Punjab</i>	...	...	...	...	...	...	...	...	...	1,10,000	...	1,10,000	1,10,000	...	1,10,000
*24	Govt. Tech. Instt. Ambala.	...	...	...	...	...	...	...	...	...	69,300	...	69,300	69,300	...	69,300

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
25	Guru Nank Engg. College, Ludhiana.	...	...	...	...	...	...	...	...	...	1,00,000	1,00,000	1,00,000	...	1,00,000	
	<i>Uttar Pradesh</i>															
26	Civil Engg. School, Lucknow.	...	...	...	...	...	...	...	...	...	1,20,000	1,20,000	1,20,000	...	1,20,000	
27	Hewett Engg. School, Lucknow.	...	...	...	...	...	...	...	...	...	1,25,000	1,25,000	1,25,000	...	1,25,000	
	<i>Pepsu</i>															
28	Vishvakarma Polytechnic Institute, Phagwara.	...	...	...	...	...	...	...	...	...	1,15,000	1,15,000	1,15,000	...	1,15,000	
	<i>Southern Region</i>															
	<i>Madras</i>															
29	Madras Instt. of Tech. Madras.	3,85,000	30,000	4,15,000	5,06,273	2,27,000	7,33,273	63,497	1,44,332	2,07,799	4,86,355	1,89,756	6,76,111	14,41,125	5,91,058	20,32,183
30	A.C. College of Engg. and Tech. Karaikudi.	..	...	...	...	...	...	6,00,000	...	6,00,000	6,50,000	...	6,05,000	12,50,000	...	12,50,000
31	P.S.G. & Sons' Charities College of Tech, Coimbatore.	..	...	...	...	...	...	6,00,000	...	6,00,000	4,00,000	...	4,00,000	10,00,000	...	10,00,000
	<i>Hyderabad</i>															
*32	Govt. Tech. College, Hyderabad.	...	...	...	...	...	...	60,000	...	60,000	...	...	...	60,000	...	60,000
	<i>Mysore</i>															
*33	Govt. Engg. College, Bangalore.	...	...	...	...	...	...	1,10,000	...	1,10,000	...	...	...	1,10,000	...	1,10,100
*34	B.D.T. College of Engg. Devangiri	...	...	...	...	...	...	65,000	...	65,000	..	...	...	65,000	...	65,000

*Government Institution,

APPENDIX A (Contd.)

Statement showing Grants paid to Engineering and Technological Institutions under the Five-Year Plan up to 31st March, 1955

S. No.	Name of the Institution	Grants						Paid						Progressive Total		
		1951-1952			1952-1953			1953-1954			1954-1955			N.R.	R.	Total
		N.R.	R.	Total	N.R.	R.	Total	N.R.	R.	Total	N.R.	R.	Total			
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
*35	Jayachamrajendra Occupational Instt. Bangalore.	...	...	...	...	...	...	40,000	...	40,000	...	...	...	40,000	...	40,000
*46	Occupational Instt. Hassan.	...	...	...	..	...	...	10,000	...	10,000	...	...	...	10,000	...	10,000
*37	D. R. A. Occupational Instt. Devangiri.	...	...	...	...	...	...	10,000	...	10,000	...	...	...	10,000	...	10,000
*38	Silver Jubilee Tech. Instt. Bhadrawati.	...	...	...	...	...	...	16,000	...	16,000	...	...	...	16,000	...	16,000
*39	Occupational Instt. Chintamani.	...	...	...	...	...	...	24,000	...	24,000	...	...	...	24,000	...	24,000
*40	S.K.S.J. Tech. Instt. Bangalore.	...	...	...	...	...	...	30,000	...	30,000	...	..	...	30,000	...	30,000
<i>University Institutions</i>																
1	Andhra University (J.V.D. College of Science and Tech.)	...	...	...	...	...	...	1,59,315	12,000	1,71,315	...	...	...	1,59,315	12,000	1,71,315
2	Banaras Hindu University (Deptt. of Silicate Tech.)	...	...	...	...	...	...	1,75,000	...	1,75,000	...	...	...	1,75,000	...	1,75,000

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
3	Bombay University Deptt. of Food Tech.	...	...	...	...	...	...	1,00,000	...	1,00,000	...	...	...	1,00,000	...	1,00,000
4	Calcutta University— Dept. Applied Physics.	...	...	...	...	...	...	80,000	...	80,000	...	...	...	80,000	...	80,000
5	Madras University— Deptt. of Textile Tech.	...	...	...	6,70,000	...	6,70,000	...	...	...	...	...	...	6,70,000	...	6,70,000
6	Madras University— A.C. College. of Tech,	...	...	...	...	...	...	...	12,300	12,300	...	...	...	...	12,300	12,300
7	Osmania University— Deptt. of Chem. Tech.	...	...	...	1,50,000	...	1,50,000	...	...	...	...	...	...	1,50,000	...	1,50,000
	Total for under-graduate courses.	6,85,000	30,000	7,15,000	13,26,273	2,27,000	15,53,273	35,04,312	1,68,602	36,72,914	44,18,555	1,89,756	46,08,311	99,34,140	6,15,358	1,05,49,498
	(B) Specialised Courses															
1	(i) Management Studies.															
	All India Intt. of Social Welfare and Business Management.	...	...	...	...	...	...	...	...	...	1,50,000	...	1,50,000	1,50,000	...	1,50,000
1	(ii) Printing Schools.															
	Printing Schools, (West Bengal),	...	...	...	...	...	...	1,00,000	...	1,00,000	35,000	...	35,000	1,35,000	...	1,35,000
*2	Printing School (Madras)	...	...	...	...	...	...	1,00,000	...	1,00,000	1,00,000	...	1,00,000	2,00,000	...	2,00,000

*Government Institution.

APPENDIX A (Contd)

Statement showing Grants paid to Engineering and Technological Institutions under the Five-Year Plan up to 31st March, 1955.

No.	Name of the Institution	Grants Paid											Progressive Total			
		1951—1952			1952—1953			1953—1954			1954—1955			N.R.	R.	Total
		N.R.	R.	Total	N.R.	R.	Total	N.R.	R.	Total	N.R.	R.	Total			
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
*1	(iii) Ore-dressing Laboratory.															
	(a) Non-University Institution.															
	Bengal Engineering College, Howrah.	...	...	...	...	...	...	31,000	...	30,000	...	...	...	30,000	...	30,000
	(b) University Institutions.															
1	Andhra University.	...	...	...	...	...	...	35,000	...	35,000	...	...	...	35,000	...	35,000
2	Annamalai University.	...	...	...	...	...	...	20,000	...	20,000	...	...	...	20,000	...	20,000
3	Banaras Hindu University.	...	...	...	...	...	...	22,000	...	22,000	...	...	...	22,000	...	22,000
4	Calcutta University.	12,000	...	12,000	12,000	...	12,000
5	Madras University.	30,000	...	30,000	30,000	...	30,000

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
<i>(iv) Industrial Engg.</i>																
1	V.J.T.I., Bombay.	75,000	...	75,000	75,000	...	75,000
2	Indian Instt. of Science, Bangalore.	...	...	...	...	...	...	...	...	...	1,00,000	...	1,00,000	1,00,000	...	1,00,000
Total for Specialised courses.		...	...	...	...	...	...	3,49,000	...	3,49,000	4,60,000	...	4,60,000	8,09,000	...	8,09,000
<i>(C) Post-Graduate Courses.</i>																
1	Birla Engg. College, Pilani.	...	...	...	...	...	...	...	...	...	75,000	...	75,000	75,000	...	75,000
<i>Research.</i>																
1	Bengal Engg. College, Howrah.	...	...	...	...	...	...	...	...	...	60,000	...	60,000	60,000	...	60,000
2	College of Engg. & Tech. Jadavpur. (West Bengal).	...	...	...	...	...	...	...	...	...	20,000	...	20,000	20,000	...	20,000
3	V.J.T.I. Bombay.	...	...	...	...	...	...	...	...	...	20,000	...	20,000	20,000	...	20,000
4	Indian Instt. of Science, Bangalore.	...	...	...	...	...	...	...	...	...	95,000%	...	95,000	95,000	...	95,000
Total for Post-Graduate and Research.		...	...	...	...	...	...	...	...	...	2,70,000	...	2,70,000	2,70,000	...	2,70,000
Grand Total		6,85,000	30,000	7,15,000	13,26,273	2,27,000	15,53,273	38,53,312	1,68,602	40,21,914	51,43,555	1,89,736	53,38,311	1,10,13,140	6,15,358	1,16,28,493

*Government Institution.

% Including Rs. 15,000/- for the establishment of Fuels and Lubricant Testing Laboratory

Statement showing Interest-free Loans paid to the Engineering and Technological Institutions under the Five-Year Plan

S. No.	Name of the institution	Loans paid in			Total
		1952-53	1953-54	1954-55	
		Rs.	Rs.	Rs.	Rs.
EASTERN REGION					
1	Bengal Engineering College, Sibpur	2,00,000	1,00,000	...	3,00,000
2	Ramakrishna Mission Shilpamandira, Belur.	...	...	2,50,000	250,000
3	Jalpaiguri Polytechnic, Jalpaiguri.	...	...	1,55,100	1,55,100
4	M. B. C. Instt. of Engg., & Tech. Burdwan	...	...	2,50,000	250,000
5	K.G. Engg. Instt. Vishnupur.	...	...	1,15,000	1,15,000
6	Hooghly Instt. of Tech., Hooghly.	...	...	1,05,800	1,05,800
7	Faculty of Technology, Calcutta University.	...	...	84,750	84,750
8	H.R.H. Prince of Wales School, Jorhat,	...	50,000	...	50,000
9	Orissa School of Engineering Cuttack.	...	50,000	...	50,000
10	Jadavpur Engg. College, Jadavpur.	...	...	12,309	12,309
WESTERN REGION					
1	Central Technical Instt., Gwalior.	...	40,000	...	40,000
2	Victoria Jubilee Technical Instt. Bombay.	1,50,000	...	...	1,50,000
3	Birla Vishwakarma Mahavidyalaya, Anand.	...	1,00,000	2,25,000	3,25,000
4	B.V. Bhoomraddi College of Engg. & Tech., Hubli.	...	40,000	26,000	66,000
5	L.M. College of Pharmacy, Ahmedabad.	...	...	2,50,000	2,50,000
6	Sir Cusrow Wadia Instt. of Elect. Technology, Poona.	...	...	1,74,000	1,74,000
7	Govindram Seksaria Tech. Instt. Indore	...	...	1,68,800	1,68,800
8	Luxminarayan Instt. of Technology, Nagpur University.	...	...	1,00,000	1,00,000
SOUTHERN REGION					
1	Madras Institute of Technology, Madras.	2,50,000	...	2,59,275	5,09,275
2	A.C. College of Engg. & Tech. Karaikudi.	...	1,00,000	3,00,000	4,00,000
3	P.S.G. Sons' Charities College of Tech., Coimbatore.	...	1,00,000	2,00,000	3,00,000
4	Osmania University Engg. College, Hyderabad.	...	...	2,50,000	2,50,000
5	University College of Engineering, Trivandrum.	...	...	2,50,000	2,50,000
6	Polytechnic Instt. Kalamassery (Alwaye).	...	...	1,00,000	1,00,000
7	Maharaja's Technological Instt. Trichur	...	...	2,50,000	2,50,000
8	Indian Instt. of Science, Bangalore.	...	...	50,000	50,000
NORTHERN REGION					
1	Guru Nanak Engineering College, Ludhiana.	..	...	2,00,000	2,00,000
2	Vishwakarma Polytechnic, Phagwara (PEPSU)	...	...	50,000	50,000
3	Hewett Engineering School, Lucknow.	...	...	2,50,000	2,50,000
4	Civil Engineering School, Lucknow.	...	...	2,50,000	2,50,000
5	Roorkee University, Roorkee.	...	...	2,50,000	2,50,000
6	Dayalbagh Engineering College Agra.	...	...	2,520	2,520
Grand Total		60,0,000	5,80,000	45,78,554	1,57,58,554

APPENDIX B

Statement showing Grant paid (by the University Grants Commission) to University Institutions for Engineering and Technological Courses under the Five-Year Plan during 1954-55

S. No.	Name of University institution :	Grants Paid												Remarks
		For Under-graduate Courses :			For Post-graduate Courses :			For Specialised Courses :			Total for all Courses			
		Non-recurring	Recurring	Total	Non-recurring	Recurring	Total	Non-recurring	Recurring	Total	Non-recurring	Recurring	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1	Aligarh Muslim University	1,00,000	-	1,00,000	..	...	...	...	...	...	1,00,000	...	1,00,000	
2	Allahabad University- J.K. Instt. of Applied Physics	...	...	...	2,67,000	...	2,67,000	...	...	...	2,67,000	...	2,67,000	
3	Andhra University	...	...	..	...	...	..	...	3,735	3,735	...	3,735	3,735	
4	Annamalai University	...	...	..	..	...	..	..	2,535	2,535	...	2,535	2,535	
5	Baroda University	1,00,000	...	1,00,000	...	...	...	...	...	...	1,00,000	...	1,00,000	
6	Bombay University	54,000	22,000	76,000	...	...	...	61,000	...	61,000	1,15,000	22,000	1,37,000	
7	Calcutta University Deptt. of Radio Physics and Electronics	...	...	...	55,000	11,000	66,000	..	..	..	55,000	11,000	66,000	
8	Delhi University-School of Economics	...	...	..	...	...	...	35,000	...	35,000	35,000	...	35,000	
9	Madras University	...	...	..	...	..	...	20,000	2,535	22,535	20,000	2,535	22,535	
10	Osmania University	1,65,000	4,300	1,69,300	...	...	...	18,000	3,785	21,785	1,83,000	8,085	1,91,085	
11	Roorkee University	1,00,000	...	1,00,000	2,26,200	49,100	2,75,300	...	..	..	3,26,200	49,100	3,75,300	
12	Travancore University	9,48,000	16,500	9,64,500	...	...	...	...	...	...	9,48,000	16,500	9,64,500	
	TOTAL	14,67,000	42,800	15,09,800	5,48,200	60,100	6,08,300	1,34,000	12,590	1,46,590	21,49,200	1,15,490	22,64,690	

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