

**PROCEEDINGS  
OF  
THE PAKISTAN EDUCATIONAL  
CONFERENCE**

**HELD AT KARACHI**

**FROM 27TH NOVEMBER TO  
1ST DECEMBER 1947.**





## PROGRAMME OF THE PAKISTAN EDUCATIONAL CONFERENCE

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27th November, 1947

10-00 A.M.

1. Recitation of the Holy Quran.
2. Message from Quaid-i-Azam.
3. Chairman's Address.
4. Formation of Committees.

2-30 P.M.

Meetings of Committees.

28th November, 1947

10-00 A.M.

Meetings of Committees.

2-30 P.M.

Meetings of Committees.

29th November, 1947

10-00 A.M.

Meetings of Committees.

2-30 P.M.

Plenary Sessions.

30th November, 1947

10-00 A.M.

Plenary Session.

3-00 P.M.

Plenary Session.

1st December, 1947

2-30 P.M.

Plenary Session.

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21. Begum Shaista Ikramullah.
22. Dr. Miss Khadeeja Ferozuddin, M.A., Ph.D., Deputy Director of Public Instruction, West Punjab.
23. Miss Mohd. Ali, Inspector of Schools, Sind.
24. Begum Safia Ahmad.
25. Rt. Rev. G. D. Barne, C.I.E., M.A., D.D., Bishop of Lahore.
26. Khan Sahib Y. A. Memon, Secretary, Education Department, Government of Sind.
27. Mr. Fazle Karim, I.C.S., Secretary, Education Department, East Bengal.
28. Dr. Nazir Ahmad, M.Sc., Ph.D., Secretary, Development Board, Pakistan Government.
29. Dr. C. H. Rice, D.Phil., Principal, F. C. College, Lahore.
30. The Hon'ble Mr. Justice Tyabji, Bar-at-Law, Dean of Faculty of Law, Sind University.
31. Dr. Abdul Haq, D.Litt., Hony. Secretary, Anjuman-i-Taraqqie-Urdu.
32. Dr. M. D. Qureshi, M.Sc. D.Sc., Professor, Osmania University.
33. Prof. A. S. Bokhari, M.A. (Cantab), Principal, Government College, Lahore.
34. Mr. C. E. Gibbon, President, Anglo-Indian Association of Pakistan.
35. Mr. Shahid Suhrawardy, Member, Pakistan Public Service Commission.
36. Dr. P. Maheshwari, D.Sc., Professor of Botany, Dacca University.
37. Mian Afzal Husain, M.A. (Cantab), Chairman, West Punjab and N. W. F. P. Joint Public Service Commission.
38. The Hon'ble Diwan Bahadur S. P. Singha, Speaker, West Punjab Legislative Assembly.
39. Mr. B. A. Hashmi, M.A., M.Ed., (Leeds), Principal, Central Training College, Lahore.
40. Dr. Bashir Ahmad, D.Sc., Director, Institute of Chemistry, University of Punjab, Lahore.
41. Mr. Hakim Ali, Principal, Ahsanullah Engineering Institute, Dacca.
42. Shamsul-Ulema Abu Nasar Waheed, Retd., I.E.S., Dacca.
43. Prof. Manek Pithawala, D.Sc., Dean of the Faculty of Science, Sind University.
44. Dr. I. H. Qureshi, M.A., Ph.D.
45. Moulvi Syed Ali Akbar Shah, Dean of the Faculty of Religious Studies, Sind University.

46. Dr. I. H. Zuberi, M.A., Ph.D., Principal, Sylhet College.

47. Lt. Col. A. K. M. Khan, F.R.C.S., Principal, Dow Medical College and Dean of the Faculty of Medicine, Sind University.

48. Dr. A. M. Sheikh, M.Sc. (Bom), Ph.D. (Lond.), D.I.C.A.I.C., Dean of the Faculty of Technology, Sind University.

*Secretary:*

Dr. Akhtar Husain, M.A., D.Litt. (Paris), Assistant Educational Adviser.

Officers of the Education Division (Ministry of Interior), Pakistan Government.

1. Mr. M. W. Abbasi, O.B.E., I.C.S., Joint Secretary.
2. Mr. M. A. Latif, M.A. (Cantab), Deputy Secretary.
3. Mr. C. H. Shaikh, B.A., Hons. (London), Bar-at-Law, Assistant Educational Adviser.
4. Mr. A. M. Ashraf, M.A., Assistant Educational Adviser.
5. Dr. M. H. Rahman, B.A. Hons. (London), D.Lit. (Paris), LL.B., F.R.G.S., Education Officer.
6. Mr. S. M. Asim, D.F.H., G.I.E.F. (London), Education Officer.
7. Mr. M. A. Qayum, M.A., Asstt. Education Officer.
8. Dr. S. Muzammil Ali, M.Sc., Ph.D., Asstt. Education Officer.
9. Mr. Ansar Husain, M.Sc., Asstt. Education Officer.

The Pakistan Educational Conference was convened in Karachi from the 27th November to the 1st December 1947 with a view to assisting the Education Division of the Ministry of the Interior in determining the future educational policy and programme of Pakistan.

The Hon'ble Mr. Fazlur Rahman in his invitation to the delegates said:—

“A great deal of very valuable work has already been done in India in the sphere of educational planning and the Report of the Central Advisory Board of Education on Post-war Educational Development in India constitutes the first concerted effort to rebuild the entire educational structure on rational lines. It will be appreciated that it is only through a well-integrated system of education that the foundation of the new Dominion of Pakistan can be firmly laid and it is my earnest desire that this system of education should achieve a synthesis of the best elements of Western and Eastern educational philosophies and should not only contribute towards the material and spiritual enrichment of Pakistan but also foster a consciousness of international collaboration. The present appears to me to be a suitable time for us to survey the existing and future opportunities in the educational field and to make adequate provision for them in the light of the special requirements of Pakistan”.

The first session of the Conference was held in the Committee Room of the Consistory Building at 10 A.M. on Thursday the 27th

November 1947. The proceedings commenced with a recitation from the Holy Quran by Dr. U. M. Daudpota, Director of Public Instruction, Sind.

The Hon'ble Mr. Fazlur Rahman, Education Minister, Pakistan, read out the following message from the Quaid-i-Azam:—

### QUAID-I-AZAM'S MESSAGE TO THE PAKISTAN EDUCATIONAL CONFERENCE.

“I am glad that the Pakistan Educational Conference is being held today in Karachi. I welcome you to the capital of Pakistan and wish you every success in your deliberations which I sincerely hope will bear fruitful and practical results.

You know that the importance of Education and the right type of education, cannot be over-emphasised. Under foreign rule for over a century, sufficient attention has not been paid to the education of our people and if we are to make real, speedy and substantial progress, we must earnestly tackle this question and bring our educational policy and programme on the lines suited to the genius of our people, consonant with our history and culture and having regard to the modern conditions and vast developments that have taken place all over the world.

There is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that our people take to science, commerce, trade and particularly well-planned industries. We should not forget that we have to compete with the world which is moving very fast in this direction.

At the same time we have to build up the character of our future generation. We should try, by sound education, to instil into them the highest sense of honour, integrity, responsibility and self-less service to the nation. We have to see that they are fully qualified and equipped to play their part in the various branches of national life in a manner which will do honour to Pakistan”.

The Hon'ble Mr. Fazlur Rahman then delivered his inaugural address:

Ladies and Gentlemen!

It is my pleasant duty to extend to you a cordial welcome to this, the first Educational Conference of Pakistan. You will, I am sure, warmly associate yourselves with me in paying sincere homage to that great architect of our state, Quaid-i-Azam Mohammad Ali Jinnah, to whose wise and courageous statesmanship we owe the birth of Pakistan. We are meeting at a time when our hearts are still heavy with grief for our kith and kin who have suffered so terribly both in life and property in the disturbances which have convulsed large portions of the two Dominions. The over-riding concern of the Government of Pakistan is naturally the speedy rehabilitation and resettlement

of the refugees but, overwhelming as this national calamity is, we are determined that it should not obscure from our view the long-term objectives of national development of which education is one of the most important. It is, therefore, a matter of profound satisfaction to me, as it must be to you, that we have now before us the opportunity of reorientating our entire educational policy to correspond closely with the needs of the times and to reflect the ideals for which Pakistan as an Islamic State stands. This is a great, indeed a unique, opportunity, but even greater is the magnitude of the task which it imposes upon us. For the task is no less than the building up of a modern democratic state whose citizens are equipped by the requisite training of body, mind and character to live the good life and to make their contribution to the common efforts of a tormented humanity for the establishment of global peace and security. This calls for a supreme act of dedication for which I can think of no higher sanction than that of Islam which came as a mission of mercy to the world and unfolded the vision of the universal brotherhood of man. It is to this vision which was transformed into reality by the followers of Islam in its early days that the materialistic civilization of the West is at last directing its eyes after more than thirteen centuries of human misery, strife and bloodshed. And it is for making this vision a living reality once again that Pakistan stands.

2. The impression that Pakistan, being an Islamic State, is a theocratic State is being sedulously fostered in certain quarters with the sole object of discrediting it in the eyes of the world. To any one who is conversant with the basic principles of Islam, it should be obvious that in the field of civics Islam has stood for complete social democracy and social justice as the history of the early Caliphs will show and has not sanctioned government by a sacerdotal class deriving its authority from God. The ruler and the ruled alike are equal before Islamic law and the ruler far from being a vice-regent of God on earth is but a representative of the people who have chosen him to serve them. Social relations apart, even in the realm of spiritual relations i.e. relationship between man and God, Islam has not recognised any distinction between man and man based on sex or race or worldly position. Within the framework of such a democracy, Islam has enjoined the granting of full freedom of conscience, security for life and property and opportunity for development and progress to all non-Muslims who are members of the body-politic. I consider it of vital importance that our educational system should be animated and guided by these principles. Where but in Islam could we find the democratic virtues of tolerance, self-help, self-sacrifice, human kindness, the protection and succour of the weak and the oppressed? And what better ideals could we postulate for our educational theory than these?

3. Our existing educational system, as originally conceived by Macaulay, was intended to serve a narrow, utilitarian purpose and its growth has been largely a matter of artificial improvisation. It has been rightly condemned for its lack of realism and its inability to adjust itself to the needs of a rapidly changing society, its over-literary bias and its utter unfitness to meet the needs of the people.



no common faith or a common body of principle to animate it and has conspicuously failed to inculcate and maintain the stern moral and intellectual discipline which is the hall-mark of true education. Thus its products, with their minds crammed with an unassimilated mass of unrelated ideas and facts passing for knowledge, have gone out into the world only to discover that they are unfitted for the business of living. The growing realisation of these grave deficiencies and their paralysing effect on national life inevitably bred acute dissatisfaction in the minds of all thinking people and has of late years led to a considerable concentration of energies on a complete overhaul of our entire educational structure. The Plan for the Post-War Educational Development in India is the first concerted attempt to provide an efficient system of education for the whole subcontinent. It, however, failed to embody the ideals which I have briefly stated above. The establishment of Pakistan now provides us with the opportunity to plan our education in conformity with our genius and aspirations.

4. Within the limited time at my disposal, I can only indicate what I consider to be fundamental problems and to offer for your mature consideration my personal views thereon in the hope that in the light of your advice I shall be able to formulate definite policies for approval by the Government.

5. For a succinct but brief summing up of the aims of education in a democratic society, I cannot do better than quote a living authority on education. "Education", he says, "is a vast continent and it will make for clearer thinking if we divide it into three provinces corresponding to the three main needs of human life. All men need to make a living—not a bare one, but the best that conditions allow. All men live in a society. All men have a personality to develop and the power of living ill or well. For all these education must provide, and it must therefore include a vocational element, a social or, as the Greeks would have called it, a political element, and a spiritual element. Men must learn to earn a living, to be good members of a society, to understand the meaning of the phrase "the good life"; and education must help them to achieve these three ends. It must do this not for a limited class but for every citizen, though it will do it in different ways for different people."

6. Of these three elements of education, I attach the highest importance to the spiritual element for its neglect which has characterized modern education has had disastrous consequences. The experience of two world wars, as also the vast technological inventions of recent years, fraught as they are with incalculable possibilities of destruction, have brought home to us the realization that unless the moral or spiritual growth of man keeps pace with the growth of science, he is doomed to utter extinction. It is surely a profoundly disturbing thought that every step forward in the domain of knowledge should be attended with not a diminution but an increase in barbarism and frightfulness so that the pursuit of knowledge becomes a self-defeating process. To arrest this process, to purge men's minds of barbarism and turn them to humanitarian purposes is the great task which our education must attempt if we are to help mankind to survive. The

provision for instruction in the fundamentals of religion in schools is, therefore, a paramount necessity for without such knowledge we cannot hope to build character or lay the foundations for an adequate philosophy of life. What form this instruction should assume is a matter for your careful and detailed consideration but you will agree with me that it must be catholic in outlook and must eschew sectarian or narrow doctrinal lines.

7. Next in importance is the training for citizenship. The possession of a vote by a person ignorant of the privileges and responsibilities of citizenship is like the playing of a child with dynamite and is responsible for endless corruption and political instability. Our education must, therefore, instil into the young mind the fundamental maxim of democracy, that the price of liberty is eternal vigilance and it must aim at cultivating the civic virtues of discipline, integrity and unselfish public service. We have been far too prone in the past to think in terms of Bengalis, Punjabis, Sindhis and Pathans and it is to be deeply regretted that our education has failed to extirpate this narrow and pernicious outlook of provincial exclusiveness which, should it persist, will spell disaster for our new-born State. There cannot be a greater source of pride and a better object of undivided loyalty than the citizenship of Pakistan, no matter what political, religious or provincial label one may possess.

8. There is one aspect of training for citizenship which deserves special emphasis for it is only in recent years that we have slowly come to appreciate its importance. I refer to physical training. Although our secondary schools have on the whole made a fair provision for it, our primary schools are gravely deficient in this respect with the result that the proper physical development of our young national stock is ignored just at the stage where it is in the greatest need of scientific care and supervision. I trust that this deficiency will soon be made good and a rational, well-coordinated programme of compulsory physical training in all stages of education will be introduced and rigorously enforced. We must also encourage to the maximum such group activities as are typified by the Boy Scout Movement and are directed towards the promotion of "esprit-de-corps" and of qualities of physical endurance, self-reliance, courage, initiative, enterprise and social service. It is also time we paid more attention to the question of military training in colleges. I am strongly of opinion that no student, unless he is physically debarred, should be allowed to pass out of a college without his undergoing a prescribed course of military training.

9. In mentioning the third element of education—namely, vocational education—last, I should not be understood to minimise its importance. In as much as it must provide for the material existence of society, it must receive first consideration in any plan of educational reconstruction. In the last analysis, however, all the three elements—spiritual, social and vocational—must cohere and form an integral whole for thus alone can we achieve a complete fusion between the spirit and substance of education.

10. So vast is the field covered by the term education and so far-reaching are its implications that I can only briefly refer to some

of the most important problems wherein it is necessary for us to have boldly conceived and well defined objectives.

11. Our first and foremost concern must inevitably be a determined and vigorous attack on the formidable problem of illiteracy and its evil consequences. It goes without saying that the existence of a large bulk of illiterate population constitutes a grave menace to the security and well-being of the State. There is now general agreement that the State in its own interests should provide to its boys and girls, universal, compulsory and free basic education, which is the primary requisite of training in democracy. Whether the financial resources of Pakistan can permit the undertaking of so vast an enterprise is a matter which will need to be gone into carefully, but it is vitally important that we must devise means to overcome within the shortest period of time whatever obstacles stand in our way. No less important is the provision of facilities for adult education which should aim at banishing ignorance through literacy, improving the general standard of living and breaking the centuries-old isolation of our vast rural community. Whatever little that has been done so far in the field of adult education has been half-hearted, haphazard and ineffective. We have now available to us through the United Nations Educational, Scientific and Cultural Organization a common pool of experience and expert advice and I trust that our participation in the activities of this Organisation for whose membership we are applying will provide the requisite stimulus to our drive for the abolition of illiteracy and ignorance.

12. In the sphere of higher education which seeks to create a class of the elite that will determine the quality of our civilization and will direct and plan our national life, there is urgent need for drastic reform. We must do all we can to prevent the present aimless drift of all and sundry to high schools and colleges and the colossal wastage which the absence of any selective principle involves. The Universities, in particular, should cease to function as mere mechanical purveyors of knowledge in the form of cheap degrees. They are essentially homes for the promotion of learning and have a vital role to play in raising the moral and intellectual tone of society and of unfolding before it endless possibilities of human development. I hope that through the establishment of an Inter-University Board or any other coordinating agency our Universities will not only strive to raise their existing standards of scholarship but also through a frequent interchange of teachers, the institution of inter-university extension lectures, and discussion of common problems make a worthy contribution in all departments of human knowledge.

13. Living as we do in an age dominated by science with its ever-increasing tempo of technological development we cannot afford to neglect the problem of technical education. The dire consequences which have flowed from this neglect in the past, our all-round industrial backwardness, the primitive state of our agricultural economy, our helpless dependence on foreign countries for technical personnel—are all too obvious. It was especially during the last war that the weakness of India in the industrial field was painfully demonstrated and we came to realize that in the highly competitive conditions of

modern life the bullock-cart is a poor rival of the jet-propelled aeroplane. Pakistan is rich in raw materials and other natural resources which to be properly exploited must be scientifically organised and planned. And in any plan of economic development the first priority must inevitably be accorded to the training of technical personnel. The partition of India has in this respect deprived us of facilities for technical training at many a first-rate technical institution. It is, therefore, a matter of supreme concern to us that we should lose no time in strengthening and enlarging the scope of the few technical institutions that remain with us and in establishing, if necessary, as many as may be required by our own needs. It is unavoidable that in the initial stages we should seek facilities for advanced technical education in foreign countries. You have in this connection before you the proposal for the continuance of the Overseas Scholarships Scheme inaugurated by the late Government of India and I shall welcome your views on the usefulness of the scheme and any suggestions for its improvement or modification. The Government of Pakistan have already set up a Scientific Man-power Committee with the object of assessing the requirements of technical and scientific personnel in Pakistan and I have no doubt that the recommendations of this Committee will provide the necessary basis for a planned programme of technical education.

14. Poor as Pakistan is in the existence of facilities for technical training, it is poorer as compared with the Indian Dominion in the field of scientific research which is indispensable for industrial and agricultural development. The extent of our poverty in this respect is to be measured from the fact that out of 87 research institutions which were functioning in India in 1945, only six are located in our Dominion and even these are not of a sufficiently high standard. Since 1945, five research laboratories have been set up under the aegis of the Indian Council of Scientific and Industrial Research and curiously enough not one of them is in Pakistan. Even our Universities, of which we have only three as against 18 in the Indian Dominion, are poorly equipped and staffed to undertake research on certain specific problems which is generally done by University laboratories in foreign countries. We cannot but feel the gravest concern at such a state of affairs and unless we immediately set about organising and planning scientific research on a scale commensurate with the requirements of our economic development plans we should cease to aspire to that rank in the comity of progressive nations which is our due as the fifth largest state in the world. I propose to appoint in this connection a high-power Commission which will survey our existing resources as far as Government institutions, Universities and private industry are concerned and suggest a coordinated plan for the consolidation and development of facilities for scientific research in Pakistan.

15. You have also before you a proposal for the establishment of a Pakistan Academy whose membership should be regarded as a signal distinction based on recognition of outstanding contributions in the sphere of art, science and philosophy. I am personally inclined to the view that the proposed Academy which is formed

will forge a strong cultural link with foreign countries, should be an independent non-official body. The scope and functions of this Academy, the terms and conditions as also the extent of its membership and the means of financing it are matters on which I would welcome your advice. I need hardly assure you that my assistance in the establishment of the proposed Academy will always be available to you.

16. The language problem has long baffled our educationists for with the exception of Russia it is more complex in India than in any other country. In seeking a practical solution we will do well to study the Russian experimentation in this as in many other fields of education. With as many as 2000 groups of distinct nationality ranging from the highly civilised to tribes still in the primitive stage of devil-worship and with 200 languages and dialects some of which did not even have a written alphabet, to deal with, Russian statesmen and educationists had certainly a herculean task to perform, but it is a tribute to their political sagacity that instead of forcing different national groups into the narrow Russian cultural mould they have made all such languages the medium of instruction as have showed some evidence of culture, of capacity to grow into a creative tool and to express thought processes. Today education in Soviet Russia is carried on in no less than ninety languages. I commend the Russian example to you because it shows how diversity has been encouraged without endangering the fundamental unity of a common culture which has been ensured by the making of Russian as the first compulsory foreign language in all non-Russian schools. We may not subscribe to the Russian ideology but we can certainly benefit from their handling of the linguistic problem. We in Pakistan must provide the maximum scope for growth to our provincial languages not merely as media of instruction but also as instruments for the dissemination of the culture they embody without at the same time sacrificing the unity of our common culture. To ensure this unity, we need a language for inter-provincial communication and in this connexion the claims of Urdu call for special consideration. It is the special creation of Muslims in India and during the comparatively brief period of its existence it has shown an extraordinary vitality and sensitivity both as an instrument of communication and as a vehicle for the expression of the subtlest shades of thought and the most ethereal flights of fancy. The facility with which it can borrow and assimilate words from foreign languages, its historic affiliations with Persian, Arabic, Sanskrit and English and its high creative output in prose and poetry constitute to my mind unassailable grounds for its establishment as the "lingua franca" of Pakistan.

17. As regards English, while the injurious effects of making an alien language the medium of instruction have been widely recognised, it must for some considerable time to come retain its pride of place both in the sphere of our University education and as a means of international communication. During the last three or four decades it has displaced French as the leading language of the world and the recent emergence of Basic English is likely to extend its dominion still further. Besides, from purely self-regarding motives

we should not easily throw away a language which gives us so easy an access to all the secrets of Western science and culture. The study of other foreign languages, especially Arabic and Persian which are the repositories of our vast cultural heritage, will doubtless occupy a prominent place in our educational system. In fact, I would go so far as to say that at each University in Pakistan I envisage the establishment of special chairs of provincial and oriental languages including Sanskrit for the promotion of higher research and cultural contacts.

18. Two matters which are inter-related have been greatly exercising my mind for some time. They are the drawing up of syllabi and the preparation of text-books. Hitherto there has been practically no coordination among the Universities and the Provincial Education Departments in an attempt to rationalise our syllabi and relate them under a coherent educational ideology to the problems of life. I trust that in the light of the fundamental principles that I have enunciated you will lay down the general lines on which our syllabi should be framed so as to bring them into vital relation with the necessities and ideals of our country.

19. As regards text-books, you will agree with me that the current practice of entrusting their preparation to commercial firms is educationally unsound far apart from the profit-motive which over-rides all other considerations commercial firms do not command sufficient talent of the requisite intellectual calibre to produce text-books of a consistently high standard. I am, therefore, strongly of opinion that there should be special Governmental organisations to undertake the preparation of text-books. This will not only ensure the observance of approved educational principles on which text-books are to be based but will also bring together talent of sufficient width and diversity in academic attainment to give the text-books a degree of objectivity and high scholarly merit not to be met with in the ordinary commercial text-books.

20. Of the need for fostering through education a spirit of international cooperation I have already spoken. Wars are invariably engendered in the minds of men by suspicion and mistrust which are due to ignorance of other peoples' ways of thought and living. Pakistan, being yet in its infancy, has need to forge bonds of mutual understanding and cooperation with other nations who are on the whole ignorant of its culture and political aspirations. We are, therefore, genuinely interested in collaborating with all such agencies as have for their object the promotion of peace and human well-being.

21. Of these agencies the one in which we are specially interested is the United Nations Educational, Scientific and Cultural Organisation whose most important job is the dissemination of culture "for the sake of the dignity of man" and the institution of collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race or sex or economic or social distinctions. I am certain that our association with this Organisation will not only help us forward in the special tasks

which our education is to undertake but will also establish our solidarity with other nations in the pursuit of common objectives.

22. UNESCO apart, there are sundry other ways in which we can establish cultural contacts with other countries, in particular with the Middle East with whose people we claim spiritual and moral kinship. We can, for instance, promote the interchange of teachers and students, send out scientific and educational missions, arrange for international exhibitions and conferences and thereby increase the free flow of ideas. As a nation we may not have the glittering achievements of modern science to display, though in fullness of time we hope to do that; but we have our distinct cultural traditions which have left their impress from Spain in the West to Indonesia and China in the East and have enriched the world's heritage in the domain of arts and philosophy. Coming nearer home, our past still speaks to us in the eloquent beauty of a thousand architectural monuments scattered over the length and breadth of India. Most of these monuments remain now with our sister Dominion, but we in Pakistan have not only some of the most remarkable of Buddhist sites but also have the remains of almost the entire pre-historic Indus Valley civilization. We are thus culturally one of the focal points in the history and prehistory of the continent of Asia and have a unique field for sustained research and exploration, in which we will cordially welcome international collaboration. The reorganisation of the Pakistan Archaeological Department is now engaging my attention and I am confident that it will prove worthy of its task and make a noble contribution to our knowledge of ancient cultures.

23. In dwelling upon some of the important aspects of education I have been anxious to emphasise what I conceive to be the true spirit of education. Man does not live by bread alone. He needs something more if his life has to have any worth and significance. It is this "something more" that education must provide and I cannot define it better than as a vision of excellence, of the unchanging, eternal values summed up in three words: TRUTH, GOODNESS and BEAUTY. May our endeavours be constantly guided by this great vision.

### FORMATION OF SUB-COMMITTEES.

At the instance of the Chairman the Conference decided to set up the following Sub-Committees to consider and report on the relevant items of the Agenda. The names of the Committees and the terms of reference assigned to each one of them are given below:—

#### *I. Terms of Reference for the Scientific Research and Technical Education Committee.*

1. To suggest means for surveying the existing facilities for technical education in Pakistan.

2. To consider the advisability of establishing a Council of Technical Education for Pakistan.

3. To consider the Overseas Scholarship Scheme for the training of technical personnel abroad.

4. To consider the co-ordination and development of facilities for scientific research throughout Pakistan.

5. To consider any other allied matter.

## *II. Terms of Reference for the Adult Education Committee.*

1. To consider the contents of Adult Education.

2. To suggest means for surveying the existing facilities of adult education in the Dominion of Pakistan.

3. To consider the inter-relation of basic and adult education.

4. To consider the media of adult education.

5. To consider the question of staffing the adult education centres.

6. To consider any other allied matter.

## *III. Terms of Reference for the University Education Committee.*

I. Whether it should be a separate Board or a Standing Advisory Board of Education for Pakistan.

### *II. Functions:—*

1. Exchange of information and opinion among the Universities of Pakistan.

2. Liaison with foreign Universities.

3. Encouragement of private endowments.

4. Co-ordination of activities and avoidance of overlapping.

5. Equivalence of degrees and diplomas.

6. Standardisation of curricula and examination systems.

7. Co-ordination of Scientific Research.

III. Venue and frequency of meetings.

IV. Constitution.

V. Any other allied matter.

VI. Supplementary agenda.

## *IV. Terms of Reference for the Primary and Secondary Education Committee.*

1. To consider the question of introducing compulsory and free education in Pakistan and to explore ways and means to secure this.

2. To recommend the lines on which pre-primary education may be run and to consider the part of the Central and Provincial Governments in setting up nursery schools.



3. To recommend the ages at which pre-primary, primary and secondary education should begin and close.

4. To consider what arrangements should be made to lay down syllabuses for various types of primary and secondary education and to suggest broad lines on which they may be drawn up

5. To make suggestions regarding the recruitment, training and conditions of service of teachers in Schools of various types.

6. To consider any other allied matter.

7. Supplementary agenda.

V. *The Committees on University Education and Primary and Secondary Education will meet jointly to consider the following subjects.*

1. The desirability of setting up an Advisory Board of Education for Pakistan (Item I of the main Agenda).

2. The question of the adoption of medium/media of instruction in different stages of education.

3. Educational broadcasts.

VI. *Terms of Reference for the Women's Education Committee.*

1. To suggest means for surveying the facilities for Women's Education in Pakistan.

2. To confer on and chalk out a programme for Women's Education at all stages with special emphasis on the syllabus of studies suited to the needs of the country.

3. To suggest a programme of Adult Education with special provision for purdah-observing ladies.

4. To consider the desirability of having separate Women's Educational Institutions after the primary stage.

5. To suggest ways and means for popularising vocational education among women.

6. To consider the arrangements for the training of women teachers for pre-primary and nursery schools.

7. To consider any other allied matter.

8. Supplementary agenda.

VII. *Terms of Reference for the Committee for Scheduled Caste and Backward Classes Education.*

1. To consider the feasibility of continuing the Scheduled Caste Scholarship Scheme.

2. To consider whether this scholarship scheme should be entrusted to the Provincial Governments or run by the Central Government of Pakistan.

3. To frame rules and regulations for the scholarship and education of the Scheduled Caste Scholars for the consideration and approval of the Pakistan Government.

4. To consider ways and means for the social and educational uplift of the backward people residing in the (a) tribal areas of N.-W. F. P. (b) tribal areas of the East Bengal (c) tribal areas of Sindh (Makranis and others) (d) tribal areas of the West Punjab (e) tribal areas of Baluchistan.

5. To consider the type of education to be imparted to backward classes.

6. To chalk out a scheme of awarding scholarships to the students belonging to backward classes.

7. To consider any other allied matter.

#### *VIII. Terms of Reference for the Cultural Relations Committee.*

1. To chalk out a programme of cultural contacts with foreign countries through—

(a) exchange of students and teachers specially in the first instance with the Middle East countries, China and Indonesia and

(b) exchange of literature.

2. To consider the desirability of forming cultural associations such as Pakistan Iran Association, etc.

3. To consider the possibility of sending Pakistan cultural missions composed of eminent educationists, scientists and men of letters to the Middle East countries, Indonesia and other foreign countries to develop cultural contacts.

4. To consider the establishment of a Pakistan Academy.

5. To consider any other allied matter.

#### *IX. Terms of Reference for the Joint Meeting of the Committees on the University Education, Scientific Research and Technical Education and Cultural Contacts.*

To consider the establishment of a Pakistan Academy.

#### *X. Terms of Reference for the Joint Meeting of the Committees on University Education, Women's Education and Primary and Secondary Education.*

To consider the supplementary agenda.

### PRESENTATION OF COMMITTEE REPORTS TO THE PLENARY SESSION OF THE CONFERENCE.

The Educational Conference held its plenary sessions on the afternoon of 29th November at 2-30 p.m. and on the following two days, when reports of various committees were submitted for discus-

## REPORT OF THE UNIVERSITY EDUCATION COMMITTEE.

Mian Afzal Husain, Chairman of the University Education Committee presented his report which reads as follows:—

The University Education Committee held its meeting in room No. 30, Assembly Chambers at 2-30 P.M. on the 27th and 10 A.M. on the 28th November, 1947. The following members attended the meeting:—

1. Mian Afzal Husain.
2. Dr. Mahmud Hasan.
3. Dr. O. H. Malik,
4. Prof. A. B. A. Haleem.
5. Dr. C. H. Rice.
6. The Hon'ble Diwan Bahadur S. P. Singha.
7. Prof. A. S. Bokhari.
8. Dr. I. H. Qureshi.
9. Lt.-Col. A. K. M. Khan.
10. Dr. Akhtar Husain (Secretary).

Mian Afzal Husain was elected Chairman. The last four delegates (No. 6, 7, 8 and 9) were coopted as members of the committee.

2. The Committee appreciated the need of contact and co-operation among the Universities of Pakistan and recommended that a self-governing body should be created for this purpose. This body is to be named the Inter-University Board of Pakistan. It would consist of three members from each University, one of whom would be the Vice-Chancellor and the other two would be the nominees of the Syndicate or the Executive Council of the University as the case might be. One of the two nominees must be either the Principal of an affiliated college or the Head of teaching department. The Board should have a Standing Committee of Vice-Chancellors with well-defined powers. While the Vice-Chancellors should be ex-officio members of the Board, others should retire every year being replaced by those freshly nominated. The venue and frequency of the meetings of the Board would be decided by the Standing Committee.

3. The Committee recommended that the Board should discharge the following functions:—

- (i) Exchange of information and opinion among the Universities of Pakistan.
- (ii) Establishment of relations with foreign Universities on a reciprocal basis.
- (iii) Equivalence of degrees and diplomas.
- (iv) Co-ordination of activities.
- (v) Initiation of fresh developments in Universities.
- (vi) Maintenance of standards of teaching and examinations.

(vii) Co-ordination of Research.

(viii) Consideration of pre-University education in relation to University education.

The Committee expressed the opinion that the scope and details of these functions should be determined by the Board after its formation.

4. The Committee felt that while for effective and speedy discharge of work a small Secretariat was necessary, paucity of funds and other factors might not allow this for the time being; and, therefore, the question of providing an administrative machinery should be reviewed by the Board if and when necessary. But the Board must have sufficient funds at its disposal for its meetings and other contingent expenditure. For this purpose the Committee suggested that each University should donate Rs. 1,500 every year, to be supplemented by an annual grant of Rs. 5,500 from the Pakistan Government.

5. The Committee took into consideration a proposal\* by Dr. C. H. Rice for granting greater freedom and initiative in teaching and felt that this could be done to a certain extent by so framing the syllabuses as to provide for such freedom and initiative. The Committee, however, suggested that this proposal could be more appropriately examined in detail by the proposed Inter-University Board.

6. The Committee then passed on to the supplementary agenda and recommended that—

- (i) the educational system in Pakistan should be inspired by Islamic ideology;
- (ii) religious instruction should be compulsory for Muslim students in Schools and Colleges. Similar facilities may be provided for other communities should they so desire;
- (iii) the question of integration of the elements of education is to an extent covered by para. (i) and (ii);
- (iv) compulsory physical training at all stages and compulsory military training in Universities and Colleges may be provided;
- (v) the principles and methods of selection need careful examination and the question may be considered in detail by the authorities concerned.

7. The Committee concluded its deliberations after adopting the following resolution:—

“The Committee feels that the questions on which it has been asked to deliberate and express its views do not exhaust the educational problems that face our new State. It has been felt for a long time that the system of University education comprising the syllabuses, curricula, examinations and teaching methods is unsatisfactory and requires a thorough review in order to bring it into line with our

\*I included as Appendix I.

educational ideals and needs. Such reviews have been undertaken in the past by various committees and commissions but few practical steps have been taken to implement their recommendations. The Committee strongly feels that we should without delay lay the foundation of our educational system anew and urge that Government and Universities should take immediate action towards that end."

The conference agreed with all the recommendations of the Committee but the consideration of para. 5 was deferred for a subsequent sitting when the supplementary agenda was to be taken up along with the recommendations of the appropriate joint meeting of the Committees. It was agreed that the contribution of the Universities to the Inter-University Board should be raised from Rs. 1,500 to Rs. 2,000 per annum. The Conference expressed the view that the resolution of the Committee as contained in para. 7 may be modified to delete the first sentence in it and, as finally adopted, it reads as follows:—

"It has been felt for a long time that the system of University education comprising the syllabuses, curricula, examinations and teaching method is unsatisfactory and requires a thorough review in order to bring it into line with our educational ideals and needs. Such reviews have been undertaken in the past by various committees and commissions but few practical steps have been taken to implement their recommendations.

The Committee strongly feels that we should without delay lay the foundation of our educational system anew and urge that Government and Universities should take immediate action towards that end."

## REPORT OF THE PRIMARY AND SECONDARY EDUCATION COMMITTEE.

The Primary and Secondary Education Committee met on the 27th November, 1947, in Room No. 28, Assembly Chambers. The following were present:—

1. Mr. S. M. Sharif, D.P.I., West Punjab.
2. Dr. Qudrat-e-Khuda, D.P.I., East Bengal.
3. Shamsul Ulema Dr. U. M. Daud Pota, D.P.I., Sind.
4. Mr. I. M. Khan, Superintendent of Education, Baluchistan.
5. Mr. A. K. Khattak, D.P.I., N.-W. F. P.
6. Mr. M. A. Majid, D.P.I., Bahawalpur.
7. Mr. V. U. Parvani, D.P.I., Khairpur.
8. Shamsul Ulema Abu Nasar Waheed, Retd. I.B.S.
9. Mrs. Shiasta Ikramullah.
10. Mr. B. A. Hashmi.
11. Mr. Abdul Qayyum (Secretary).

The Committee elected Shamsul Ulema Abu Nasar Waheed as Chairman and co-opted the following members:—

1. The Right Rev. G. D. Barne, Bishop of Lahore.
2. Mrs. Safia Ahmad.

The Committee considered the terms of reference and the supplementary agenda and felt that, in view of the short time at its disposal, it should confine its attention to the enunciation of general principles and leave it to the Provincial Governments to fill in the details when formulating their educational programmes and policies.

1. *Primary Education.*—The Committee considered it essential that a national system of education should be based on the strong foundations of free and compulsory primary education. The Committee felt, that keeping in view the requirements of an enlightened and democratic State, the period of free and compulsory education should be eight years. It, however, realised that the cost of providing this would be much too heavy for any Governments to bear, and, therefore, suggested that to begin with this period should be fixed at five years and that it should be gradually raised to eight years as the economic resources of Governments develop. One member of the Committee felt that the Provincial Governments would find it difficult to finance even a five-year course and suggested that it should be fixed at four years. On the other hand, another member of the Committee felt that a five-year course was much too short to produce an enlightened citizen and suggested that the period should be fixed at six years. The Committee generally agreed that the six-year course would be more desirable but felt that it could not overlook the financial considerations involved and hoped that the economic resources of Governments would improve soon enough to permit the raising of the five-year course to six years and ultimately to eight years.

The Committee felt that the introduction of free and compulsory primary education would require vast sums of money and recommended that the Government of Pakistan or the Provincial and States Governments should consider the desirability of levying a special tax to finance this and other schemes of educational expansion.

2. *Pre-Primary Education.*—The Committee agreed that children between the ages of 3 and 6 needed attention in special schools but felt that the Government might give a lead in opening a few pre-primary schools, their provision should be left mainly to private agencies.

3. The Committee considered the duration of the school courses and agreed that the period should be extended by one year. They felt that the school courses should comprise the following stages:—

Pre-Primary	..	..	3 to 6 years
Primary	..	..	6 to 11 years.
Middle	..	..	11 to 14 years.
Secondary	..	..	14 to 17 years.

The Committee felt that an eleven-year course, without the aid of a foreign medium of instruction, should enable the students to acquire sufficient efficiency to be able to enter advanced professional courses direct after finishing the school course.

4. *Educational Ideology.*—The Committee laid down the following guiding principles for educational ideology:—

- (i) Education should be based on the Islamic conception of universal brotherhood of man, social democracy and social justice.
- (ii) It should be compulsory for students to learn the fundamental principles of their religion.
- (iii) There should be proper integration of spiritual social and vocational elements in education.

5. *Training of Teachers.*—The Committee agreed that a properly trained and reasonably well paid teaching profession was essential to the building up of a great State. It, therefore, suggested that the Provinces should take necessary steps to ensure (i) the proper training of teachers and (ii) an adequate scales of salary. The Committee noted that the introduction of free and compulsory education would require an army of teachers and suggested that the Provinces should adopt special measures to meet this need. In this connection they suggested the adoption of short-term courses for their training. In particular, the Committee stressed the desirability of adding research departments to training institutions for the study of special problems relating to teaching.

6. *Medium of Instruction.*—The Committee felt that the institution of common language was essential to the maintenance of the new nation of Pakistan. The Committee agreed that the common language should be Urdu. Some members of the Committee suggested that Urdu should not only be the common language for Pakistan but it should also be the medium of instruction in each Province. Other members of the Committee, however, felt that the question of medium of instruction should be left to each Province to decide according to its requirements but that Urdu should be the second compulsory language in schools. The Committee were inclined to support the second view. The D. P. I., East Bengal, however, felt that Urdu should not be the compulsory second language and should be one of the options.

The Committee also considered the question of English and suggested that as a transitional measure it should be retained as a compulsory language at the school stage.

7. *Physical Education.*—The Committee agreed that physical training should be compulsory at the school stage. It further recommended that apart from routine physical training, activities such as Scouting, Rifle Clubs, Mountaineering, etc., should receive special emphasis.

8. *Madressahs.*—The Committee also considered the question of

these Madressahs into line with the existing system of general education.

The Chairman of the Primary and Secondary Education Committee presented the report of his Committee to the Educational Conference at its plenary session held at 10 A.M. on the 30th November 1947.

The Conference considered and adopted recommendations Nos. 1, 2, 5, 7 and 8. With regard to recommendation No. 3, it was pointed out by some members that the matter was such in which the Universities were vitally interested. The Conference, therefore, agreed to refer it to the proposed Inter-University Board for consideration.

Recommendation Nos. 4 and 6 had been discussed and modified at the joint meeting of the Primary and Secondary Education Committee, the University Education Committee and the Women's Education Committee before coming up to the Plenary Session. The decisions of the plenary session on those two, therefore, appear separately.

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### REPORT OF THE ADULT EDUCATION COMMITTEE.

The Adult Education Committee met at 11-30 A.M. on Friday, November 28th, 1947, in the Committee Room, Assembly Chambers.

The following members were present:—

1. Dr. Qudrat-e-Khuda.
2. Prof. B. A. Hashmi.
3. Dr. Abdul Haq.
4. Mr. A. M. Ashraf (Secretary).

Dr. Qudrat-e-Khuda was elected Chairman of the Committee. The following recommendations were made to the Educational Conference:—

1. In order to attain a grade of general education the Committee was of opinion that a beginning should be made with introducing literacy among the masses and if possible simultaneously supplemented with such devices as broadcasting, magic Lantern slides, gramophone records, documentary films and other scientific methods.

2. When the Central Advisory Board of Pakistan comes into being it should have a special section dealing with the problems of Adult Education. The Committee felt that Adult Education should be the prime interest of the Provinces and they should be asked to take early steps to introduce mass literacy in their respective areas.

3. The Provincial Governments and the States which have acceded to Pakistan should be asked to survey the existing facilities of Adult Education in their respective areas to provide a complete picture of the work being done in this connection.



4. Provincial and States Governments should be asked to introduce special classes for the training of adult school teachers in their Training Colleges and normal schools. It was also recommended that college student should be encouraged to take part in the mass literacy campaign, and should be trained for this purpose.

5. The Committee felt that the cause of Adult Education was suffering from a lack of special literature suitable for adult schools. The introduction of Roman script as a medium for adult education was considered but the detailed working of the programme, it was suggested, should be left to the Provincial and States Governments which might be asked to take early steps to produce textbooks, charts and pamphlets for use in adult education centres.

6. The existing school buildings, their equipment and staff should be used for the Adult Education centres.

7. In the opinion of the Committee the media of Adult Education should be the Provincial languages. It, however, felt that in order to bring about a cohesion of provincial units, it was advisable that a start in the reading and writing of Urdu should also be made whenever possible.

The report of the Adult Education Committee was presented before the Plenary Session of the Pakistan Educational Conference on November 29th, 1947 by Dr. Qudrat-e-Khuda (Chairman of the Committee).

No. 1 to 6 were unanimously adopted.

It was resolved by the Conference that the last resolution with regard to the media of Adult Education should be taken up along with the resolution of the Primary and Secondary Education Committee on the same subject. The resolution in question was adopted by the Plenary Session on November 30.

#### REPORT OF THE WOMEN'S EDUCATION COMMITTEE.

The Women's Education Committee met in room No. 28, Assembly Chamber at 10 A.M. and 3 P.M. on 28th November, 1947.

The following members were present.

1. Begum Sayeda Fatima Rahman.
2. Dr. Miss Khadeeja Ferozuddin.
3. Miss Mohd. Ali.
4. Begum Tassaduq Husain.
5. Begum Safia Ahmed.
6. Begum Ikramullah.
7. Dr. Qudrat-i-Khuda.
8. Mr. S. M. Sharif.
9. Mr. B. A. Hashmi.

10. Dr. S. Muzammil Ali (Secretary)

The Committee unanimously elected Begum Sayeda Fatima Rahman as the Chairman of the Women's Education Committee.

The Women's Education Committee made the following recommendations to the Educational Conference.

*Recommended:*

1. That the Education Departments of the various Provinces in Pakistan be requested to survey and collect all factual statistical information about the present facilities available for various grades of women's education in their respective Provinces.
2. That the primary schools could be co-educational or otherwise according to the local needs.
3. That separate schools for girls be provided at the secondary stage and domestic science and home-nursing may be introduced as compulsory subjects to the curriculum.
4. That the first-aid and home-nursing be made compulsory in the higher stages of secondary education.
5. That, as far as practicable, separate colleges be established for girls.
6. That two women's medical colleges one in the Eastern and one in Western Pakistan be started immediately.
7. That more educational facilities in the form of scholarships, properly equipped boarding houses and conveyances be provided for women students.
8. That the Provinces be left free to take their decision in the matter of choosing the medium of instruction and examination but Urdu must be made a compulsory subject after the primary stage.
9. That the Governments of the various Provinces of Pakistan should make an all-out effort to enlist the active help and co-operation of the public and especially of the industrialists, businessmen and the zamindars in establishing adult literacy centres for women both in towns as well as in the rural areas and they should also be persuaded to earmark a certain percentage of their profit towards the establishment and maintenance of such centres for their women employees and tenants.
10. That the free use of teaching aids like cinema, radio, circulating libraries be greatly encouraged for adult literacy campaign.
11. That Adult Literacy Campaign Boards be established and maintained in each Province and their financial liabilities be borne by the respective Governments.
12. That 50% of the amount allotted for adult education be spent on adult literacy centres for women.
13. That the Government should grant liberal stipends and scholarships for girls desiring to take up courses and subjects like nursing, commerce, radio engineering, etc., and thereby encourage vocational educational training among women.

14. That sufficient number of first-rate Teachers Training Institutes for women be established by the Government at the various educational centres in Pakistan for imparting special training in the teaching of nursery and primary classes.

15. That all the nursery and the pre-primary schools be staffed entirely with properly trained women teachers.

16. That the Government should encourage the establishment of Industrial Homes where women could receive training in the various types of vocation to enable them to earn livelihood.

17. That a Committee of experts be appointed to draw up syllabus for secondary and high school classes.

18. That the ideological basis of education be the Islamic conception of universal brotherhood of man, social democracy, social justice, and the cultivation of democratic virtues, i.e. tolerance, self-help, self-sacrifice, human kindness etc. and the consciousness of common citizenship as opposed to Provincial exclusiveness.

19. That instruction in the fundamentals of religion be imparted in schools.

20. That the integration of spiritual, social and vocational elements of education is essential.

21. That physical training be made compulsory at all stages of women's education.

22. That according to the aptitude of the students they may be selected and advised to pursue the type of education for which they may be found suitable.

The Chairman of the Women's Education Committee submitted the report of the Committee to the Conference which adopted it after making the following modifications in recommendations Nos. 6 and 17. Recommendations Nos. 18-22 of the supplementary agenda were discussed along with the decisions of other committees on those subjects and decisions were taken on them by the Conference.

Recommendation 6: The word "immediately" should be replaced with "as soon as possible".

Recommendation 17: It was agreed that instead of the appointment of a separate Committee of experts to draw up syllabi for Secondary and High School classes, there should be a joint committee including women experts to draw up syllabi for Secondary, High School and University Education.

The following additional resolutions were adopted by the Conference:—

1. Resolved that the Universities be requested to consider the question of starting the "University Nursing Training Corps".

2. Resolved that the Universities be requested to consider the question of starting the University Officers Corps for Women.

## REPORT OF THE SCHEDULED CASTES AND BACKWARD CLASSES EDUCATION COMMITTEE.

The Committee for Scheduled Castes and Backward Classes Education Committee met on the 28th November at 10-00 A.M. The following members were present:—

1. The Hon'ble Mr. J. N. Mandal.
2. The Hon'ble Dewan Bahadur S. P. Singha.
3. The Right Rev. G. D. Barne, Bishop of Lahore.
4. Mr. M. A. K. Khattak, D.P.I., N.W.F.P.
5. Dr. U. M. Daud Pota, D.P.I., Sind.
6. Mr. S. M. Sharif, D.P.I., West Punjab.
7. Mr. I. M. Khan, Supdt. of Education, Baluchistan.
8. Dr. M. H. Rahman (Secretary).

The Hon'ble Mr. J. N. Mandal was unanimously elected its Chairman.

The following recommendations were made by the Committee for the consideration of the Plenary Session of the Pakistan Educational Conference.

1. It was essential that boys of all communities in Pakistan should study in common schools but it was felt that in view of the backwardness and poverty of the Scheduled Castes, special facilities in the nature of liberal fee exemptions and substantial stipends be provided to talented students to enable them to acquire higher technical education.

2. The Scheduled Caste Scholarship Scheme should be continued.

3. The scheme should, for the time being, be run by the Central Government. The position could be reviewed when the constitution of the Dominion had been drawn up.

4. A Scheduled Caste Scholarship Board be set up of which the Educational Adviser to the Government of Pakistan should be the Chairman. The Hon'ble Minister for Education should appoint two members of the scheduled caste community to serve on this board and also two eminent educationists. One of the officers of the Education Division, Ministry of the Interior, should act as Member-Secretary of this Board.

5. In view of the educational backwardness of the tribal people residing in different provinces of the Dominion of Pakistan, the Central Government of Pakistan should appoint an educational survey committee for each province separately. This Committee should, in co-operation with the Education Department of the Province, make a comprehensive survey of the possibilities of educational uplift of the tribal people and recommend ways and means for introducing free primary and compulsory education and also should undertake the task of surveying the

possibilities of opening art, crafts and technical schools for the tribal people so as to make them self-sufficient and useful citizens of Pakistan.

6. The Central Government of Pakistan should depute technical and educational experts to survey the possibilities of technical education suitable to the genius of the nomadic tribes residing in Baluchistan. Special educational facilities should be provided for these people by opening itinerant schools for them. Young men from each tribe should be offered substantial scholarships so as to induce them to join special teachers' training course. After training, these trained teachers should be attached to each tribal group to which they belong to impart education to the children of their tribal group. Religious instruction should also form part of the syllabus.

7. The Central Government of Pakistan should also chalk out a scheme of awarding scholarships to deserving students from the tribal areas in consultation with the educational survey committee.

Rules and regulations for the award of scholarships to Scheduled Castes students were framed and adopted (Appendix A).

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#### APPENDIX A.

1. Candidates for the award of the Scheduled Caste Scholarships shall be members of the Scheduled Caste as defined in the Government of India (Scheduled Caste) Order in Council dated the 30th April 1946 issued under the Government of India Act, 1935, shall be Pakistan subjects and shall have passed the Matriculation Examination of a Pakistan University established by law in Pakistan or in the Indian Dominion or any other equivalent examination or recognised university or Board of Secondary Education in Pakistan, India or in a foreign country.

2. The scholarships shall be open for the following courses of studies:—

- (i) Intermediate with Science and Commerce.
- (ii) B.Sc. (Pass or Honours).
- (iii) M.Sc.
- (iv) Engineering.
- (v) Technological.
- (vi) Medical.
- (vii) Agricultural.
- (viii) Teachers' Training.

*Note.*—Women students offering arts subjects in the Intermediate and Graduate Courses will be eligible for the award of scholarships provided they give an undertaking that they will pursue the

teachers' training course at the end of their approved course of studies. If they do not fulfil this condition they will refund the amount of their scholarship.

3. The Scheduled Caste Scholarships Board, hereinafter called "the Board" may make grants to students intending to pursue research or further studies in scientific and technological subjects outside any of the categories in the last preceding paragraph, and such grants shall cover tuition and examination fees or maintenance allowance or both and shall be fixed in accordance with the circumstances of the recipient.

4. The primary consideration in the award of scholarships shall be merit of the candidate but the Board, if they think it desirable, may take steps to ensure that Provinces which contain a substantial proportion of members of Scheduled Castes are adequately represented in the final list of awards.

5. (1) In fixing the amount of each scholarship, the Board shall have regard to expenditure under the following heads:—

- (a) Fees payable by the scholar to the College or University for enrolment, tuition, games and examination.
- (b) Maintenance charges, whether in hostel or as day scholar (including maintenance during holidays).
- (c) Reasonable expenditure on text-books, stationary and other incidentals.
- (d) Reasonable expenditure on clothing.
- (e) Reasonable travelling expenses in the case of scholarships tenable abroad.

(2) The Board shall also take into consideration the financial position of the candidate's parents or guardian and shall deduct in each case the value of any scholarships or financial assistance which the scholar may be receiving from other sources.

6. The scholarships shall be tenable only in institutions in Pakistan, but those recipients of Pakistan scholarships who are at present studying in institutions in Indian Dominion should also continue to get scholarships till such time as they finish their respective courses of study.

7. The scholarships shall ordinarily be tenable for a period of two years for the I.Sc., B.Sc., and M.Sc., Classes or for three years of an Honours Course, or for such periods to be of medical, agricultural, Engineering or other technological subjects.

8. The scholarships may be extended at the discretion of the Board for such periods that may be necessary to enable the holder to complete an approved course of study.

9. Applications for scholarships shall be made in the prescribed form through the Head of Institution attended or last attended by the candidate; in the case of candidates already enrolled in Colleges

or Universities, through the Vice-Chancellor; and in all other cases by the Director of Public Instruction of the Province, and shall be addressed to the Secretary, Scheduled Caste Scholarships Board, Education Division, Ministry of the Interior, Karachi, on or before 30th April every year.

10. The Board shall not award any scholarship save after considering the recommendations of a Selection Committee appointed by the Board for the purpose of scrutinising the applications.

11. A candidate to whom a scholarship is awarded shall forthwith inform the Board whether he is willing to accept the scholarship on the terms prescribed.

12. A scholarship shall lapse if the scholar changes the subject of the course for which the scholarship was originally awarded without the approval of the Board or if the scholar on transfer from one institution to another fails to join the second institution within a specified time.

13. Every scholar shall submit to the Board a statement at the end of each term from the Head of the Institution in regard to his progress and general conduct; if it should appear at any time that a scholar has by reason of his own act or default failed to make satisfactory progress or has been guilty of misconduct the Board may either cancel the scholarship or stop further payment for such period as they may think fit.

14. The scholarship moneys thereof shall be paid through the Vice-Chancellor, Principal or Head of the Institution, as the case may be, where the candidate is enrolled.

15. The Vice-Chancellor, Principal or Head of the Institution as the case may be, shall send a statement of the disbursements made on behalf of the scholarship holder together with a stamped receipt for the total amount received from the scholarship fund for every scholar and also certify as follows:—

“I hereby certify that the scholar (name).....on whose account the amount Rs .....has been drawn has been regular in attendance and has conformed to the rules under which the scholarship is tenable.”

The Chairman of the Committee on Scheduled Castes and Backward Classes Education presented the report of his Committee to the Educational Conference at its plenary session on the 29th November. The Conference adopted all its recommendations with the following modifications:—

- (i) in resolution No. 5 the words “and compulsory” should be deleted; and
- (ii) in resolution No. 6 after the word “Baluchistan” in the first sentence, the words “and Baluch Tribal areas” should be added.

Dr. Nazir Ahmed moved the following resolution which was unanimously adopted:—

Resolved that this Conference wishes to make it clear that the term Scheduled Castes used in the report is in the legal sense only but otherwise recommends to the Constituent Assembly that a more appropriate nomenclature signifying the absence of any class distinction in Pakistan should be coined and adopted in the new constitution.

### REPORT OF THE CULTURAL RELATIONS COMMITTEE.

The Cultural Relations Committee met on the 27th November at 2-30 P.M. The following members were present:—

1. The Hon'ble Justice H. B. Tyabji.
2. Prof. A. S. Bokhari.
3. Mr. Shahid Suhrawardy.
4. Mr. C. E. Gibbon.
5. Dr. M. H. Rahman (Secretary).

The Hon'ble Justice H. B. Tyabji was elected Chairman,

The following recommendations were made by the Committee for the consideration of the Pakistan Educational Conference:—

1. The Dominion of Pakistan should apply for the membership of the UNESCO.

2. A scheme for the exchange of students and teachers between the Dominion of Pakistan and other countries (more especially the Middle East, China and Indonesia) should immediately be formulated by the Education Division of the Ministry of Interior.

3. The idea of exchange of literature between this Dominion and other foreign countries should be encouraged.

4. The Government of Pakistan should publicise the field of educational and cultural studies which exist in the Dominion of Pakistan which might attract the foreign students and teachers to come to this Dominion for the sake of establishing cultural contacts and studies. At present Pakistan could widely publicise the following four subjects of studies for foreign students :—

- (1) Agricultural studies,
- (2) Studies in irrigation,
- (3) Archaeological and historical studies, and
- (4) Studies of different languages in the Dominion of Pakistan e.g. Urdu, Pushto, Punjabi, Sindhi, Bengali, etc.

5. The Central Government of Pakistan should immediately undertake the work of collecting, preserving and cataloguing of all documents and records and books of academic, historical, scientific and cultural interest in Pakistan which should ultimately be given wide publicity in foreign countries in order to indicate what material for study and research was available in the Dominion.



6. The following two categories of teachers should be exchanged between this Dominion and foreign countries:—

- (a) teachers in the status of advanced students for sociological, scientific, humanistic and linguistic studies,
- (b) teachers to teach in foreign countries as experts in their own particular subjects,
- (c) exchange of educationists between Pakistan and other countries should also be encouraged.

7. The Government of Pakistan should endeavour to contact foreign countries and their institutions through our Embassies and Universities and ascertain from them the type of books, periodicals and other literature which each country would like to take from us in exchange of their own literature and periodicals. To achieve this aim the Education Division of the Government of Pakistan should immediately undertake the compilation of suitable lists of Pakistan publications together with names of publishers and publicise these in foreign countries.

8. The Education Division of the Government of Pakistan and the Provincial and States Governments should undertake the task of getting standard foreign books on various subjects translated into our own languages (especially Arabic, Persian, Indonesian, Turkish and Chinese).

9. The Government of Pakistan should encourage and help in the formation of cultural associations like Pakistan Iran Association, Pakistan Arab Association, Pakistan Indonesia Association, Pakistan Afghanistan Association and Pakistan Turki Association. It was also resolved that these Associations should be consulted when the question of exchange of teachers and students is taken up by our Government.

10. The Universities of Pakistan be helped by the Central and Provincial Governments to provide facilities for the teaching of suitable foreign languages like German, French, Russian, Arabic, Persian, Chinese, Turkish, Hindi, Sanskrit and Burmese. It was also resolved that each of these foreign languages should as far as possible be taught by the nationals of those countries.

11. That the Government of Pakistan should make cultural contacts with foreign countries by sending Pakistan Cultural Missions composed of eminent scholars to the Middle East countries, Indonesia, China, etc.

The Chairman of the Committee presented the report of his Committee to the Plenary Session of the Conference at its morning session on 29th November. Its recommendations were accepted with the following modifications:—

- (i) in recommendation No. 2 the words "more especially the Middle East, China and Indonesia" should be deleted.
- (ii) in recommendation No. 5 the words "Central Government" should be replaced by the word "Central, Provincial and State Governments"

## REPORT OF THE SCIENTIFIC RESEARCH AND TECHNICAL EDUCATION COMMITTEE.

The Scientific Research and Technical Education Committee, appointed by the Pakistan Educational Conference met in the Committee Room of the office of the Development Board in Block No. 44 from 27th to 29th November 1947. The following members were present:—

Dr. Nazir Ahmad.

Dr. M. D. Qureshi.

Dr. Bashir Ahmad.

Mr. Hakim Ali.

Dr. A. M. Sheikh.

Dr. Manek Pithawala.

Dr. P. Maheshwari.

K. B. A. G. Khan.

Mr. C. H. Shaikh, Secretary.

Dr. H. K. Gore of the Ministry of Law and Labour (Resettlement and Employment Organisation) was coopted as a member of the Committee on 28th November 1947.

2. Dr. Qureshi proposed and Dr. Sheikh seconded Dr. Nazir Ahmad's name for the Chairmanship of the Committee. It was un-animously agreed to.

3. The Chairman stated relevant information and the issues on which our recommendations are required are given in the papers supplied by the Education Office.

4. Dr. M. D. Qureshi suggested a general discussion on the terms of reference, before proceeding to consider the items on the agenda individually. A general discussion ensued in which all the members participated.

5. The Committee then took up items 1 and 2 of the agenda together.

6. Dr. Nazir Ahmad said that in regard to these items he should like to put the following issues before the Committee:—

1. Whether a survey should be carried out? If so, what should be its objects, scope and mechanism?

2. Whether the Committee would like to suggest any terms of reference for the survey?

3. Should a Council of Technical Education be set up and, if so, what should be its composition and functions?

7. The Committee recommended that it was necessary that a survey should be carried out of the existing post-matriculate Technological Institutions and suggested that, for the present, technical schools catering for the artisan or pre-matric classes should not be

included. Dr. Nazir Ahmad said that as industry in Pakistan had to be reconstructed and reorganised and properly planned, the Committee would perhaps consider it necessary that a survey should be made of the existing higher types of technological institutions in Pakistan with a view to finding out what were their present resources for training pupils in different subjects and what were Pakistan's requirements which were not being met with and whether any of these institutions could be developed for meeting these requirements. After due deliberation, the Committee resolved to recommend that a Special Officer should be appointed by the Government of Pakistan, Education Department, for three months in the first instance, to visit these institutions and collect necessary data which should be classified and co-related. The Special Officer should prepare a questionnaire with expert advice and get the replies on the spot from different institutions in the provinces. The Officer should include Agricultural Colleges in this survey.

8. The Committee unanimously recommended the setting up of a Council of Technical Education for Pakistan. The Council should consist of official and non-official members as follows:—

- (i) Chairman, to be nominated by the Government.
- (ii) Four representatives one from each of the Ministries of Industries, Education, Communication and Agriculture.
- (iii) Two members of the Constituent Assembly.
- (iv) Two representatives of the States acceding to Pakistan elected by themselves by rotation.
- (v) Four representatives of Industry and Commerce to be nominated by Associations from Eastern and Western Pakistan.
- (vi) Two representatives of Labour.
- (vii) Two Headmasters representing Eastern and Western Pakistan, one each.
- (viii) Two principals of Technical Institutions in Eastern and Western Pakistan, one for each.
- (ix) One representative of each of the three Universities.
- (x) Two nominees to be appointed by the Government to represent any other interests.
- (xi) One representative from each of the Provincial Governments,  
West Punjab,  
Sind,  
N.-W. F. P., and  
East Bengal.

9. The following should be the objects of the Council:—

1. To advise the Government of Pakistan on matters relating to the advancement of Technical Education at all stages.

2. To survey the existing facilities for technical education in Pakistan, especially in the higher stages and suggest ways and means of making up the deficiencies in as short a time as possible resulting from the partition of India.
3. To prepare a comprehensive scheme for the reorganisation and development on modern lines of Technical Education in all its aspects suited to the economic needs of the country and the peculiar genius of the people of Pakistan.
4. To draw up a five-year scheme for the training of scholars at home and abroad in technical subjects and suggest ways and means of implementing that scheme.

10. The Committee then took up the question of the continuance of the Overseas Scholarship Scheme for the year 1948-49. A good deal of discussion, touching several aspects of the overseas training scheme took place, and keen interest was evinced by all the members in the scheme. While the consensus of opinion was in favour of the continuance of the Overseas Scholarship Scheme, it was considered desirable that the question should be examined in the light of the data which is being collected with regard to the needs and deficiencies of the Central and Provincial Governments and Universities by the Scientific Man-Power Committee, appointed by the Government of Pakistan. The Committee, therefore, suggested that—

- (i) the needs of the various Governments, Central, Provincial and States should be ascertained afresh in view of the situation created by the partition of India, and
- (ii) that the question of making fresh awards should be entrusted for careful examination to an *ad-hoc* Committee, consisting predominantly of experts and representatives of Government Departments; that similar Committees be set up in the Provinces and States for the purpose.

11. As regards those scholars who had been selected but had not so far proceeded abroad for training, the Committee suggested that in view of the changed circumstances arising out of the partition of the country, their cases should individually be referred to the sponsoring Departments with a view to making such readjustments in their subjects as were possible to suit the requirements of the Government. The Committee thought it essential that the best use should be made of these technically trained scholars after their return and for this purpose, they suggested that the Education Division should prepare a 'Career follow-up' card for each scholar and that details of such scholars as might be surplus to the needs of the Government Departments should be circulated to Universities, Technical Institutions, Chambers of Commerce and other private bodies well in advance of their arrival in Pakistan, with a view to their employment in suitable posts.

12. In view of the difficulties experienced by overseas scholars in getting factory training, the Committee recommend that Government agencies, while placing orders for machinery or for supplies in

foreign countries, should embody in the terms of contract a condition to the effect that a certain number of students would be trained in these countries.

13. As regards the subjects for which scholarships should be awarded, the Committee felt that an *ad-hoc* Committee should consider them in the light of the needs of the Government Departments.

14. The Committee also thought that the question of the communal quota should be determined according to the policy of the Government of Pakistan, provided that suitable persons were available.

15. As regards the selection of scholars for overseas training in the future, the Committee were of the opinion that it should be done by the Public Services Commission, and that in order to get the best results, the following procedure should be followed:—

Qualifications for the candidates should be prescribed by the Departments concerned in consultation with the *ad-hoc* Committee. Applications should be received by the Public Services Commission who will select candidates for interview in consultation with the Department concerned and the *ad-hoc* Committee. The final selection should be made by the Public Service Commission jointly with one representative of the Department and one of the *ad-hoc* Committee.

16. The Committee was of opinion that an immediate survey should be carried out of the existing past-matriculate technical institutions in Pakistan in the manner suggested above (para. 7) to find out which of these institutions could be immediately developed to fulfil the needs of imparting technical education in those branches of technology for which facilities did not exist as a result of partition. If, as a result of this survey, it was found that new technical institutions for specialised branches of technology were necessary, immediate steps should be taken by the Government to draw up schemes with the help of the Expert Committee (para. 11 above) for such institutions which should be established at an early date. In the meantime the deficiencies in technical personnel in specialised branches of technology should be made up by continuing the Overseas Scholarship Scheme which should be re-modelled in the light of the changed conditions with the help of the Expert Committee. The Committee, however, wished to make it quite clear that the Overseas Scholarship Scheme could only be regarded as a temporary palliative and that the real remedy for providing technical personnel in different kinds and at different levels of technology lay in the establishment of full-fledged technical institutions in Pakistan. In this connection the Committee desired especially to bring to the notice of the Government the deficiencies in the following branches of technology and engineering and commended that steps should immediately be taken for the removal of these deficiencies either by the expansion of the existing institutions or by setting up new institutions, with special emphasis on—

1. Mining Engineering and Petroleum Engineering.

2. Marine Engineering.

3. Chemical Engineering and Technology.
4. Power Engineering.
5. Aeronautics.
6. Textile Technoloy.
7. Geological Institute.
8. Fuel Technology.

17. The Committee was of opinion that the Pakistan Government should make every effort to promote (a) fundamental, as well as (b) scientific and industrial research in Pakistan.

18. Fundamental research being primarily the concern of Universities and other educational and research institutions should be organised by the Education Departments of the Central and Provincial Governments. The Committee wished to point out that the existing facilities for fundamental research in Pakistan were inadequate, and must, therefore, be strengthened and expanded immediately by adopting the following measures:—

- (a) making adequate research grants to various universities and institutions engaged in fundamental research;
- (b) instituting research Fellowship and scholarships;
- (c) appointing eminent scientists, if necessary, from outside, for guiding research, and
- (d) by providing facilities to scientific staff of the existing scientific and research institutes to go abroad and obtain specialised training in research.

19. With regard to the promotion of scientific and industrial research, the Committee recommended that a Council of Scientific and Industrial Research should be set up by the Central Government with the object of promoting, fostering, planning, financing and supervising scientific and industrial research with a view to utilising the economic resources of the country to the fullest possible extent.

20. As scientific and industrial research hinged on all aspects of life and concerned various Ministries of the Government, it was suggested that the Council be attached to the Hon'ble the Prime Minister's Department and that its composition and constitution should be worked out by an *ad-hoc* Committee of experts.

21. The Committee was of opinion that the proposed Council of Scientific and Industrial Research, soon after its establishment should draw up plans for the establishment of National Laboratories and Technical Institutes in Pakistan.

22. Government should establish Scientific Liaison Offices in U. K. and U. S. A. and other foreign countries as funds permitted.

*Scientific Research and Technical Education Committee of the  
Pakistan Educational Conference.*

The report of the Scientific Research and Technical Education Committee of the Pakistan Educational Conference was presented at the Plenary Session of the Conference on 30th November 1947 by Dr. Nazir Ahmad, Chairman of the Committee and its recommendations were adopted.

A joint meeting of the Committees on University Education and Primary and Secondary Education took place at 12 (noon) on the 29th November, 1947. Mian Afzal Husain was elected Chairman.

- (i) The Committees recommended that an Advisory Board of Education for Pakistan be formed and a Committee be set up to frame its constitution, etc.
- (ii) The Committees recommended that Urdu must be taught as a compulsory language in Schools, it being understood that the Provincial Governments concerned will determine the medium or media of instruction at the School stage. Urdu, however, should be increasingly and progressively adopted as the medium of instruction in the educational system of Pakistan.
- (iii) The Committees recommended that the widest possible use of Educational broadcasts and also Educational films should be made at all stages of Education.

A joint meeting of the University Education Committee, Cultural Contacts Committee, and the Scientific Research and Technical Education Committee was convened to consider the proposal to establish an Academy for Pakistan.

Dr. Malik proposed and Prof. Haleem seconded the name of Mr. Justice Tyabjee for the Chairmanship of the Session. It was unanimously agreed to.

At the outset, the Secretary of the Cultural Contacts Committee and the Chairman of the Scientific Research and Technical Education Committee acquainted the meeting with the general discussion which took place in their respective Committees on the proposal. Dr. Nazir Ahmad pointed out that the Scientific Research and Technical Education Committee was in favour of having a Science Academy as distinct from an Arts Academy.

After a good deal of discussion in which Messrs. Suhrawardy, Malik, I. H. Qureshi, Bukhari, Haleem and others participated, the meeting adopted the following resolutions:—

“This Joint Session of the three Committees could not attain unanimity in the matter of the setting up of one single Academy and

agreed to record that the Scientific Research and Technical Education Committee were unanimously of the opinion that a separate Pakistan Science Academy should be established as distinct from an Arts Academy, but that other members attending the Joint Session were in favour of having one Academy only."

Recommended that the Chairman of the Educational Conference be empowered to appoint a non-official body, with himself as its Chairman, to be known as the Foundation Body to draft the constitution of the Academy and to devise ways and means for raising funds for the purpose."

A joint meeting of the Committees on University Education, Primary and Secondary Education and Women's Education was held at 10-30 A.M. on the 29th November, 1947 to consider the supplementary agenda. Mian Afzal Husain was elected Chairman. The following recommendations were made:—

- (i) The educational system in Pakistan should be inspired by Islamic ideology emphasising among many characteristics those of universal brotherhood, tolerance and justice. (Dr. Mahmud Hasan wished to record his dissent).
- (ii) Religious instruction should be compulsory for Muslim students in Schools. Attendance at religious instruction should be compulsory for Muslim students in Colleges. The same facilities may be provided for other communities in respect of their religions should they so desire.
- (iii) The question of integration of the elements of education is to some extent covered by the above two recommendations.
- (iv) Physical training should be compulsory at the school stage with special emphasis on such activities as Scouting, Military Drill, Rifle Clubs, Mountaineering, etc. Provision be made in the Universities and Colleges.
- (v) The students may be selected according to their aptitude and advised to pursue the type of education for which they may be found suitable. However, the principles and methods of selection need careful examination and the question may be considered in detail by the authorities concerned.

#### RESOLUTIONS ON JOINT COMMITTEE RECOMMENDATIONS.

The Conference then took up the recommendations of the joint meetings of various committees in respect of the subjects which had been referred to them.

(A) Joint meeting of the committees on University Education and Primary and Secondary Education:—

*Chairman.*—Mian Afzal Husain.

*Secretary.*—Dr. Akhtar Husain.



- (i) The conference was of opinion that the words "and a committee be set up to frame its constitution, etc." should be deleted from the recommendation under reference. The resolution in its adopted form says: "Resolved that an Advisory Board of Education for Pakistan be formed."
- (ii) The conference discussed the implications of the problem and the recommendations of the committees in this behalf at great length. The delegates were unanimously of opinion that Urdu should be recognised as the lingua franca of Pakistan and that steps should be taken to ensure adequate facilities for its teaching and learning in the educational institutions of the country. It was pointed out that the introduction of Urdu as a compulsory language would be a natural corollary to its acceptance as the national language of Pakistan.

While some delegates maintained that it should be taught right from the beginning of the school stage so as to increasingly and progressively adopt it as the medium of instruction in the educational system, others maintained that it would be educationally unsound, particularly when the mother-tongues were sufficiently developed. They held that the mother-tongues could flourish and develop side by side with the lingua franca and one need not throttle the growth of the other. Ultimately, the Conference unanimously adopted the following resolution:—

"This conference recommends to the Constituent Assembly that Urdu should be recognised as the lingua franca of Pakistan.

Resolved that Urdu must be taught as a compulsory language in Schools, the stage of its introduction in the Primary Schools being left to the decision of the Provincial and States Governments. The Provincial and States Governments concerned will determine the medium or media of instruction at the school stage."

- (iii) The conference adopted the recommendations of the Committees regarding educational broadcasts and resolved that the widest possible use of educational broadcasts and also educational films should be made at all stages of education.

(B) Joint meeting of the Committees on University Education, Cultural Contacts and Scientific Research and Technical Education:—

*Chairman.*—The Hon'ble Mr. Justice Tyabji.

*Secretary.*—Mr. C. H. Sheikh.

- (i) The conference took cognizance of the fact that while certain members were suggesting the establishment of a separate Academy for Science as distinct from the Arts Academy, others were aiming at an all-embracing high-

power Academy like the French Academy which should have an authoritative and directive voice in the sphere of cultural and scientific activity. The conference unanimously adopted the proposal for the establishment of a single Pakistan Academy and resolved that a small committee with the chairman of the conference as its chairman and Dr. Nazir Ahmed and Mr. Shahid Suhrawardy as members should be immediately set up to draft the constitution and devise ways and means for raising funds for the purpose. This committee is to be known as the Foundation Committee of the Academy.

(C) Joint meeting of the Committees on University Education, Primary and Secondary Education and Women's Education:—

*Chairman.*—Mian Afzal Husain.

*Secretary.*—Dr. Akhtar Husain.

- (i) The conference emphasised the fact that the educational activity of Pakistan must bear the imprint of its distinctive national character. This could be done by accepting the conception of Islam as a humanitarian philosophy of life, divorced from any racial or geographical bias, giving due regard to the claims of minorities living within Pakistan. It was pointed out that while the recommendation before the conference, on the one hand, accepted the majority view that its educational thought should draw inspiration from Islam, it also met the wishes of the minorities by stressing some of the fundamental principles of Islam which were the hallmarks of progressive humanity also. The Hon'ble Mr. Mandal and Mr. Gibbon fully associated themselves with the recommendation of the Committee. The conference, therefore, unanimously resolved that the educational system in Pakistan should be inspired by Islamic ideology emphasising among many of its characteristics those of universal brotherhood, tolerance and justice.
- (ii) The conference felt that many social evils of modern life were due to the neglect of spiritual and moral values and no programme of social reconstruction would serve any purpose if it did not take into account the vacuum in the human soul. Moreover, the recommendation under reference, was a necessary adjunct of the previous resolution. The conference also pointed out that many western countries which had been experimenting with new educational ideas, had realised the importance of religious instruction and introduced it as a compulsory subject in the School syllabus. It was realised that the college students would be sufficiently conversant with the subject and need not be examined in it although it would be desirable to enforce their attendance in the appropriate class. It was also felt that the recommendation made

reflected the unanimous wish of the Muslim community. At the same time, the conference took the view that in consonance with the principle of cultural autonomy for minorities, it was for other religious communities in Pakistan to decide whether they would also like to make similar provision for their students. The conference, therefore, resolved that religious instruction should be compulsory for Muslim students in Schools. Attendance at religious instructions should be compulsory for Muslim students in colleges. Similar facilities might be provided for other communities in respect of their religions should they so desire.

- (iii) The conference thought that education must fight against the disintegration of personality in the modern world. A well-balanced educational system must do away with the compartmental concept of education and should so frame its curricula, syllabuses etc. as to encourage the integration of various elements of education.
- (iv) The conference realised that the spiritual, mental and physical sides of the student's life must develop in harmony with each other. One of the vices of the current educational system is the undue balance on class-room book-learning, with the result that the average student neglects his physique and presents a sickly and weak personality. The main task of modern education is the training for citizenship, and no good citizen dare neglect his physical health. These principles must be emphasised at the school stage and adequate training in physical culture be imparted. The college student, who is growing into a mature citizen, must know how to defend the hard-won freedom of his State, and, accordingly, should get compulsory military training. The conference expressed the view that such provision had been made in many countries of the West and the East, and their recommendation was merely filling in a gap in the life of the individual. Accordingly, it was resolved that physical training should be compulsory at the school stage with special emphasis on such activities as Scouting, Military Drill, Rifle Clubs, Mountaineering, Swimming, etc. Provision of compulsory military training should be made in the Universities and Colleges.
- (v) The conference took into account the fact that the main consideration for admission in most institutions of the country was the ability to pay the fees and very little had been done to check the influx of unsuitable students in a given subject or the encouragement of deserving but poor students. A modern educational system must measure the aptitude of the individual student and guide him to the profession or the vocation for which he is suited. This is the only way to pool and enrich the collective material

at the disposal of Society. Selection must be made on rational and scientific lines, and although the provision of an efficient machinery for this purpose may be costly and arduous, the principle should be accepted and a beginning made. The conference, therefore, accepted the recommendation of the committees and resolved that the students should be selected according to their aptitude and advised to pursue the type of education for which they might be found suitable. However, (the resolution goes on to say) the principles and method of selection need careful examination and the question may be considered in detail by the authorities concerned.

### *New Resolutions:*

After the consideration of the reports of the Committees had been concluded, the conference discussed and passed the following resolutions:—

1. "This conference wishes to make it clear that the words 'Scheduled Castes' used in this report have been used only in the legal sense, but otherwise would recommend to the Constituent Assembly that a more appropriate nomenclature signifying the absence of any class distinctions in Pakistan should be coined and adopted in the new constitution" (Moved by Dr. Nazir Ahmad).
2. "This Conference is of opinion that a scheme should be prepared by the Education Division of the Ministry of Interior for the establishment of a National Library and Museum." (Moved by Dr. Nazir Ahmad).
3. "This conference requests the Pakistan Central Government to establish a Historical Records and Archives Commission for Pakistan." (Moved by Dr. I. H. Qureshi).
4. This conference recommends the establishment of a Central Institute of Islamic Research for the purpose of organizing and stimulating Islamic Research with special emphasis on the needs of modern society." (Moved by Nawab M. A. Gurmani.)

### *Conclusion:*

Winding up the proceedings of the conference on the 1st December, 1947, the Chairman said:—

"Ladies and Gentlemen: It now remains for me to perform my last duty as Chairman of this conference and that is the very pleasant duty of thanking you sincerely on my own behalf as also on behalf of the Government for coming to this conference at considerable personal inconvenience and in participating in the conference. I need hardly assure you how greatly I value your advice which will now enable me to formulate definite policies on which.

a programme of educational reconstruction for the whole of Pakistan could be based. I deeply regret that the time at our disposal was not sufficient to enable me to afford greater scope for discussion, because I know how fundamental are some of the problems which we have considered and how far-reaching are their implications. We have, nevertheless, arrived at certain conclusions which, when implemented, will bring about the much-desired change in our educational system. In that sense I can say without any fear of contradiction that this conference constitutes the first important land-mark in the history of our new State.

I would like to offer my special thanks to the lady delegates who have brought a commendable freshness of mind and a spirit of enthusiasm to bear on the task of female education. I would also like to thank the officers and staff of the Education Division for having worked so hard in organising this conference.

In the end, I thank you once again for your co-operation and wish you a happy journey back to your homes."

The conference concluded its deliberations with a vote of thanks to the chair by Professor A. B. A. Haleem, Vice-Chancellor, Sind University, on behalf of the delegates.

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### RESOLUTIONS OF THE CONFERENCE.

1. *Inter-University Board*.—Resolved that an Inter-University Board of Pakistan be formed and its constitution, functions, etc., be as recommended in the body of the report of the University Education Committee.

2. *Advisory Board of Education*.—Resolved that an Advisory Board of Education for Pakistan be formed.

3. *Lingua Franca and Medium of Instruction*.—This conference recommends to the Constituent Assembly that Urdu should be recognised as the Lingua Franca of Pakistan.

4. Resolved that Urdu must be taught as a compulsory language in schools, the stage of its introduction in the primary schools being left to the decision of the Provincial and States Governments. The Provincial and States Governments concerned will determine the medium or media of instruction at the school stage.

5. *Educational Broadcasts and Educational Films*.—Resolved that the widest possible use of educational broadcasts and also educational films should be made at all stages of education.

6. *Pakistan Academy*.—Resolved that a single Pakistan Academy be formed and a small committee with the chairman of the Conference as its chairman and Dr. Nazir Ahmad and Mr. Shahid Suhrawardy, as members should immediately be set up to draft the constitution and devise ways and means for raising funds for the purpose. This Committee is to be known as the Foundation Committee of the Academy.

7. *Ideological Basis of Education.*—Resolved that the educational system in Pakistan should be inspired by Islamic ideology emphasising among many of its characteristics those of universal brotherhood, tolerance and justice.

8. *Religious Instruction.*—Resolved that religious instruction should be compulsory for Muslim students in schools. Attendance at religious instruction should be compulsory for Muslim students in colleges. The same facilities may be provided for other communities in respect of their religions should they so desire.

9. *Physical Training and Military Training.*—Resolved that physical training should be compulsory at the school stage with special emphasis on such activities as Scouting, Military Drill, Rifle Clubs, Mountaineering, Swimming, etc. Provision of compulsory military training should be made in the Universities and Colleges.

10. *Adoption of Selective Principles.*—Resolved that the students should be selected according to their aptitude and advised to pursue the type of education for which they might be found suitable. However, the principles and methods of selection need careful examination and the question may be considered in detail by the authorities concerned.

11. *Use of the words "Schedule Castes".*—Resolved that the words "Schedule Castes" used in the deliberations of the Conference have been used only in the legal sense; but, otherwise, this conference would recommend to the Constituent Assembly that a more appropriate nomenclature signifying the absence of any class distinctions in Pakistan be coined and adopted in the new constitution.

12. *National Library and Museum.*—Resolved that a scheme should be prepared by the Education Division of the Pakistan Government for the establishment of a National Library and Museum.

13. *Historical Records and Archives Commission.*—Resolved that the Pakistan Central Government should be requested to establish a Historical Records and Archives Commission for Pakistan.

14. *Central Institute for Islamic Research.*—Resolved that a Central Institute of Islamic Research be established for the purpose of organising and stimulating Islamic Research with special emphasis on the needs of modern society.

15. *Adult Education.*—(i) Resolved that in order to attain a grade of general education a beginning should be made with introducing literacy among the masses and if possible simultaneously supplemented with such devices as broadcasting, magic lantern slides, gramophone records, documentary films and other scientific methods.

(ii) Resolved that when the Central Advisory Board of Pakistan comes into being it should have a special section dealing with the problems of Adult Education. Adult Education should be regarded as the prime interest of the Provinces and States and they

should take early steps to introduce mass literacy in their respective areas.

(iii) Resolved that the Provincial Governments and the States which have acceded to Pakistan should survey the existing facilities of Adult Education in their respective areas to provide a complete picture of the work being done in this connection.

(iv) Resolved that Provincial and States Governments should introduce special classes for the training of adult school teachers in their Training Colleges and normal schools. College students should be encouraged to take part in the mass literary campaign, and should be trained for this purpose.

(v) The Conference is of opinion that the cause of Adult Education is suffering from a lack of special literature suitable for adult schools. The introduction of the Roman script has been considered but it is resolved that a suitable programme should be evolved, the detailed working of which should be left to the Provincial and States Governments which should take early steps to introduce text-books, charts and pamphlets for use in adult education centres.

(vi) Resolved that the existing school buildings, their equipment and staff should be used for the Adult Education Centres.

16. *Primary and Secondary Education.*—(i) Resolved that free and compulsory primary education be introduced for a period of 5 years which should be gradually raised to 8 years.

(ii) Resolved that the question of levying a special tax to finance the scheme be left to the Provincial and States Governments to decide.

(iii) Resolved that the various stages of education should begin and close as follows:—

(a) Pre-primary	..	..	3—6 years.
(b) Primary	..	..	6—11 years.
(c) Middle	..	..	11—14 years.

(iv) Resolved that the recommendation with regard to the duration of the secondary stage from 14 to 17 years be referred to the proposed Inter-University Board.

(v) Resolved that the Provincial and States Governments should take necessary steps to ensure the proper training, and adequate salaries of teachers and the adoption of short-term courses be considered with a view to raising the large number of teachers required for a system of compulsory education.

(vi) Resolved that research sections be added to training institutions for the study of special problems relating to teaching.

(vii) Resolved that the Provincial and States Governments be asked to take steps to bring the madrassahs into line with the existing system of general education.

17. *Women's Education.*—(i) Resolved that the Education Departments of the various Provinces and States in Pakistan should survey and collect all factual statistical information about the present facilities available for various grades of Women's education in their respective Provinces.

(ii) Resolved that the primary schools could be co-educational or otherwise according to the local needs.

(iii) Resolved that separate schools for girls be provided at the secondary stage and domestic science and home-nursing should be introduced as compulsory subjects in the curriculum.

(iv) Resolved that the first-aid, home-nursing and hygiene be made compulsory in the higher stages of secondary education.

(v) Resolved that, as far as practicable, separate colleges be established for girls.

(vi) Resolved that two women's medical colleges, one in the Eastern and one in the Western Pakistan, be started as soon as possible.

(vii) Resolved that more educational facilities in the form of scholarships, properly equipped boarding houses and conveyances be provided for women students.

(viii) Resolved that the Governments of the various Provinces and States of Pakistan should make an all-out effort to enlist the active help and co-operation of the public and especially of the industrialists, businessmen and the zamindars in establishing adult literacy centres for women both in towns as well as in the rural areas and they should also be persuaded to earmark a certain percentage of their profits towards the establishment and maintenance of such centres for their women employees and tenants.

(ix) Resolved that the free use of teaching aids like cinema, radio, circulating libraries be greatly encouraged for adult literacy campaign.

(x) Resolved that Adult Literacy Campaign Boards be established and maintained in each Province and State and their financial liabilities be borne by the respective Governments.

(xi) Resolved that 50% of the amount allotted for adult education be spent on adult literacy centres for women.

(xii) Resolved that Government should grant liberal stipends and scholarships for girls desiring to take up courses in subjects like nursing, commerce, radio engineering, etc., and thereby encourage vocational training among women.

(xiii) Resolved that a sufficient number of first-rate Teachers Training Institutes for Women be established by Government at the various educational centres of Pakistan for imparting special training in the teaching of nursery and primary classes.

(xiv) Resolved that all the nursery and pre-primary schools be staffed entirely with properly trained women teachers.



(xv) Resolved that Government should encourage the establishment of "Industrial Homes" where women could receive training in various types of vocations to enable them to earn their livelihood.

(xvi) Resolved that women experts be appointed on the Joint Committee to draw up the syllabi for secondary, high school and University education.

(vii) Resolved that Universities be required to consider the question of starting the University Nursing Training Corps.

(xvii) Resolved that Universities be requested to consider the question of starting a University Officers Corps for Women.

18. *Survey of Technical Education.*—Resolved that a Special Officer should be appointed by the Government of Pakistan, Education Division, for a period of three months, in the first instance, to visit technical institutions and collect necessary data, which would be classified and co-related. The Special Officer should prepare a questionnaire with expert advice and get the replies on the spot from different institutions in the Provinces and States. The officer should include Agricultural Colleges in this survey.

19. *Technical Education Council.*—Resolved that a Council of Technical Education for Pakistan be established. The Council shall consist of the following official and non-official members:—

- (i) Chairman to be nominated by the Government.
- (ii) Four representatives of the Ministries of Industries, Education, Communications and Agriculture.
- (iii) Two members of the Constituent Assembly.
- (iv) Two representatives of the States acceding to Pakistan elected by themselves by rotation.
- (v) Four representatives of Industry and Commerce to be nominated by Associations from Eastern and Western Pakistan.
- (vi) Two representatives of Labour.
- (vii) Two Headmasters of Technical Institutions representing Eastern and Western Pakistan, one each.
- (viii) Two Principals of Technical Institutions in Eastern and Western Pakistan, one each.
- (ix) One representative of each of the three Universities.
- (x) Two nominees to be appointed by Government to represent any other interest.
- (xi) One representative each of the Provincial Governments:—
  - (a) West Punjab.
  - (b) Sind.
  - (c) N.-W. F. P. and

The following will be the objects of the Council:—

- (1) To advise the Government of Pakistan on matters relating to the advancement of Technical Education at all stages.
- (2) To survey the existing facilities for technical education in Pakistan, especially in the higher stages and suggest ways and means of making up the deficiencies in as short a time as possible resulting from the partition of India.
- (3) To prepare a comprehensive scheme for the re-organisation and development on modern lines of Technical education in all its aspects suited to the economic needs of the country and the peculiar genius of the people of Pakistan.
- (4) To draw up a five years scheme for the training of scholars at home and abroad in technical subjects and suggest ways and means of implementing that scheme.

20. *Overseas Scholarships Scheme.*—(i) Resolved that the Overseas Scholarships Scheme should be continued, but that the question should be examined in the light of the data which is being collected with regard to the needs and deficiencies of the Central, Provincial and States Governments and Universities by the Scientific Man-Power Committee, appointed by the Government of Pakistan. Resolved further that (a) the needs of the various Governments, Central, Provincial and States should be ascertained afresh in view of the situation created by the partition of India, and (b) that the question of making fresh awards should be entrusted for careful examination to an *ad-hoc* Committee, consisting predominantly of experts and representatives of Government Departments, and that similar committees be set up in the Provinces and States for the purpose.

(ii) Resolved that Government Agencies, while placing orders for machinery or for supplies in foreign countries, should embody in the terms of contract a condition to the effect that a certain number of students would be trained in these countries.

(iii) Resolved that selection of scholars for overseas training should be made by the Public Service Commission who should associate Government Departments and Provincial and States Government representatives in the selection.

21. *Scientific Research.*—Resolved that a Council of Scientific and Industrial Research should be set up by the Central Government with the object of promoting, fostering, planning, financing and supervising scientific and industrial research with a view to utilising the economic resources of the country to the fullest possible extent.

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*Scheduled Castes and Backward Classes Education Committee.*

22. *Scheduled Castes Scholarship Scheme.*—Resolved that—

(i) The boys of all communities in Pakistan should study in common schools but in view of the backwardness and poverty of the

Schedule Castes, special facilities in the nature of liberal fee exemption and substantial stipends be provided to talented students to enable them to acquire higher technical education.

(ii) The Scheduled Castes Scholarship Scheme should be continued.

(iii) The scheme should, for the time being, be run by the Central Government. The position should be reviewed when the constitution of the Dominion has been drawn up.

(iv) A Scheduled Castes Scholarship Board be set up of which the Educational Adviser to the Government of Pakistan should be the Chairman. The Hon'ble Minister for Education may appoint two members of the Scheduled Castes community to serve on this board and also two eminent educationists. One of the officers of the Education Division, Ministry of the Interior, should act as Member-Secretary of this Board.

### 23. *Education of Backward Classes.*—Resolved that—

(i) In view of the educational backwardness of the tribal people residing in the different provinces of the Dominion of Pakistan, the Central Government of Pakistan should appoint an educational survey committee for each province separately. This committee, should in co-operation with the Education Department of the Province or State concerned make a comprehensive survey of the possibilities of educational uplift of the tribal people and recommend ways and means for introducing free primary education and also should undertake the task of surveying the possibilities of opening art, crafts and technical schools for the tribal people so as to make them self-sufficient and useful citizens of Pakistan.

(ii) The Central Government of Pakistan should depute technical and educational experts to survey the possibilities of technical education suitable to the genius of the nomadic tribes residing in Baluchistan and Baluch Tribal areas. Special educational facilities should be provided for these people by opening itinerant schools for them. Young men from each tribe should be offered substantial scholarships so as to induce them to join special teachers' training course. After training, these trained teachers should be attached to each tribal group to which they belong to impart education to the children of their tribal group. Religious instruction should also form part of the syllabus.

(iii) The Central Government of Pakistan should also chalk out a scheme of awarding scholarships, to deserving students from the tribal areas in consultation with the educational survey committee.

### 24. *Cultural Relations.*—Resolved that—

(i) The Dominion of Pakistan should apply for the membership of the UNESCO.

(ii) A scheme for the exchange of students and teachers between the Dominion of Pakistan and other countries should immediately be formulated by the Education Division of the Ministry of Interior.

(ii) The idea of exchange of literature between this Dominion and foreign countries should be encouraged.

(iv) The Government of Pakistan should publicise the field of educational and cultural studies which exist in the Dominion of Pakistan which might attract foreign students and teachers to come to Pakistan for the sake of establishing cultural contacts and studies. At present Pakistan could widely publicise the following four subjects for foreign studies:—

- (1) Agricultural studies.
- (2) Studies in irrigation.
- (3) Archaeological and historical studies and
- (4) Studies of different languages in the Dominion of Pakistan, e.g. Urdu, Pushtu, Punjabi, Sindi, Bengali, etc.

(v) The Central, Provincial and States Governments of Pakistan should immediately undertake the work of collecting, preserving and cataloguing of all documents and records and books of academic, historical, scientific and cultural interest in Pakistan which should ultimately be given wide publicity in foreign countries in order to indicate what material for study and research is available in the Dominion.

(vi) The following two categories of teachers should be exchanged between this Dominion and foreign countries:—

- (a) teachers in the status of advanced students for sociological, scientific, humanistic and linguistic studies,
- (b) teachers to teach in foreign countries as experts in their own particular subjects,
- (c) exchange of educationists between Pakistan and other countries should also be encouraged.

(vii) The Government of Pakistan should endeavour to contact foreign countries and their institutions through our Embassies and Universities and ascertain from them the type of books, periodicals and other literature which each country would like to take from Pakistan in exchange of their own literature and periodicals. To achieve this aim the Education Division of the Government of Pakistan should immediately undertake the compilation of suitable lists of Pakistan publications together with names of publishers and publicise these in foreign countries.

(viii) The Education Division of the Government of Pakistan and the Provincial and States Governments should undertake the task of getting standard foreign books on various subjects translated into the various languages of Pakistan and in the same way should see that standard books in Pakistan are also translated into foreign languages.

(ix) The Government of Pakistan should encourage and help in the formation of cultural associations like Pakistan-Iran Association, Pakistan-Arab Association, Pakistan-Indonesia Association, Pakistan-Afghanistan Association and Pakistan-Turkey Association.

It is further resolved that these Associations should be consulted when the question of exchange of teachers and students is taken up by the Government of Pakistan.

(x) The Universities of Pakistan be helped by the Central and Provincial Governments to provide facilities for the teaching of suitable foreign languages like German, French, Russian, Arabic, Persian, Chinese, Turki, Hindi, Sanskrit and Burmese. It is further resolved that each of these foreign languages should, as far as possible, be taught by the national of those countries.

(xi) That the Government of Pakistan should establish cultural contacts with foreign countries by sending Pakistan Cultural Missions composed of eminent scholars to the Middle East Countries, Indonesia, China, etc.

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## MEMORANDA CIRCULATED TO THE DELEGATES OF THE CONFERENCE WITH THE AGENDA.

### APPENDIX A.

Item 1: To consider the desirability of setting up an Advisory Board of Education for Pakistan.

The Government of India Act, 1919, transferred the responsibility for education to the Provinces. Since then, education has remained a transferred subject. Nevertheless, the need for a co-ordinating agency, which should bring official and non-official educationists together and afford them frequent opportunities of exchanging views and information has always been felt. It was in response to such a demand that a Central Advisory Board of Education was created in 1920 by the then Government of India. The educational scene has considerably changed between the two wars. Attempts and experiments are being made everywhere to reconstruct educational systems and integrate them with the social and spiritual life of the people. In the subcontinent comprising Pakistan and India, schemes are on the anvil to enlarge all-round educational facilities. While the autonomy of the Provinces in the field of education is recognised, the Government of Pakistan are prepared to play their part in the urgent task of educational reconstruction. It is felt that the establishment of an Advisory Board will be of considerable help to the Central and Provincial Governments in the formulation of their educational policy and programme. The system of education in vogue in different parts of the subcontinent, especially in Pakistan, has revealed the need for urgent reform. In particular, the loss of almost all special institutions consequent on the division of India and the need for rapid educational development, provision of scientific research and technical education as necessary adjuncts of industrial expansion, call for close coordination in the educational field. It is hoped that the establishment of an Advisory Board will go a long way towards securing expert advice on all educational matters and will also provide an effective link between the Government and the public as far as education is concerned.

2. It is for the Conference to advise on the functions and constitution of the proposed Advisory Board. In this connection a reference to the functions and the constitution of the Central Advisory Board of Education (India) may be useful. The Government of India Resolution No. F.122-3/35-E, dated the 8th August, 1935, laid down the following functions and constitution for the Board:—

#### *Functions:—*

- (a) To advise on any educational question which may be referred to it by the Government of India or by any Local Government.
- (b) To call for information and advice regarding educational developments of special interest or value to India; to

recommendations to the Government of India and to Local Governments.

*Constitution :—*

- (i) The Hon'ble Member in charge of the Department of Education.
- (ii) The Educational Adviser to the Government of India.
- (iii) Twelve members to be nominated by the Government of India of whom four shall be women.
- (iv) Two members of the Council of State elected by the Council of State.
- (v) Five members of the Legislative Assembly elected by the Legislative Assembly.
- (vi) Three members of the Inter-University Board, India nominated by the Inter-University Board, India.
- (vii) The Education Minister of each Province or his nominee.
- (viii) The Director of Public Instruction of each Province or a nominee of the Provincial Government.
- (ix) Five members to be nominated by the Government of India in consultation with the Crown Representative to represent the Indian States.

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

The Central Advisory Board usually meets once a year in the month of January. Its meetings rotate alternately between the Provinces and the States, the venue in each case depending on the acceptance of a formal invitation from the Government concerned.

The Board, at its discretion, sets up Sub-Committees to consider which meet on the eve of the annual meeting of the parent Board :—

- (a) Primary Education Committee.
- (b) Secondary Education Committee.
- (c) Further Education Committee.
- (d) Women's Education Committee.
- (e) General Purpose Committee.

Committee (a) deals with all matters affecting primary and pre-primary education including basic education. Committee (b) deals with all matters affecting the middle and High School stages of education. Committee (c) deals with matters affecting technical, commercial, art education and adult education generally. Committee (d) deals with Women's education. Committee (e) deals with matters not covered by the terms of reference of the other Standing Committees.

The Board, at its discretion, sets up Sub-Committees to consider such items of the agenda as require detailed examination. The reports of these committees are submitted to the main Board at its next

3. In case the conference is in favour of recommending the establishment of an Advisory Board of Education for Pakistan, the following points may be taken into consideration:—

1. Terms of reference.
2. Constitution.
3. Frequency of meetings and venue.
4. Administrative machinery.

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#### APPENDIX B.

Item 2: To consider the desirability of establishing an Inter-University Board of Pakistan, its functions and allied matters.

The need for reform, re-organization and co-ordination of the Universities of the Indian sub-continent has been stressed again and again by educationists. Most of these Universities were modelled on the original conception of the London University. Their main function was to conduct examinations for a number of affiliated colleges. In recent years, some of the Universities have undertaken teaching responsibilities and have provided residential accommodation for students. But the paramount importance of University education in the educational life of the people still awaits due recognition. The over-emphasis on examinations, lack of contacts between students and teachers, neglect of research work, financial difficulties, the intermittent problems of unemployment among those who come out of the Universities and the permanent problem of the large proportion of failures in examinations—these are some of the many features of University education which have come in for constant criticism. The Hunter Commission of 1882, the Universities Commission of 1902, the Sadler Commission of 1919, and the Hartog Committee of 1927 have one and all urged the reform of the Indian Universities in these respects. They were also of opinion that the task of reform and re-organisation would become easy if there was proper co-ordination among the Universities. Without violating the principle of autonomy, the Universities can help each other in the way of equivalence of degrees and diplomas, standardization of curriculum and syllabus, and exchange of students and professors. Instead of each moving within its own groove and duplicating and overlapping what others are doing, all can supplement and complement each other's activities.

The formation of the Inter-University Board in 1925 was a welcome step in the direction of co-ordination. The Board consists of all the Vice-Chancellors or their nominees and meets once a year in different places. Till 1946, it had an Honorary Secretary but since then, has engaged a paid Secretary. The meetings of the Board provide an opportunity for exchange of views and information. But the following extracts from the Report of the Central Advisory Board of Education on Post-War Educational Development in India throws interesting light on the true state of affairs of the Board:—

“Though this Board (i.e. Inter-University Board) has been



does not possess the authority which would enable it to co-ordinate University development in the way or to the extent which a national system will require. It is not within its competence to insist on the raising of standards where this is obviously required or on the establishment of the conditions of services including remuneration, which are necessary to secure teachers of requisite calibre. Nor is it able to restrain unhealthy and uneconomic rivalry between Universities in regard to the new developments, to prevent the creation of new Universities, the need for which has not been established or to counteract the Provincial outlook which puts obstacle in the way of students seeking facilities for study which are not available in their own areas. Above all, it is not vested with any power of the purse."

2. In view of what has been said above, the need for effective liaison among the Universities of Pakistan and co-ordination in their activities is imperative. There are only three Universities in Pakistan, those of Dacca, Punjab and Sind. Out of these three, the University of Sind is yet an infant and the University of the West Punjab is in process of re-organization as a consequence of the partition of the Punjab. It is, therefore, in their own interest that they should draw closer and try to complement each other's activities. There are very few Scientific, Research and Technical Institutions in Pakistan. While the establishment of such new institutions will take some time, the expansion of existing facilities in the Universities can be of considerable help in meeting the immediate difficulties.

3. It is for the conference to recommend the shape of the co-ordinating agency for the Pakistan Universities. Whether it is a permanent Board or a Standing Committee of the proposed Advisory Board of Education for Pakistan, it is for consideration whether its terms of reference should not be precise and wide so that the task of re-organization and co-ordination can go unhampered. It is suggested that the functions of the Board may include:—

- (i) Exchange of information and views among the Universities of Pakistan.
- (ii) Liaison with foreign Universities.
- (iii) Encouragement of private endowments.
- (iv) Removal of inter-provincial barriers and inter-university competition.
- (v) Periodical visits to Universities with a view to co-ordinating their activities.
- (vi) Equivalence of degrees and diplomas.
- (vii) Standardization of curricula and syllabi.
- (viii) Interchange of staff and students.
- (ix) Co-ordination of facilities for Scientific and Industrial Research.

## APPENDIX C.

Item 3: To consider ways and means of promoting scientific research.

1. The report of the Industrial Research Planning Committee (India) published in February, 1945, states:—"India has made some progress in research since World War I, but she lags far behind such countries as the U. K., Germany, U. S. A., Japan and the U.S.S.R. During the two decades which have since followed a number of research organizations have been set up in India, while the scope and activities of many pre-existing institutions have been broadened. It is admitted, however, that to bring research up to the level of the advanced countries India has yet a considerable leeway to make up." If this was the position of India relative to other countries in regard to scientific research in 1945, the position of the areas constituting Pakistan was much poorer then, and has continued to worsen, as will be shown presently. The Industrial Research Planning Committee has given in its report a list of 87 Research Institutions, Government Departments, Colleges, etc., which were engaged in research activities. On going through this list it is found that only 6 of these institutions were in the Pakistan areas, and these consisted mostly of College and University laboratories, while none of them came up to the standard of the big institutes like the Forest Research Institute, the Veterinary Research Institute, Public Health Laboratory, Haffkine Institute, Ordnance Laboratories, Radio Research Laboratories etc. financed by the Central or Provincial Governments; which all happened to lie with the Indian Dominion. The Council of Scientific and Industrial Research, which was established in India in 1942, has been instrumental in establishing 5 large laboratories at an estimated cost of about Rs. 1.5 crores, and by a curious set of circumstances none of these laboratories was established in the areas which today constitute Pakistan. The National Physical Laboratory is established at Delhi, the National Chemical Laboratory at Poona, the National Metallurgical Laboratory at Jamshedpur, the National Fuel Research Station at Dhanbad and the National Glass and Ceramic Laboratories at Calcutta. In addition, it is the intention of the Government of the Indian Dominion to establish several new research institutions such as High Grade Technological Institutes, National Road Research Laboratory, National Building Research Laboratory, Leather Research Institute, etc. These laboratories and institutions, already in existence or about to be established, will play an extremely important and valuable role in building up the economy of the Indian Dominion, which will go on becoming stronger and stronger as compared to Pakistan unless the latter Dominion also promotes scientific research on an adequate scale.

2. Apart from these institutions which are established for special purposes, it is the practice in all advanced countries to utilise the laboratories attached to Universities and colleges for undertaking research on specific problems. For example the Council of Scientific and Industrial Research in India and British Scientific and

Industrial Research in U. K. give grants to Universities for this purpose. Even in this respect the position in Pakistan is extremely unsatisfactory as compared with the Indian Dominion. Out of a total of 21 Universities, only three Universities exist in Pakistan, namely, the Universities of Punjab, Sind and Dacca. The equipment of scientific laboratories attached to these Universities is generally poor, therefore, their potentialities for carrying out scientific and technical research with the present equipment and staff are small.

3. Scientific research has today come to play a vital part in the economy of a State and the welfare of its people. It not only provides the agency by which the agricultural forest and mineral resources of a State can be fully developed but also the means by which new industries exploiting these resources can be brought into existence. It is indispensable for finding new uses for raw materials and their by-products, for discovering bottle-necks in production, for increasing output and efficiency and for the standardization of raw materials and finished products. If Pakistan is to improve its agriculture, develop its industries, exploit its resources and raise the standard of life of its people, it would be absolutely necessary for it to dovetail a plan of scientific research in its general plan of economic, industrial and educational development. The experience of other countries has shown conclusively that scientific research must be planned, organised and subsidised by the State in order to yield optimum results.

4. In order to promote scientific research, following measures among others are suggested for consideration:—

(i) Government should appoint a Council of Scientific and Industrial Research for Pakistan somewhat on the lines of the Council of Scientific and Industrial Research in the Indian Dominion which has been established on the model of the B.S.I.R. in the U. K. Government should make a grant of at least Rs. 5 lakhs per annum to the Council in the first instance, and as the work of the Council increases, the grant should be gradually increased. The main functions of the Council, at least in the beginning, should be as follows:—

The Council should carry out as complete a survey as possible of the existing institutions in Pakistan in which research facilities already exist and can be developed further by providing them with additional staff and equipment. There are a number of Science laboratories and Engineering Colleges affiliated to the Universities of West Punjab, Sind and Dacca in which it will be possible to undertake and promote scientific research. In addition, there are such institutions, as the Punjab Agricultural College, Lyallpur, the Fruit Research Station, Lyallpur, the Industrial Chemical Laboratory, Lahore, Hailey College of Commerce, Lahore (for statistics) etc. which can serve the same purpose. The survey mentioned above should be made with two objects. In the first place *ad-hoc* schemes of research relating to the exploitation of our agricultural, forest and mineral resources and those concerned with economic, industrial and human problems should be selected and allotted to these institutions so that scientific research makes a beginning in Pakistan.

The second object of the survey should be to find out which of these institutions are already sufficiently well-equipped and staffed to develop into full-fledged research institutions and a programme of expansion should be planned accordingly. In course of time we shall require a large number of research institutions, but as their establishment and maintenance would require considerable funds, it would be necessary to assign priority to such institutions as are urgently needed by us. The establishment of the following research institutions in the first instance is considered necessary:—

1. Mines, Petroleum and Fuel Research Institute.
2. Agricultural Research Institute.
3. Veterinary Research Institute.
4. Forest Research Institute.
5. Public Health Institute.
6. National Physical Laboratory.
7. National Chemical Laboratory.
8. National Statistical Institute.
9. Radio Research Institute.
10. Cotton Research Laboratory.
11. Jute Research Laboratory.
12. High Grade Technological Institute.

The Council, as a result of its survey, should find out whether any of the existing institutions can be developed into a full-fledged research institutes and make grants to them for carrying out schemes of research including provision for additional staff, equipment and buildings required for the purpose. Where necessary the Council should make plans for the establishment of new institutions. These plans should be on the basis of a five or ten years' programme of expansion and development, and the Council would prepare estimates for submission to the Government to raise the necessary funds.

(ii) With a view to encouraging scientific research on a large scale, Government should establish Scientific Liaison Offices in the United Kingdom and the United States of America with the object of obtaining information regarding the latest scientific researches being carried out in those countries, especially as applied to industry. These Offices should also assist the Ambassador/High Commissioner in suitably placing Pakistan research scholars in the Universities and research institutes in those countries. They should also help the Pakistan Government in obtaining, whenever necessary, services of scientists and experts required either for the promotion of scientific research or for the carrying out of specific schemes.

(iii) Government should send its scientific officers and other scientists engaged in research to foreign countries, such as the U. S. A. and the U. K., either for specialised training or for refresher courses so that they may keep abreast of the latest developments in science and technology.

(iv) The scheme for the training of scientific personnel abroad is already in force. In view of the fact that the majority of scholars, who have already been selected or sent abroad have opted for Pakistan, they will be available in the course of the next two or three years. While some of them will be absorbed in Government Departments, others will be available for academic and research institutes. Returning fresh from Universities and Research Institutes in the U. K. and the U.S.A., they will be specially qualified for carrying out and promoting scientific research in Pakistan. A scheme should be prepared by which these scholars who are expected to return in the course of the next 2 or 3 years are distributed not only in the Government Departments, but their services are also made available to Universities and research institutes in which research schemes are entrusted to them.

#### APPENDIX D.

*Item 4*—To consider the desirability of establishing a Technical Educational Council in order to survey the field of technical education in Pakistan and to make suggestions for its improvement.

The importance of technical education in the modern world cannot be emphasised too strongly. All progressive nations have made and are making rapid strides in industrialization and are accordingly developing programmes of technical education. Even in India where until comparatively recently technical education has been almost entirely neglected, the experience of the war has compelled a large expansion of industry and has led to an increased demand for technicians of all grades as well as to the breaking down, to a certain extent, of the prejudice against industrial and technical employment.

2. The Technical Education Committee of the Central Advisory Board of Education (India) accordingly in surveying the existing field of technical education and possibilities of its development reached the following conclusions with regard to the planning of technical education in India:—

(1) In view of the recent expansion of industry and the likelihood of further development after the war, it is necessary to plan immediately a comprehensive system of technical education at all stages.

(2) The function of technical education may be described as twofold, (a) to meet the needs of industry and commerce for properly trained workers of all grades and (b) to provide a suitable form of education for those boys and girls whose natural abilities can best be developed by instruction on practical lines.

(3) Technical Education should be regarded as an integral part of any educational system and is in no way inferior to education of the academic type.

(4) Education from the earliest stages should be given a more practical character and the curriculum should aim at making boys and girls familiar with practical as well as academic subjects.

(5) Technical education must include commercial education and art in relation to industry.

(6) Agricultural education should be regarded as an essential branch of technical education. Senior Basic (Middle) as well as High Schools in rural areas should have an agricultural bias.

(7) In order to provide suitable instruction and training for the different types of workers required, there should be the following main types of technical institutions:—

(a) Junior Technical or Industrial or Trade Schools.

(b) Technical High Schools.

(c) Senior Technical Institutions.

3. In July 1941, the Association of Principals of Technical Institutions (India), was formed on the model of A.P.T.I. (England) with the object of formulating a national policy in technical education and establishing all-India standards for courses in the major branches in instruction. It was realized, however, that A.P.T.I. (India) was hardly the body to exercise the final administrative control over technical education. Accordingly in 1946, on the recommendation of the Central Advisory Board of Education, an All-India Council for Technical Education was set up under the chairmanship of Mr. N. R. Sarkar. This body contains representatives of the various departments of the Government of India, Provincial Governments, States, the Central Legislature and of Business, Industry and Labour interests (Please see annexure). The immediate task of the Council was (a) to survey the entire field of technical education, (b) to consider immediate projects submitted to or initiated by the Government of India for development in this field and (c) to promote inter-Provincial co-operation in all-India schemes of technical education. An *ad-hoc* Committee called the Higher Technological Education Committee was also set up under the Chairmanship of Mr. N. R. Sarkar, to advise on the provision of facilities for technical education in India on the lines of the Massachusetts Institute of Technology. This Committee also envisaged the establishment of four regional Higher Technical Institutions. The Council has been busy in making a preliminary survey of the field of technical education and the collection of data with a view to the setting up of the proposed All-India Polytechnics.

4. So far as Pakistan is concerned, it cannot afford not to follow the example of India in planning technical and industrial education. If Pakistan is to survive, it must quickly develop its commerce and industry and devise plans to utilize to the best advantage its enormous agricultural and other natural resources. Unfortunately as a result of partition, only a few Higher Technical Institutions have fallen within Pakistan. Apart from the Universities of Dacca, Sind and the Punjab, we have the following first-rate technical, commercial and art institutions in the Dominion of Pakistan:—

I. N. E. D. Engineering College, Karachi

2. Punjab College of Engineering and Technology, Moghalpura.
3. Ahsanullah School of Engineering, Dacca (Now raised to the status of an Engineering Degree College).
4. Hailey College of Commerce, Lahore.
5. Craik Technical Institute, Lahore.
6. Mayo School of Arts, Lahore.

5. These half a dozen institutions, if they will be admitted, are hardly enough to cater for the industrial and military requirements of Pakistan for technical personnel of all kinds. While every effort will have to be made to develop and expand the facilities available at the three Universities and the above institutions, a plan will have to be drawn up (a) to survey the whole field of technical education in Pakistan (b) to reorganise the fairly large number of other smaller schools and institutions in Pakistan Provinces and (c) to indicate the various types of technical and commercial institutions to be set up at once a small compact body of technical advisers who should in commerce. It will also have to be considered whether it would meet more adequately the requirements of Pakistan to have one or two Central Polytechnics, with ancillary schools, concentrating more advanced work in all branches, or to have several Polytechnics scattered over the Dominion to meet the needs of the localised industries.

6. It would perhaps not be necessary to have at the initial stages a full-fledged Council of Technical Education on the model of the All-India Council. A start could conveniently be made by establishing at once a small compact body of technical advisers who should in conjunction with one or two qualified technical officers of the Education Division of the Pakistan Government, make a preliminary survey of the existing facilities and draw up a board plan for future developments. Later in the light of requirements, the advisory body could be expanded. Advisory Committees for dealing with education in the following subjects may be set up in the first instance:—

- (a) Technical Education in relation to defence services.
- (b) Engineering.
- (c) The Textile industries.
- (d) Agriculture.
- (e) Small-scale and Cottage industries.
- (f) Commerce.
- (g) Art.

For the duration, scope and content of courses of training and the syllabi of the various technical institutions, the excellent report of Messrs. Abbott and Wood on Vocational Education in India may perhaps be consulted.

*Item 4.*

## ANNEXURE I.

1. Chairman must be an eminent person of Industry or Commerce Department and will be selected by the Government of India. In the absence of Chairman, the Educational Adviser to the Government of India will deputise for him.
2. Educational Adviser to the Government of India.
3. Representatives of the Departments of the Government of India.
4. Two members of the Council of States elected by the Council of States.
5. Five members of the Legislative Assembly elected by Legislative Assembly.
6. One representative of each Provincial Government.
7. Five representatives of Indian States to be nominated by the Governor-General in consultation with the Crown Representative.
8. Fourteen representatives of Industry, Commerce and Labour to be nominated by the following institutions:—
  - (i) Associated Chambers of Commerce.
  - (ii) All-India Organisation of Industrial Employees.
  - (iii) Federation of Indian Chambers of Commerce.
  - (iv) Federation of Muslim Chambers of Commerce and Industry, Delhi
  - (v) Employer's Federation of India.
  - (vi) All-India Trade Union Congress.
  - (vii) Indian Federation of Labour and All-India Railwaymen's Federation.
9. Two members of the Central Advisory Board of Education in India.
10. Two members of the Inter-University Board, India to be nominated by the Inter-University Board of India.
11. Two representatives of the Association of the Principals of Technical Institutions in India.
12. Two representatives of the Institution of Engineers, India.
13. Two nominees of the Government of India to represent any other interests which they may consider desirable.
14. One representative of the Indian Institute of Architects, Bombay.
15. The representatives of the National Planning Committee.

*N.B.*—(The tenure of office of the Non-official members including the Chairman was three years.)



The All-India Council for Technical Education is attached to the Department of Education (India). A member of the staff of that Department acts as the Secretary of the Council. The Educational Adviser to the Government of India assisted by the Secretary of the Council prepares the Agenda for its meetings and attends to all works relating to the Council.

The main purpose of setting up this Council was:—

- (i) To survey the needs of the country as a whole for higher technical education with special reference to prospective Post-War needs.
- (ii) To advise in what areas Technical institutions should be established.
- (ii) For what branches of Technology each should provide and up to what standard they should operate.

In other words the Council was empowered (i) to survey the whole field of technical education in consultation with Provincial Governments and such Indian States as may be willing to co-operate with it. (ii) To consider such immediate projects as are already under the consideration by the various Departments of the Government of India, e.g. the provision of Senior All-India Polytechnics on the lines of the Massachusetts Institute of Technology or the establishment of a Technical College for Electrical (Power) Engineering and to assign to these their appropriate place in an All-India Scheme and (iii) to conduct preliminary investigations with a view to ascertain the condition on which the authorities in control of existing technical institutes would be prepared to co-operate in an All-India Scheme.

*Item 4.*

#### ANNEXURE II.

Copy of Resolution No. F.16-10/44-EIII, dated 30th November 1945, of the Department of Education, Government of India, regarding the establishment of an All-India Council for Technical Education.

In their plan for Post-War Development in India, the Central Advisory Board of Education have given reasons for their belief that technical education at the higher stages cannot in modern conditions be effectively organised on a provincial basis. They have emphasised the need for planning this particular branch of education on an All-India basis if there is to be substantial industrial development in the post-war period and have remarked that "to stimulate, co-ordinate and control the provision of the educational facilities, which such a development as well as existing industry will need, there must be an All-India body in supreme charge". They have accordingly recommended the establishment of a National Council for Technical Education which, they suggest, should control policy in technical education generally and deal with all technical institutions above the high school stage except the Technological Departments of Universities. It is obvious that this recommendation raised issues agree-

ment on which is likely to be reached only after considerable discussion with the various authorities concerned. At the same time the development of technical or practical instruction at all stages is important not only in view of the accepted need for making Indian education generally more realistic but also because it has an essential and urgent contribution to make towards other branches of post-war reconstruction which will demand a large increase in the available supply of Indian technologists and technicians. A necessary preliminary to any planned and balanced development of technical education is a survey by a single competent body of existing facilities, probable post-war requirements and present and prospective proposals for development in this important sphere of education. For the immediate task of survey and advice it is not necessary that an All-India Council for Technical Education should be endowed with executive, administrative or controlling powers of any kind or that its establishment should be delayed until all the issues raised by the Central Advisory Board's recommendations have been settled. It has accordingly been decided that the All-India Council for Technical Education should be set up immediately, composed in the way suggested by the Central Advisory Board, but entrusted in the first instance with advisory functions only. It will be understood that the decision to set up the Council immediately with advisory functions is without prejudice and at the same time without commitment to the full implementation at the later date of the proposals in this behalf of the Central Advisory Board.

2. *Functions.*—The immediate task of the Council for Technical Education will be to survey the needs of the country as a whole for higher technical education, with special reference to prospective post-war needs, and to advise in what areas, technical institutions should be established, for what branches of technology each should provide and up to what standards, they should operate. In particular it will be empowered:—

- (a) to survey the whole field of technical education in consultation with Provincial Government and such Indian States as may be willing to co-operate with it;
- (b) to consider such immediate projects as are already under consideration by various departments of the Government of India, e.g., the provision of senior All-India Polytechnics on the lines of the Massachusetts Institute of Technology or the establishment of a Technical College for Electrical (Power) Engineering, and to assign to these their appropriate place in an All-India scheme; and
- (c) to conduct preliminary investigations with a view to ascertaining the conditions on which the authorities in control of existing technical institutes would be prepared to co-operate in an All-India scheme.

3. *Constitution.*—The Central Advisory Board have envisaged the establishment of a Council representative of all the main interests concerned with technical education. Acceptance of this view precludes the setting up of a small and compact body. Technical

education has many facets and the representation of the interests best qualified to assist the attainment of the objects in view can be achieved only at the expense of enlarging the size of the Council. It will be open to the Council to appoint such executive Committees or other subordinate bodies as may be required to facilitate the discharge of its business. The Council will be composed as under:—

(i) *Members.*—

- (a) Chairman, who will be an eminent person connected with Industry or Commerce, will be selected by the Government of India. On occasions when he is unable to preside over a meeting of the Council, the Educational Adviser to the Government of India will deputise for him.
- (b) Educational Adviser to the Government of India.
- (c) Representatives of the Departments of the Government of India.
- (d) Two members of the Council of State elected by the Council of State.
- (e) Five members of the Legislative Assembly elected by the Legislative Assembly.
- (f) One representative of each Provincial Government.
- (g) Five representatives of Indian States to be nominated by the Governor-General in consultation with the Crown Representative.
- (h) Fourteen representatives of industry, commerce and labour to be nominated by the following institutions:—  
 Associated Chambers of Commerce;  
 All-India Organisation of Industrial Employers;  
 Federation of Indian Chambers of Commerce;  
 Federation of Muslim Chambers of Commerce and Industry, Delhi.  
 Employer's Federation of India;  
 All-India Trade Union Congress;  
 Indian Federation of Labour; and  
 All-India Railwaymen's Federation.
- (i) Two members of the Central Advisory Board of Education in India.
- (j) Two members of the Inter-University Board, India to be nominated by the Inter-University Board of India.
- (k) Two representatives of the Association of the Principals of Technical Institutions in India.
- (l) Two representatives of the Institution of Engineers, India.
- (m) Two nominees of the Government of India to represent any other interests which they may consider desirable.

(ii) *Tenure of office.*—The tenure of office of the non-official members including the Chairman will be three years; provided that

a member elected or nominated under sub-clause (d), (e), (i) or (j) above shall cease to be a member of the Council of State, Legislative Assembly, Central Advisory Board of Education or Inter-University Board of India, as the case may be. The official members of the Council will continue until they are replaced by others. All casual vacancies among the members (other than ex-officio members) shall be filled by the authority or body who nominated or elected the member whose place becomes vacant, and the person appointed to a casual vacancy shall be a member of the Council for the residue of the term for which the person whose place he fills would have been a member.

4. The All-India Council for Technical Education will be attached to the Department of Education. A member of the staff of that Department will be the Secretary of the Council. It will be the function of the Educational Adviser to the Government of India assisted by the Secretary of the Council to prepare the agenda for its meetings and attend to all work relating to the Council.

## APPENDIX E.

*Item 5:* To consider the Overseas Scholarship Schemes for the training of technical personnel inaugurated by the late Government of India.

### 1. *Origin of the Scheme.*

At the instance of Sir Ardeshir Dalal, Hon'ble Member in charge of the Department of Planning and Development in the late Government of India, an Overseas Scholarships Scheme was inaugurated by that Government in 1945.

### 2. *Its Main Features.*

1. The object of the scheme was to ensure urgently the supply of properly trained personnel who were likely to be required in connection with the various plans for Post-War development. It was, therefore decided, pending the enlargement of facilities for advanced technical education in India, to make arrangements immediately:—

- (a) to send abroad a certain number of students, at Government expense for advanced courses in technical and scientific and other subjects directly related to the probable Post-War needs; and
- (b) to establish a properly equipped organisation in India and also in the United Kingdom and the United States of America for providing advice and guidance and also assistance in regard to admission to courses of studies, etc., for those students who may desire to proceed overseas for study at their own expense or who may be sent for this purpose by firms or private bodies.

The students referred to in (a) above included (i) those who were required for the needs of the Central Government and whose cost of training was met entirely by the Government of India and

(ii) those who were being sponsored by Provincial Governments for their needs and whose cost of training was shared equally by the Central Government and Provincial Governments. A certain number of persons, who were already in the permanent employ of Provincial Governments, were being sent by latter entirely at their own expense.

In addition to these students, the Labour Department of the Government of India were sending to the U. K. and U. S. A. a number of technicians already employed in industry for further training or for enlarging their industrial or professional experience; and Health Department for further education in Medicine and allied subjects.

2. The subjects to which the scheme for 1946 was confined are given in the annexure.

3. The value of the stipend was fixed in the light of ascertained requirements in different countries but was in any case sufficient to cover all normal maintenance expenses which a student was likely to incur, including expenses during vacations, tuition fees and other similar charges were paid by the Government. The average expenses of a scholar in the U.S.A. came to about Rs. 15,000 and those of a scholar in the U.K. to Rs. 9,000 per annum. The normal length of the course was 2 years.

4. Students also received (i) an equipment allowance of Rs. 500, (ii) a II Class or equivalent passage from their normal place of residence to their place of instruction and back and (iii) a sum of ₹5 to cover incidental journey expenses each way.

5. Government servants entitled to Study Leave proceeded on Study Leave terms supplemented by such allowance as was necessary to ensure that they were not placed in a less favourable position than other Stipendiary Students.

Permanent Provincial Government servants selected for Central Scholarships were treated as non-Government servants for the purpose of stipend.

6. Each selected candidate was required to sign a bond undertaking to serve the Government of India (or the Provincial Government) on his return for a period of five years, if required to do so in a gazetted post or to take up for a similar period other comparable employment if so directed by the Government of India (or the Provincial Government). In the event of a student not doing so or in case of continued adverse reports in respect of his studies or conduct, his stipend was liable to cancellation immediately and he was required to refund to Government the total amount spent on him up-to-date together with interest at fixed Government rates.

7. While no guarantee of employment was implied and selection for an appointment ultimately depended on the rules and regulations then in force, every endeavour was made to find for all students on return suitable Government or other comparable employment.

8. Any British Indian subject or subjects of an Indian State

irrespective of caste, creed or sex, could apply for a stipend. It was, however, intended, in making the selection to ensure that adequate representation was given to the minority communities, provided that suitable candidates from those communities were forthcoming.

9. The age limits for candidates was 19 and 30 years, except that the maximum limit for those in the service of Government or of a recognised University, College or other public body was 40 years.

10. Applications were to be accompanied by a Treasury Receipt for Rs. 5.

11. Selection was made by a special Selection Board constituted for this purpose and a number of candidates were called to appear before the Board for interview before the final selection was made. The Board was assisted by experts nominated by the Departments concerned.

### 3. *General Principles of Selection.*

Before proceeding to consider individual applications, the Board reached conclusions in regard to certain principles which should determine the process of selection:—

1. In fairness to communities, the Board gave due regard to the normal communal quotas as prescribed by the Government of India for appointments to Government, posts—subject to candidates with adequate qualifications being forthcoming.

2. The Board treated the degrees awarded by all Universities as of equivalent value, where they involved similar periods of study.

3. Generally speaking the Board acted on the lines that high academic qualifications were essential and that practical experience, where it could reasonably be expected, was highly desirable.

4. The Board decided that, while it was their duty to scrutinise carefully the recommendations of Provincial Governments, since the Central Government was financially interested to the extent of 50% they would not reject Provincial recommendations unless the candidates in question were clearly below the standard which would be required to obtain admission to a foreign university or technical institution and to derive full benefit from the course provided therein.

### 4. *Pakistan's share of scholars in the Scheme.*

As a result of the partition the financial and administrative responsibility for Muslim scholars from all Provinces who have opted for Pakistan and other scholars who are nationals of Pakistan and who have opted for service in Pakistan, has devolved on the Pakistan Government. The number of each scholars is as follows:—

			<i>Central.</i>	<i>Provincial.</i>	<i>Total.</i>
U. K.	..	..	55	62	117
U. S. A.	..	..	83	57	140
					257
					257

This number is fairly large, involving not only a heavy financial responsibility but also the greater administrative responsibility of placing them suitably in Government Departments, Universities, technical and educational institutions etc. upon their return to Pakistan after completion of their training abroad. Therefore before we can arrive at a decision as to whether the scheme should be continued and if so, with what modifications, it would be necessary to review the present position of the scholars who have now become the responsibility of the Government of Pakistan. The requisite information in this connection is being collected and will be submitted separately.

Information regarding scholars already abroad, giving their subjects of study and their probable date of return is being circularised to the Ministries concerned of the Central and Provincial Governments and they have been asked to indicate as early as possible their suggestions with regard to placing these scholars in suitable posts especially in the post-war development schemes.

If, on reviewing the whole position, it is decided to continue the scheme, decisions on the following points will have to be taken:—

1. The number of scholarships, Central and Provincial to be awarded for 1948-49.
2. The subjects in which it is intended to award these scholarships.
3. Whether it is intended to fix any communal quotas in the award of scholarships.
4. Whether the selection should be held by the Ministry concerned or by the Pakistan Public Service Commission?
5. Whether it is intended to make any other modifications in the working of the Scheme?

#### ANNEXURE TO APPENDIX E.

1. Aeronautical Engineering.
2. Agriculture (including Soil Conservation).
3. Animal Husbandry and Veterinary Science.
4. Astronomy.
5. Automobile Engineering.
6. Cellulose: (a) Chemists, (b) Engineers.
7. Ceramics.
8. Cinematography: (a) Director of Documentary Films, (b) Film Editors, (c) School Recordist.
9. Dairy.
10. Dam Design.
11. Economics.
12. Education:—
  - (a) Teachers for Technical Institutions: (i) Aeronautical Engineering, (ii) Applied Physics (Electronics), (iii) Chemical Engineering, (iv) Civil Engineering, (v) Electrical Engineering, (vi) Geology, (vii) Metallurgical Engineering.

- (b) Other Educational Personnel: (i) Domestic Science, (ii) Educational Administration, with specialisation in various aspects e.g: Recreative and Social Activities, Juvenile Employment, Infants' Training, Education of the Handicapped etc., (iii) Medical Librarian, (iv) Physical Education, (v) Teachers' Training.
13. Electrical Engineering.
  14. Fermentation.
  15. Fertilisers: (a) Chemical Engineering, (b) Chemical Plant Maintenance, (c) Power House Maintenance and Operation.
  16. Fisheries.
  17. Forestry.
  18. Fuel Technology.
  19. Geology.
  20. Geophysics.
  21. Glass Technology.
  22. Horticulture.
  23. Hydrology.
  24. Industrial and Applied Chemistry: (a) Industrial and Applied Chemistry, (b) Printing and Reproduction, (c) Tanning, Curving and Leather Technology.
  25. Labour Welfare, with special reference to sickness and unemployemnet insurance and assistance.
  26. Mercantile Marine Engineering: (a) Executive side, (b) Engineering side.
  27. Metallurgical Engineering.
  28. Meteorology.
  29. Mining.
  30. Navigational Research.
  31. Paints.
  32. Plastics.
  33. Pulp and Paper.
  34. Radio Engineering: (a) Acoustical Engineering, with special application to Broadcast. Studies, (b) Aeronautical Radio Engineering, (c) Broadcast Transmission, (d) Wire and Wireless Engineering, with special application to Broadcasting line net works.
  35. Rubber Technology.
  36. Steel Pipes, Castings and Fittings.
  37. Satisfics.
  38. Textile Engineering.
  39. Wood Technology.
-



**OVERSEAS TECHNICAL TRAINED PERSONNEL LIKELY TO BE AVAILABLE FOR SERVICE  
IN PAKISTAN**

Between now & March 31, 1948      Between 1st April, 1948 to 31st March, 1949      Between 1st April, 1949 to 31st March, 1950

Subject of Training  
U.S.A.

	Between now & March 31, 1948		Between 1st April, 1948 to 31st March, 1949		Between 1st April, 1949 to 31st March, 1950	
	Central	Provincial	Central	Provincial	Central	Provincial
	Total	Total	Total	Total	Total	Total
1. Adult Education ...	—	—	—	—	1	—
2. Animal Husbandry (Bacteriology Strep-tococcy.	—	—	1	—	—	—
3. Animal Husbandry (Veterinary Entomology)	—	—	1	—	—	—
4. Aeronautical Engineering ...	1	—	—	—	—	—
5. Agricultural Engineering ...	—	—	1	1	—	—
6. Agronomy ...	1	—	—	2	—	1
7. Automobile Engineering ...	—	—	1	—	—	—
8. Applied Physics ...	—	—	—	1	—	—
9. Applied Chemistry ...	—	—	—	2	—	—
10. Biochemistry ...	—	—	2	—	—	—
11. Civil Engineering (Building Research Hydro-Electric)	1	—	—	—	—	—
12. Civil Engineering ...	—	—	—	—	2	1

Subject of Training  
U.S.A.

Between now and March 31,  
1948

Between 1st April, 1948 to  
31st March, 1949

Between 1st April, 1949 to 31st  
March, 1950

	Between now and March 31, 1948		Between 1st April, 1948 to 31st March, 1949		Between 1st April, 1949 to 31st March, 1950	
	Central	Provincial	Total	Central	Provincial	Total
13. Canning of Meats ... ..	—	—	—	—	—	1
14. Civil Engineering (Soil Mechanics) ... ..	—	—	1	—	—	—
15. Civil Engineering (Construction of Dams) ... ..	—	—	1	—	—	—
16. Civil Engineering (Hydro-Electric)... ..	—	—	1	—	—	—
17. Chemical Engineering ... ..	—	1	—	1	—	1
18. Civil Engineering (Highways High Dams) ... ..	—	—	—	1	—	—
19. Cellulose Paints ... ..	—	—	—	1	—	—
20. Dairy Husbandry ... ..	—	—	1	—	—	—
21. Dairy Bacteriology ... ..	—	—	1	—	—	—
22. Electrical Engineering (High Voltage Power Transmission). ... ..	—	—	—	1	—	—
23. Entomology (Termites) ... ..	—	—	1	—	—	—
24. Entomology and Parasitology ... ..	—	—	—	1	—	—
25. Electrical Engineering ... ..	—	—	—	2	—	4
26. Education ... ..	—	—	—	2	—	2
27. Electronics ... ..	—	—	1	—	—	—

Subject of Training  
U.S.A.

Between now and March 31,  
1948

Between 1st April, 1948 to  
31st March 1949

Between 1st April, 1949 to 31st  
March, 1950

	Between now and March 31, 1948		Between 1st April, 1948 to 31st March 1949		Between 1st April, 1949 to 31st March, 1950	
	Central	Provincial	Central	Provincial	Central	Provincial
28. Fish Technology Canning	—	—	1	—	—	—
29. Fruits	—	—	2	—	—	—
30. Fruit Preservation	—	—	—	—	1	1
31. Fruit Pathology	—	—	1	—	—	—
32. Fruit Culture and Fruit Pathology	—	—	1	—	—	—
33. Fruit Technology	—	—	1	1	—	—
34. Food Technology—Fats and Oils	—	—	—	—	1	1
35. Fisheries (Canning)	—	—	—	—	1	1
36. General Paint Technology	—	—	—	—	1	1
37. General Entomology	—	—	1	—	—	—
38. Glass Technology	—	—	—	1	—	—
39. Geology	—	—	—	1	—	—
40. Hydro Electric Works	—	—	4	—	—	—
41. Horticulture	—	—	—	—	—	—
42. Highway Engineering	—	—	—	2	—	—
43. Industrial Applied Chemistry	—	—	—	—	1	1

Subject of Training U.S.A.	Between now and March 31, 1948		Between 1st April, 1948 to 31st March, 1949		Between 1st April, 1949 to 31st March, 1950				
	Central	Provincial	Total	Central	Provincial	Total	Central	Provincial	Total
44. Industrial Economics	—	—	—	1	—	1	—	—	—
45. Meteorology	—	—	—	1	—	1	—	—	—
46. Mechanical Engineering	—	1	1	—	2	2	—	—	—
47. Machine Tool Manufacture	—	—	—	—	1	1	—	—	—
48. Paints and Varnishes	—	—	—	1	1	2	—	—	—
49. Poultry Husbandry	—	—	—	1	—	1	—	—	—
50. Plant Genetics	1	—	1	—	—	—	—	—	—
51. Plant Pathology	1	—	1	—	—	—	—	—	—
52. Plastics	—	—	—	—	1	1	—	—	—
53. Production of Gas, Coal Tar, etc., from Coal, Hydro-Generation of Coal; low Temperature Carbonization.	—	—	—	—	1	1	—	—	—
54. Plant Breeding (Rice)	—	—	—	—	—	—	—	1	1
55. River Research	—	—	—	1	—	1	—	—	—
56. Radio Engineering	3	—	3	—	—	—	—	—	—
57. Research Course in Wheat Breeding	—	—	—	1	—	1	—	—	—
58. Radio Engineering (Telecommunications)	1	—	1	—	—	—	—	—	—

Subject of Training.  
U.S.A.

	Between now and March 31, 1948		Between 1st April, 1948 to 31st March, 1949		Between 1st April, 1949 to 31st March, 1950	
	Central	Provincial	Total	Central	Provincial	Total

59. Rural Economics ...	—	—	—	—	1	1
60. Soil Conservation ...	—	—	1	—	—	—
61. Sanitary Engineering ...	1	—	1	—	—	—
62. Statistics ...	—	—	2	—	—	—
63. Soil Chemistry ...	1	—	1	—	—	—
64. Scientific Instruments Meteorological Instruments.	—	—	1	—	—	—
65. Technicians in Biological Sciences ...	—	—	1	—	—	—
66. Telecommunications ...	—	—	1	—	—	—
67. Tar and Tar Products ...	—	—	—	1	—	—
68. Wood (Research Course confined to Timber Physics, Wood Seasoning and Wood Technology).	—	—	1	—	—	—
Total in U.S.A.	18	2	20	41	22	63
U.K.			9	5		

69. A. R. S. Course (Geology) ...

70. Agrostology ...

1

—

Subject of Training U.K.

Between now and March 31, 1948      Between 1st April, 1948 to 31st March; 1949      Between 1st April, 1949 to 31st March, 1950

	Between now and March 31, 1948		Between 1st April, 1948 to 31st March; 1949		Between 1st April, 1949 to 31st March, 1950	
	Central	Provincial	Central	Provincial	Central	Provincial
71. Aeronautical Engineering ...	—	1	—	—	—	—
72. Automobile Engineering, (Mechanical Engineering).	—	—	—	1	—	—
73. Architecture ...	—	—	—	1	—	—
74. Civil Engineering (Architecture) ...	—	1	—	—	—	—
75. Civil Engineering (Tube wells, etc., Reinforced Concrete).	—	—	—	1	—	—
76. Civil Engineering ...	—	1	—	1	—	—
77. Ceramics ...	—	—	1	—	—	—
78. Design and Manufacture of Machine Tools...	—	—	1	—	—	—
79. Electro Metallurgy ...	1	—	—	—	—	—
80. Electrical Engineering (M.Sc., Technical) ...	1	—	—	—	—	—
81. Electrical Engineering ...	—	—	—	—	—	1
82. Educational Administration ...	—	—	—	2	—	—
83. Geology ...	1	—	—	—	—	—
84. General Radio Engineering ...	1	—	—	—	—	—
85. Geology (Post-Graduate Work) ...	—	—	1	—	—	—

Subject of Training  
U.S.A.

	Between now and March 31, 1948		Between 1st April, 1948 to 31st March, 1949		Between 1st April, 1949 to 31st March, 1950	
	Central	Provincial	Total	Central	Provincial	Total

86. Highway Engineering	—	1	1	—	—	—
87. Industrial and Applied Chemistry	1	—	1	—	—	—
88. Leather Technology	1	—	1	—	—	—
89. Mercantile Marine Engineering	1	—	1	—	—	—
90. Metallurgy (Degree of M.Sc., Technical)	—	—	—	1	—	1
91. M.A. in Education	—	—	—	1	—	1
92. Metallurgy	—	2	2	—	—	—
93. M.R.C.V.S. (Diploma)	—	—	—	—	1	1
94. Marketing	—	—	—	—	1	1
95. Modern Method of teaching children between ages of 6—14 and Child Psychology.	—	1	1	—	—	—
96. Organisation and Administration of Primary Nursery Schools.	—	—	—	—	1	1
97. Research in Protozoology	1	—	1	—	—	—
98. Radio Engineering. (Specialisation in Tele- communications).	1	—	1	—	—	—
99. Study and Research in Technical Chemistry for A. R. T. C.	—	—	—	—	1	1

Subject of Training  
U.S.A.

Between now and March 31,  
1948

Between 1st April, 1948 to  
31st March 1949

Between 1st April, 1949 to 31st  
March, 1950

Central Provincial Total Central Provincial Total

100. Sanitary Engineering	...	—	—	—	1	—	—	—
101. Technical Education (Applied Physics)	...	—	—	1	—	—	—	—
102. Teachers Diploma Course	...	—	—	—	—	1	—	1
103. Virus Pathology—Pustular Dermatitis of sheep and certain other virus diseases.	...	—	—	1	—	—	—	—

Total in U. K.

9    7    16    8    10    18    3    2    5

GRAND TOTAL INCLUDING U.K. AND  
U.S.A.

27    9    36    49    32    81    12    7    19

TOTAL NUMBER OF SCHOLARS

136



## APPENDIX F.

*Item 6:* To determine the policy as regards Scheduled Caste Scholarship Scheme initiated by the late Government of India.

The Scheduled Caste Scholarship Scheme was approved by the Government of India in 1944 and a grant of Rs. 3 lakhs a year for a period of 5 years with effect from 1944-45 was sanctioned. The intention of the Government of India in running this scheme was to remove the educational backwardness of the members of the Scheduled Castes residing in British India by a grant of scholarships to them which was designed to cover not only tuition fees and expenses on board and lodging but other important and equally necessary items of expenditure such as clothing, books, stationery and games etc. For extending financial help to this extent it was considered that because of the bad economic conditions of the prospective Scheduled Castes candidates the chief object of the scheme would not be met if the grantees of scholarship were not provided with all the facilities which will enable them to take full part in the ordinary life of institutions where they would be placed for further studies.

2. For the efficient running and proper management of this scheme the Government of India decided to set up a Board of five members. The Board assists and advises the Government of India on all matters relating to scholarships and administers the Fund. In the first instance, the Board drew up rules and regulations setting out conditions for the award of scholarships which were approved by the Government of India. The Board is empowered to appoint a Selection Committee from among its own members for the purpose of interviewing the applicants and making recommendations to the Board as a whole. It is on the basis of these recommendations that the Government of India sanction the award of scholarships. The scholarships are extended in all deserving cases from year to year at the discretion of the Board so as to enable their holders to complete their approved courses of study. The Board also instituted a system of securing periodical progress reports of the scholars from the heads of the institutions concerned so that the Board may be able to keep a strict watch on their educational progress and ensure that the conditions attached to the scholarships are being fulfilled satisfactorily.

3. During 1945-46 the Government of India on the recommendation of the Board awarded 22 scholarships to members of the Scheduled Castes community for higher studies abroad. This was done more as an experiment than as a definite commitment. The progress reports received of the scholars who secured admissions in foreign countries for higher studies were far from satisfactory and the Board decided that for the next few years it will be to the advantage of the candidates from this community to be enabled to pursue their studies at home.

4. The scope of the scholarships was confined to post-matric studies in scientific and technical subjects. During 1944-45 it was extended to 8 main subjects and courses of study viz. F.Sc. B.Sc.

M.Sc., Medicine, Agriculture, Engineering, Technology and Teaching. In 1945-46 the number of subjects was further extended so as to confer advantage of higher studies on female members of this community. New courses of study such as F.A., B.A., Domestic Science and Statistics were accordingly added. More than 50% of the awards were made for F.A. and F.Sc. which constitute starting-point for higher professional studies.

5. At the present moment there are several similar schemes for the education of Scheduled Castes and backward classes which are run by the different Provincial Governments and certain voluntary organisations. In order to ensure coordination between the Central Government Scheme and the schemes of the Provincial Governments, the Board has been in communication with all the Provincial Governments for the purpose of eliciting their opinion upon certain proposals made by the Central Government in this connection. A large majority of the Provincial administrations have readily accepted the main principles and suggestions made by the Government of India, the main purpose of these being to secure a common line of policy between the Central and Provincial administrations, in order that the existing Provincial schemes might not be curtailed or discouraged. Joint action was considered absolutely necessary since all the scholarships preclude a candidate from availing himself of more than one scholarship at a time, out of local or public funds and also because the value of scholarships differs widely under different schemes.

With this background of the Scheduled Castes Scholarship Scheme, it is now for the Government of Pakistan to decide whether it will be feasible to continue the scheme as is being done by the Government of India with such necessary changes and modifications as may be desirable or whether it should be left to the Provincial Governments to run the scheme. It may be pointed out in this connection that 17% of the total population of Scheduled Castes in the whole of India reside in Pakistan and the approximate figures of Scheduled Castes population within the territory of Pakistan are as follows:—

1. East Bengal about 74 lakhs.
2. West Punjab 5 lakhs.
3. Sind 5 lakhs.
4. N.-W. F. P. 1 lakh.

The Government of Pakistan, in accordance with the decision of the Partition Council, have undertaken to honour all the commitments made by the Government of India before August 15, 1947. The Scheme of Scheduled Caste Scholarships comes within the purview of this undertaking and the Government of Pakistan have undertaken to bear the financial liability of such of the Scheduled Castes scholars as have either opted for Pakistan or reside within the territorial limits of this Dominion and are enjoying the benefit of the scholarships sanctioned by the late Government of India before August 15, 1947. The exact number of such scholars is not available in the Education Division because of non-arrival of all the records

from Delhi. It is estimated that because of our commitment under this scheme, the Government of Pakistan have to run it for about 2 or 3 years. Hence it is suggested that as a tentative measure the scheme may be run for that period to test its efficiency and suitability.

The following suggestions are submitted for discussion and approval:—

(1) The Scheme may be worked afresh by the Education Division of the Ministry of the Interior and a Board of 5 members may be set up to determine the regulations and the rate of scholarships to be given to the deserving students of this community. The Board may consist of the Educational Adviser as Chairman, two representatives of the Scheduled Castes community residing in Pakistan and two educationists. One of the officers of the Education Division may act as member Secretary.

(2) The Ministry of Finance may be approached to sanction a recurring grant of Rs. 50,000 per annum which is 17% of Rs. 3 lakhs for 2 years.

(3) A list of approved institutions may be prepared where the selected scholars may be advised to seek admission. A lump-sum may be placed at the disposal of the heads of these institutions who may be authorised to make monthly payments at the sanctioned rates. These heads of the institutions may be asked to render to the Education Division an up-to-date account of the payments made by them after every three months along with the progress reports of the scholars. This will ensure close liaison between the Education Division and the educational institutions without whose co-operation the scholarship scheme cannot operate properly and successfully.

(4) No overseas scholarship need be awarded from this fund in the initial stages and the whole position may be reviewed after 3 years.

#### APPENDIX G.

Item 7: To consider ways and means of developing cultural contacts with foreign countries.

The proposal for securing the membership of the UNESCO is under the active consideration of the Government of Pakistan. To foster goodwill and mutual understanding so very essential for political co-operation is the task assigned to the UNESCO which is one of the specialised agencies of the U.N.O. Article I of the constitution of the UNESCO sets out its aims and objects and is attached to this note as Annexure. Almost all civilized countries are now members of this organization and it is hoped that the vital tasks of cultural rehabilitation of war-damaged countries and establishment of cultural contacts on an international scale will be facilitated through its agency. At a later date when Pakistan becomes a bonafide member of the UNESCO, the question of forming a National Commission to co-operate with the main body will be considered. For the time being, the Conference may advise on the desirability of accession to the UNESCO and the possible benefits accruing from it.

2. Apart from the activities of the UNESCO and by way of supplementing them, it would be necessary to initiate and maintain, as the late Government of India were doing, a programme of cultural contacts with foreign countries through educational and cultural exchanges. Such a programme is most essential in the world of today for promoting a proper understanding of the cultural contribution of each country towards peace and human progress. Such activities are considered particularly essential on the part of the Pakistan Government in order to counteract the incorrect impressions that have been created abroad by interested parties with regard to Islam and Pakistan and the culture they represent. If the general policy is agreed upon a programme may be drawn up on the following lines:—

(a) Exchange of students and teachers with foreign countries. The late Government of India had in operation a scheme of such exchanges with Iran, China and Indonesia and intended extending the scope of such activities to other friendly countries. It is suggested that small batches of students and a few teachers from Pakistan be exchanged with foreign countries, beginning with the countries in the Middle East. If the teachers and students are carefully selected for this purpose, they may act as potential cultural ambassadors of Pakistan.

(b) It has already been suggested in connection with the item on scientific research that short-time deputations of promising scientists to foreign countries may be arranged, so that they could acquaint themselves with the latest advances made in their respective subjects. The cultural aspects of such visits could be promoted by a careful choice of personnel.

(c) Exchange of the right type of books with foreign countries by way of cultural gifts. This may be one of the means of counteracting false propaganda about Pakistan in some countries.

(d) An Association like the Indo-Iranian Association of the late Government of India may be formed in order to promote cultural relations with the Middle East countries through the publication of magazines, etc. and the establishment of suitable libraries.

(e) When funds permit, a cultural Mission of eminent educationists, scientists, industrialists, etc., may be sent to the Muslim countries to develop new contacts and strengthen those already established.

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*A note on the establishment of a Pakistan Academy.*

With the emergence of Pakistan as a sovereign state it is necessary to establish its cultural reputation in the world. For this purpose a two-fold policy is required: the encouragement of research at home and the participation of the representatives of Pakistan in the deliberations of the learned societies of the world.

2. The neighbouring dominion of India has a large number of learned bodies like the Indian Science Congress, the Indian History Congress, the Royal Asiatic Society, the Numismatic Society, the

Indian Philosophical Conference, the Indian Political Science Conference and several others covering almost every branch of learning. While a large and better developed country like India can afford to maintain many learned societies, Pakistan would do well to follow the Russian example by establishing an Academy embracing all branches of learning so as to utilise to the maximum its limited resources in men and money and bring together on a common platform scientists and scholars working in different fields of activity.

3. The Academy, which it is proposed to call Pakistan Academy, should have a limited membership which should be conferred on persons who have made an outstanding contribution in the various branches of learning. It is imperative that membership of the Academy should be regarded as a coveted distinction and only such persons admitted to it as possess the highest merit. The Academy should also admit a limited number of Associates who would be members. It should be regarded as an honour even to be an Associate of the Academy.

4. It is considered that the Academy will, as it develops, prove a valuable agency for promoting international collaboration in the cultural field.

The following points require consideration:—

1. Whether the Academy should be an independent non-official body or sponsored by Government? If it is to be a non-Governmental body, whether the management should rest in a Board of Trustees?
2. Ways and means of financing it.
3. Its functions and scope of membership.

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ANNEXURE.  
U.N.E.S.C.O.

1. The purpose of the Organisation is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world without distinction of race, sex, language or religion, by the Charter of the United Nations.

2. To realise this purpose the Organisation will:—

(a) collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image;

(b) give fresh impulse to popular education and to the spread of culture; by collaborating with Members, at their request, in the development of educational activities; by instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic

or social; by suggesting educational methods best suited to prepare the children of the world for the responsibilities of freedom;

(c) maintain, increase and diffuse knowledge; by assuring the conservation and protection of the world's inheritance of books, works of art and monuments of history and science, and recommending to the nations concerned the necessary international conventions; by encouraging co-operation among the nations in all branches of intellectual activity, including the international exchange of persons active in the fields of education, science and culture and the exchange of publications, objects of artistic and scientific interest and other materials of information; by initiating methods of international co-operation calculated to give the people of all countries access to the printed and published materials produced by any of them.

3. With a view to preserving the independence, integrity and fruitful diversity of the cultures and educational systems of the Member-States of this Organisation, the Organisation is prohibited from intervening in matters which are essentially within their domestic jurisdiction.

#### APPENDIX H.

Item 7: To consider ways and means of providing facilities for Adult Education;

In view of the very high percentage of illiterates in India—over 85% of the population—the provision of facilities for Adult Education assumes special importance in a national system of education. It will be appreciated that it constitutes the foundation on which the social, political and economic development of the country must be based. The problem has to be viewed from the angle of the following three classes of people—

- (i) those who are completely illiterate,
- (ii) those who acquired literacy but have relapsed into illiteracy,
- (iii) those who are literate but need further education.

Although in the initial stages the main emphasis must be on the removal of illiteracy, it cannot be stressed too strongly that literacy should always be regarded as a means and not an end in itself. The aim of any concerted drive in the sphere of adult education should be the abolition of crime and disease, the raising of the standards of living and a training in the responsibilities of democratic citizenship.

It would be pertinent in this connexion to quote from the relevant chapter of the Report of the Central Advisory Board of Education. 'Adult education requires exacting technique and a high degree of tact, understanding and ability to inspire and lead in the teacher to keep alive the interest of the students'. Instruction should be as practical as possible and should make the fullest use of visual and mechanical aids such as pictures, illustrations, radio, etc. Adequate libraries with interesting reading material should also be provided. Circulating libraries with instructional equipment will be generally helpful.

It is widely agreed that responsibility for adult education should rest with the state but it is desirable that every effort should be made to enlist the aid of suitable voluntary organisations wherever available. Public-spirited organisations and such agencies as employers of labour etc. can also render considerable assistance. Classes run by associations should receive every encouragement and the universities should be asked to open extra-mural departments and lay stress on practical aspects of social sciences.

Owing to prevailing social conditions adult education among women is an even more difficult problem. It is to be apprehended that women teachers will not be available in considerable number but every effort should be made to utilise the services of girl volunteers. An idea of the magnitude of the problem confronting Pakistan can be obtained from the fact that in India prior to its partition persons of age 10—40 were estimated to be about 15 crores of which about 2 crores were literate and the rest were to be made literate. At the present rate of increase of literacy 140 years are required to liquidate illiteracy. It is, as suggested in the Report, only through the setting up of a permanent system of adult education closely linked with compulsory education at the primary stage that the problem of illiteracy can be solved in a period extending over 25 years. The Report has recommended the following stages for the execution of a programme of adult education. The first five years will be devoted to recruitment of teachers and to planning. In the 6th year about 5 lakhs will be made literate with an annual increase of 3 lakhs thereafter. The literacy work will gradually diminish and give place to proper adult education.

The estimated total annual cost for working the plan is about Rs. 3 crores. The total expenditure on adult education spread over 25 years—salary of teachers, cost of equipment and administration—is estimated to be Rs. 60 crores. The above applied to the whole of India before partition.

Apart from finance which will constitute the chief obstacle, the following points which present considerable difficulties need detailed consideration :—

- (i) Whether adult education should be, as an experimental measure, introduced in certain selected areas, or a nation-wide campaign undertaken forthwith.
- (ii) The supply and training of teachers.
- (iii) The framing of curriculum.
- (iv) The provision of suitable literature in provincial languages.
- (v) Utilisation of mechanical aids to learning.
- (vi) Assistance of volunteer organisations and other sources.

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#### ANNEXURE.

The main conclusions and recommendations of the Adult Education Committee of the Central Advisory Board of Education, together with the decisions of the Board thereon, are reproduced below :—

**NOTE.**—All the conclusions and recommendations were adopted by the Board, subject to notes given below.

“1. To secure an early and effective solution of India’s educational problems, the provision of facilities for adult education on the widest scale and the introduction of a free and compulsory system of primary education of equal urgency and must be treated as complementary to one another.

“2. While the literacy campaign is only one aspect of the adult education movement, the prevalence of illiteracy in India at the present time makes it the aspect to which immediate attention must be devoted.

“3. Literacy is a means to further education and must not be regarded as an end in itself. The primary aim of the campaign must be not merely to make adults literate but to keep them literate. To achieve its object the attack must be launched on the widest possible front with the help of every agency, human or material, which can in any way contribute to its success. Continuous and effective propaganda of all kinds is essential.

“4. Efforts should be directed in the beginning to persuade illiterates voluntarily to undergo instruction. If a voluntary system fails to achieve its object, ways and means of bringing pressure to bear on illiterates should be explored.

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

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

“6. Whatever subjects are introduced into the curriculum and whatever the teaching methods adopted, the form in which instruction is given must be intelligible and interesting to the student and the instruction itself should be closely related to his occupation, his personal interests and the social and economic conditions under which he lives.

“7. It is unnecessary and inexpedient in view of the circumstances prevailing in India to draw any rigid distinction between adult education in the strict sense and technical, commercial or art instruction or to regard the latter as falling outside the sphere of the former. The easiest way of approach to many adult students may be through subjects of a vocational character.



“8. With a view to defining what is meant by an adult it is recommended:—

- (a) that a boy under the age of 12 should not be admitted to an adult centre under any circumstances;
- (b) that a boy, so long as he is attending a full time day school, should not be encouraged to attend evening classes as well; and
- (c) that subject to (b) above and wherever the numbers justify it, separate classes should be organised for boys between 12 and 16. It is unnecessary to fix any age limits in the case of girls who wish to join adult classes for women.

“9. Every effort should be made to enlist the help of voluntary agencies. Classes run by reputable associations should receive every encouragement and bodies whose primary objects are not educational need not be excluded if adequate safeguards are provided against any risk of the movement being used for religious or political propaganda.

“10. Universities should be urged to expand and popularise the work of their extra-mural departments and provide opportunities for adult students of exceptional ability to take a university course”.

(Board's decision on Nos. 10, 12 and 13: “The Board decided, without endorsing them, to ask Provincial Governments to bring them to the notice of universities in their areas for such action as they might think fit.”)

“11. An extension in the number and scope of institutions providing technical commercial and art instruction is urgently needed, and subjects of a cultural or recreational kind should be included in their curricula.

“12. Adult education is a branch of social reconstruction. Social science in a practical form should be taught in all universities.”

(Board's decision: Vide No. 10 above).

“13. The possibility of making a period of social service obligatory on all students in Universities and pupils in the upper forms of high schools should be carefully examined. Pending the setting of a special committee for this purpose a strong appeal should be made to all educated persons, and in particular to Government servants, to render voluntary service in connection with the literacy campaign.”

(Board's decision: Vide No. 10 above).

“14. Mechanical aids to learning such as the radio, the cinema, the gramophone and the magic lantern can be used with great effect in adult education. To enable them to be employed much more widely than at present steps should be taken to increase the supply and reduce the cost. Information on this and other points should be collected and distributed by the Bureau of the Central Advisory Board of Education.

"15. An adequate supply of trained and competent teachers is the fundamental need in adult as in every other branch of education. Teachers in day schools may be expected to form the nucleus of this supply but in view of the fact that teaching methods which are successful with children are not always suitable for adults, they will require a special course of training. It is recommended that the course of training in the normal schools should include instruction in the technique of teaching adults.

"16. It will be necessary to supplement the professional teachers by a large body of helpers drawn from other occupations. The training of these is an essential preliminary to their employment, particularly if they are to be in charge of classes.

"17. Every Province should appoint Inspectors and Organisers, expert in and able to devote their whole time to adult education. The appointment by at least one Province of a number of full-time teachers for adult work only is a commendable experiment.

"18. The movement so far has depended very largely on unpaid service but it is reasonable to anticipate that it will soon require a very considerable proportion of paid workers, especially when the demand arises for instruction beyond the stage of mere literacy. The financial implications of this, including the rates of pay and conditions of service to be offered, are matters for local consideration.

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

(Board's decision: "While in full agreement as to the need for extending libraries and providing suitable literature, the Board felt that no useful purpose would be served by asking the Central Government for special postal concessions as suggested by the Committee.")

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

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

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

"22. It should be obligatory on all Government departments, central and local, to ensure that their staffs are literate."

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

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

"24. The cost of the literacy campaign alone apart from other essential developments in adult education will impose a very severe strain on the resources of most Provincial Governments. In view of the extreme importance of bringing the campaign to a successful conclusion at the earliest possible date, the Central Government should afford financial assistance to those Provincial Governments which are prepared to carry out approved schemes within the next five years."

(Board's decision: "In view of the prior claims of primary education to any financial assistance which might be forthcoming from the Central Government towards educational development in the Provinces, the Board was unable to accept the recommendations of the Committee that the Central Government should make a specific grant to Provincial Governments for carrying out approved schemes of adult education".)

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

(Board's decision: "The Board were in sympathy with the general policy outlined but thought it advisable to wait for action by Provincial Governments before expanding their own Bureau for this purpose")

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

## APPENDIX I.

(i) *Proposal with regard to the overhauling of University Education.*

(A note by Dr. C. H. Rice.)

Mr. Fazalur Rahman, the Honourable Minister of the Interior, Pakistan, in his address given at the opening session of the All-Pakistan Educational Conference pointed out many of the weaknesses and evils of the prevailing system of education, and reminded the Conference of the opportunity and challenge at the present moment, making a strong appeal for "A complete overhaul of our entire educational structure".

*Radical Changes called for.*—In the light of this directive a fundamental and radical re-examination of the whole system of University Education, including teaching, curricula and examinations especially at the under-graduate level is called for.

*Freedom and Initiative.*—This paper proposes a radical change in the present system, dominated as it is by University examinations of the traditional type. It is an appeal for freedom for the individual college within reasonable limits to design and teach those courses and combinations of courses which may be offered,—determining both content and method; to test and appraise the attainment and success of its own students continuously and from time to time; and to put its own recognised stamp of approval on the product of its teaching.

*The Trouble with the Inherited System.*—Good teaching and successful learning cannot be done in rigidly regimented institutions, deprived of freedom and initiative by regulations and fixed and inelastic courses, and dominated and controlled by externally conducted and impersonal examinations of a single conventional type;—these examinations postponed to a distant date, always comprehending two full years work in all subjects, and comprising qualifying tests in which the teachers and the institutions have little or no part.

*Freedom and Responsibility in the Institution.*—A system is needed which will give the teachers and the individual institution a stake in—

- (a) The design and pattern and content of courses;
- (b) The testing and certification of scholastic achievement from month to month or from year to year;
- (c) and the final appraisal of success at the stage when the diploma or degree is conferred.

*University control.*—The Universities may well retain as complete control as they see fit in all post-graduate studies and in courses leading to professional degrees and distinctions. They should be concerned and should satisfy themselves as to the standard of work done in individual institutions. They should accept or subject to further qualifying tests students of various institutions who would proceed to advanced studies or to Public Service examinations.

*Certification of Schools.*—Similarly, Education Departments would certify the students of approved schools as qualified to enrol

as college students. Students from schools not yet certified, and private students, would appear in a Matriculation examination. Any college would be authorised to conduct its own admission or entrance tests.

*Advantages of such a system.*—Such a system

- (a) Would introduce healthy competition in real and vital studies;
- (b) Would give each institution the motive for striving for maximum educational success rather than being content with the minimum requirement of a rigid system;
- (c) Would motivate the teacher, encouraging mastery and growth, pride in his membership in a progressive and successful institution, and satisfaction in the daily progress of his students in knowledge and good citizenship. Teaching mainly for a livelihood, in a standardised machine, will never put the teacher on his mettle;
- (d) Would liberate the student from the unreality of studies and the lottery of the old-type examination, luring him by his progressive mastery naturally connected with consistent effort in the learning-process and by the inspiring guidance of the teacher;
- (e) and would put stimulus and exhilaration into the entire educational process, taking it out of its hag-ridden existence under the present regime of examinations.

*Suggestion for a study of other systems.*—A study of the academic freedom prevailing in the educational systems of the forty-eight states of the United States of America will reveal the results achieved of free initiative in progressive education, and also the manner in which institutions which measure up to free opportunity are certified and recognised by competent bodies.

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- (ii) *Proposal that a survey be made of the facilities available at various Colleges with a view to assigning and fostering specialities of function and development which may contribute to the life and needs of Pakistan.*

(A note by Dr. C. H. Rice.)

This proposal would contemplate a survey of the teaching strength and facilities of various colleges, and permitting and fostering the development of departments on which the several institutions should place special emphasis. Such a division of function would provide opportunity for strong initiative and development in each institution within its chosen field. It would give each institution the opportunity of exercising its peculiar genius in the service of the nation. It would provide for development, without unnecessary duplication, and overlapping in these special fields. It would also provide for important help from the colleges by their participation in specialised post-graduate courses provided for by the Universities.

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