CHAPTER VIII

REVIVAL OF CENTRE'S KEEN INTEREST IN EDUCATION (1947-1951)
With the attainment of independence in 1947, the 'Department of Education' at the Centre in the 'Dominion' of India was constituted into a separate Ministry of Education. The Ministry was divided into nine-divisions catering to different grades and types of education, scholarships, external and cultural relations. A number of semi-official and non-official bodies working under the aegis of the Ministry supplemented its work and rendered expert advice. In the post-independence period from 1947 to 1951, it had tremendous task for developing a large programme of educational expansion and improvement in almost every sector.

Before, 1947, the Government of India had very little to do with education. There were two categories of authorities which dealt with educational matters. The first category comprised the British Indian provinces* and the centrally administered areas**. These accounted for about two-thirds of the whole of India. The second category consisted of about 700 princely States which varied in size and population and which together accounted for about one third of the entire country. Some of these, like Baroda, Cochin, Mysore or Travancore were well advanced in education and even ahead of British Indian provinces, while most others were generally underdeveloped. After independence, the princely States were merged in the Union of India. Thus, a great task of educating the masses was awaiting. The Central Government and the Government of the provinces were shouldered with this task.

Basically, there was no change in the administration of education. It remained a provincial subject under the direct control of an elected Education Minister responsible to the State legislature. The Central Government had the authority to determine policies, priorities and other educational programmes and schemes. In this way the Centre was giving lead in education.

* Indian Provinces numbered 11.
** Centrally administered areas numbered 5.
Nevertheless, the States also made progress in various spheres of education but the progress depended on the available finances which were under great pressures for developing other aspects of the country's life. While the States vitalised almost every branch of education in their areas, the voluntary efforts did not progress to that extent. For the latter a new thinking was responsible. It was due to a wrong feeling among the people with the attainment of freedom and establishment of "National Government", the philanthropists felt that their responsibility towards education ceased and considered national government responsible for educating the people.

On account of lack of cooperation/State-governments looked towards Centre for fiscal help and initiation of new educational schemes.

Consequently, the Centre reviewed its policy of grant-in-aid and the Central grants began to flow freely for educational reconstruction in the States.

Demanding high priority to the education on the nation-budget of 1947 the Education Minister stated:

"Education should have the highest priority in our national budget and should take its place immediately after food and clothing. In fact, a proper system of education is necessary in order to tackle satisfactorily even these problems". Education was, thus, taken as a main issue for solving other problems of the nation.

On the eve of independence, barely 30 per cent of our children in the age group 6-11 were in schools of one kind or another. This was a challenge to the country that believed in and desired to build up a democratic social order. It was impossible for the State-governments to execute this uphill task. Therefore, one of the first things that the Central Government set out to do upon the attainment of freedom was to make up the leeway and to spread education throughout the length and breadth of the country.10 Before attaining independence, Sir John Sargent initiated a scheme, popularly known as "Sargent Plan" for the development and promotion of education. This was a long-term plan, which was to be completed within 40 years.

Independence has awakened the country from the long slumber of slavery. People were now anxious to remove illiteracy. Thus, it was difficult for them to wait for 40 years to make the country literate. An All India Education Conference was convened by the first Education Minister of Free India. In the Conference it was expressed that 40 years period (as suggested in Sargent Report) was too long to wait and that it should be cut down to 16 years, so that the pace of progress was accelerated.11

10. Seven Years of Freedom, Ministry of Education 1954, F. 1 (Humayun Kabir).
11. Ibid. F. (All India Educational Conference for discussing Educational Plan of the country was convened in 1947).
As a result of this decision, all the States accepted the programme of converting existing elementary schools into Basic Schools. This scheme was introduced from area to area. In other words, it envisaged that in certain selected areas the Basic Scheme was to be implemented in full. Thus, the Centre Government gave a lead in the direction of mass education and showed keen interest in the primary education of the children.

Though secondary education was under the charge of the State governments, yet the Central Government and the State Governments were concerned for the quantitative expansion of secondary education. They were even more concerned for its qualitative improvement. For some years past, there was persistent criticism of the existing system of secondary education - its unilinear character; its literary bias and its declining standards. Its objectives were narrowly conceived and for the majority of pupils, it seemed to lead to a dead end, for they were fitted neither for higher education nor, owing to the comparative absence of vocational training at the secondary stage, for a career. The secondary education system had become a 'single track' system which tried to fit a boy for college and almost unfit him for every thing else.

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13. Kabir Humayun, Seven Years of Freedom, P.5.
Conscious of these intricate factors, the Central Government realised the need of the hour and decided to reorganise secondary education, to diversify its contents and to make it really terminal so that a large majority of its students would be prepared for and diverted to different walks of life. Therefore, the Centre decided to appoint a Secondary Education Commission for India.

Such endeavours of the Government of India, indicated its supreme role in the field of Secondary education, which was otherwise not in its purview.

The Central Government had shown an unprecedented activity and interest in the field of higher education ever since the attainment of independence. It maintained this interest through the University Grants Committee. This was set up in 1945 to look after the needs of the three Centrally administered universities at Aligarh, Banaras and Delhi, in a consultative and advisory capacity.

During 1947, however, the Government of India took up the question of reconstituting the Committee to bring in its purview all the universities and academic and scientific institutions in the country, ensuing coordinated development of university education. The Committee was to work in the same way as the University Grants Committee in the United Kingdom and will make enquiries and recommendations regarding the (a) lines on which the universities and institutions of higher learning should develop, (b) the grants-in-aid from public funds required by the universities and (c) coordination of their activities to avoid unnecessary overlapping.

It was also decided to extend the jurisdiction of the University Grants Committee to Technical Education in the provincial universities.

Before making any further grants for development of universities other than the universities under Central Government, it was decided to undertake a financial and academic survey of the universities. The Inter-University Board and the Central Advisory Board of Education, therefore suggested that the work of Indian Universities be reviewed and resolved for the efficient working of the universities, and further proposed that the Government of India in consultation with the State Governments should appoint a Commission on the lines of the Sadler Commission to report on Indian University Education.

Therefore, in 1948 the Indian University Education Commission was appointed under the distinguished Chairman of Dr. Sarvepalli Radhkrishnan. The Commission submitted its report in 1949. It touched on every conceivable aspect of higher education. Among the most important of the Commission's recommendations was the establishment of University Grants Commission. In pursuance of this recommendation, the Central Government established a University Grants Committee for evolving formulas of distributing the Central grants to the university. The University Education

19. Ibid.
20. Seven Years of Freedom, P.8.
Commission put responsibility for meeting the financial needs concerning university education of the States on the Centre. It suggested. "It is reasonable that the provinces should retain financial responsibility for courses for a first degree. It is in advanced teaching and research that the 'All India' aspects of university work become more prominent. We accordingly suggest as a short term goal that the Government of India should make itself responsible for an overall total amounting to 50%, of the cost of Post-graduate and research work. This does not mean that the Government of India should relieve these provinces of half their present expenditure on such work; on the contrary it should be a condition of all grants that the province shall not take advantage of them by reducing its own contribution. But at present advanced work is starved at almost every university, and our proposal is that within the next few years the amount spent on it in the universities as a whole should be doubled."21

Therefore, the Commission proposed that "the undergraduate education should be the concern of the provinces, Post-graduate and Research work should be the responsibility of the Centre. But this generalisation should not be taken for administrative division, it was only suggested for the purpose of grants".22 Though this recommendation of the Commission was not the administrative generalisation and

22. Ibid.
division between Centre and States yet it made the basis for controlling higher education for financial purpose.

However, for meeting all India needs as well as to bring about uniformity in regard to higher education, it was necessary and desirable that the Central Government should give grants for the various objects promoting university and higher education. The Commission further recommended that "though the grants to the provincial universities were mainly provincial responsibilities yet those should also be the concern of the Central Government at least so far as post-graduate education and research were concerned. The Commission noted with appreciation that in certain directions grants had been given by the Government of India in recent years and it hoped that there would be a more systematised method of giving these grants on the advice of a responsible body".

The University Education Commission did not desire that Centre should lose initiative in education. According to it, the Government of India should retain, in addition to Central duties, the following functions:

(a) Power of coordination;

(b) It should ensure that all provinces, States and Unions act within certain limits or observe certain minimum standards;


24. Ibid. P.449.
(c) It should ensure that where different units wish to develop different special activities, a coherent overall national policy emerges, without glaring examples of unnecessary duplication on the one hand or unfilled gaps on the other; and

(d) To enable joint planning by provinces, States and Unions where there is necessary.  

The recommendations of the Commission created a dichotomous situation. On the one hand it proposed enormous powers for the Centre and on the other hand, it suggested that provincial governments should be conferred wide powers and it also proposed that University education should be the joint endeavour.

The Commission argued as under:

"We may say at once that we agree with the majority* in thinking that the All India aspects of University education, the repercussions and interchanges necessary and desirable between universities and the need for a national guarantee of minimum standards of efficiency, make it impossible for University education to remain a purely provincial subject. No doubt, the simplest way of securing these objects would be to make it a Central subject. But we see two serious

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* Majority of the members of the Commission wanted University education as a Central subject. Ibid, P. 404.
objections to this, which on balance seem to outweigh the advantages. First, it would tend to produce a stereotyped uniformity which we by no means desire. On the contrary, we wish to see local initiative and local interest in the creation and development of universities for more general and more enterprising than it has hither to shown itself. Secondly, it would create an awkward hiatus at a critical stage in the educational system if the Centre became solely responsible for University education while Basic and Secondary Education were a provincial responsibility. We consider that the necessary safe-guards can be achieved by concurrence." 27

Though the University Education Commission did not plead that Central control should be superimposed on, or substituted for the existing measure of provincial control of universities, yet it wanted that universities should be left free from interference.

The autonomous character of the universities and huge grants from the Centre, as envisaged by the Commission indicated the supremacy of the Central Government.

In the meantime, the University Grants Committee was replaced by the University Grants Commission with large powers and functions. Large funds were placed at its disposal, for distributing among Indian Universities. 28 It was hoped that the University Grants Commission would exercise a healthy influence and bring coordination among universities without which "Higher Education" could never expand effectively and economically. 29

27. Ibid, P.405.
28. Seven Years of Freedom (P.9).
Not only in the field of higher and university education, the Central Government was showing persistent interest and taking initiative in the training of teachers and research. The Ministry of Education started the Central Institute of Education in 1947 for training graduate teachers at the B.T. and M.Ed. level. Besides initiating programmes of research by the members of the staff, a few students for advance research work leading to Ph.D. degree were also admitted. 30

A special unit for the education of the handicapped was started in the Ministry of education in April 1947. The primary function of this unit was to coordinate activities throughout the country and to advise state governments on relevant matters. In the following years, the Government of India established a training Centre for adult blinds in Dehra Dun. The Chief aim of this Centre was to impart vocational training to blind adults with a view to helping them towards economic independence. 31 The Centre was also planning to start a school for blind children in Ajmer, which would cater the needs of all the Centrally Administered Areas. The Government of India gave financial help to the convention of the teachers of the deaf in India to publish "Deaf in India", a quarterly periodical devoted to the education and welfare of the deaf. 32

32. Ibid, P. 11.
These and others similar activities of the Central Government show that it revived its interest in the different levels of education*. No doubt, that "Education" is provincial subject in India, i.e. responsibility for all forms of education in their areas rests with the provincial and State governments. The problem of coordination and planning is, however, of overriding importance in a vast country like India. This obliged the Ministry of Education at the Centre to have overall responsibility with a view to ensure that right patterns were set and research and experiment continued for devising improved systems. It had, in addition, many schemes and activities of its own. There were also institutions of all India character which it directly administered.33

Centre's main function was to coordinate educational planning for the whole of India and to act as an agency for the collection and dissemination of information on education. The Government of India also undertook to give financial assistance where necessary.**

The All India Council for Technical Education at its meeting held in April 1949, appointed a small committee to collaborate with the Committee of the Inter-University Board to review the position of Technical Education in the universities

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* See Annexure No. VI to IX for Centre activities in various fields of Education.


** See Annexure No. X for Financial Assistance to institutions.
and laydown general principles to be observed in regard to degree courses in engineering and technological subjects.\textsuperscript{34} Another Committee was also appointed to prepare a comprehensive plan for training in industrial administration, business administration, personnel management etc. The various Boards of Technical studies of the council met several times to lay-down standardised courses of training on all India basis.\textsuperscript{35}

The Central Government was alive to its responsibility towards Technical Education. It considered a proposal for the establishment of a National Technical University to which might be affiliated higher technical institutions, the Indian school of mines and geology, Dhanbad, the Indian Institute of Sciences, Bangalore and other institutions of all India character.\textsuperscript{36}

This scheme was based on the strong desire of the Centre to control every domain of education. Under this scheme of all India bias, many all India schemes in Technical Education were prepared and a Central grant of Rs.2,00,000 non-recurring and Rs.25,000 recurring for research in gas turbine in the Internal Combustion was given. A further grant of Rs.44 lakhs was paid to the Technical Institutes for developing technical education.\textsuperscript{*}

\begin{thebibliography}{9}
\bibitem{34} A Review of Education in India 1949-50, P.14.
\bibitem{35} Education in India 1948-49, P.146.
\bibitem{36} A Review of Education in India 1949-50, P.14.
\bibitem{*} See Annexure no.XI for Central finance and grants.
\end{thebibliography}
As regards activities of States relating to technical education, Bombay instituted 15 scholarships to encourage technical education among backward class students. An engineering exhibition was organised which was the biggest of its kind in the country. On the 24th November, 1949, the college became the first Engineering University in the country. 37

The Uttar Pradesh Government appointed a Committee to reorganise technical institutions in the State, with a view to meeting the needs of the day of the various industries in the State. 38

The Academic Council of the Madras University decided that the B.E. degree course should not be reduced from 4 to 3 years as recommended by the Standing Advisory Board for Technical Education of Madras Government. 39

The Bengal Government approved a scheme for establishment of a technical school at Asansol and provincialisation and reorganisation of the Vishnupur Technical Institute. 40

In Travancore and Cochin importance was given to technical education. Technological Colleges, Engineering Colleges and other technical institutions were getting affiliated to the University of Travancore. 41

38. Ibid.
Of course, the States did some work in the field of technical education but it was only rudimentary, whereas the Central Government undertook all the branches of technical education from smithy to aeronautical engineering. It gave grants-in-aid to the technical institutions in the Centre as well as in the States. Thus, it performed a major role in the sphere of technical education.

The Government of India was very active during 1947-51. It made great efforts to develop education. For uplifting the Scheduled Castes, it instituted scholarships and awards for them. For this purpose a grant of Rs. 10 lakhs for Scheduled Castes and Rs. 6 lakhs for backward classes were sanctioned.42

In addition to the schemes sponsored by the Government of India, there were several schemes sponsored by the State governments for the benefit of these weaker classes.

The Bihar government sanctioned a recurring grant of Rs.1,76,000 for 17 high schools in the aboriginal areas of Chhota Nagpur and Santhal Parganas. Another sum of Rs.70,000 was granted for school buildings and furniture. The Orissa Government also made provision for stipends to Scheduled Caste and Hill Tribes students studying in schools and colleges. The Uttar Pradesh Government made provision for stipends for Harijan students at various stages of education. The Punjab Government gave special facilities to Harijan students and Backward Sikh students.43

42. A Review of Education in India during 1949-50, P.17.
43. Ibid.P.19.
In spite of the fact, that State governments set apart a sufficient amount for the benefit of Scheduled Castes and Backward Classes, still these sections of society were so weak that substantial amount for a longer period was required, which was not possible for the States to spend when other issues such as food, health were pressing hard. Consequently, the Centre Government decided to shoulder this heavy responsibility too.

In the field of social education, the Central Government played a vital role. A guide plan was prepared by the Conference of the Provincial Ministers. It was agreed upon that social education in the provinces should, as far as possible proceed along the lines of the guide plan. A Committee was also appointed and a target of atleast 50 per cent literary within three years, was fixed. All provincial governments were expected to adopt this scheme or prepare similar schemes to suit their own requirements. The Government of India was required to bear half the cost of Adult Education in the provinces and perhaps more in the case of educationally backward or economically poor classes. The provinces were asked to submit their schemes of social education to the Government of India at an early date to enable it to pay them their shares from the Central Social Education fund. Unfortunately, by the

44. Conference of Provincial Ministers held in Delhi in February 1949.


46. Proceedings of the 16th and 17th (Special) meetings of the Central Advisory Board of Education in India held at Cuttack in January, 1950, and New Delhi in April 1950, P.99.
time the provinces had sent their schemes, the financial situation of the country had deteriorated and it was possible to pay only on the basis of the expenditure actually incurred by the provinces.47

Inspite of financial stringency, the Central Government decided to reserve only Rs.10 lakhs out of Rs.1 crore for social education activities of the Centre and remaining amount of Rs. 90 lakhs was distributed among the States in proportion to the number of illiterate population of each. Every province was directed to contribute to its social education scheme an amount at least equal to that received by it from the Centre during the period of three years.48

Thus, the function of the Central Government in social education was, from the nature of the case, to be mainly that of guidance, coordination and financial assistance. The actual burden of implementing various schemes fell upon State governments but the Centre in acting as a Clearing House assisted all State governments. In the discussions at the Central Advisory Board of Education meetings, in the coordination of grants by the Ministry to the States for social education schemes, in the organisation of Adult education conferences, in the promotion of Adult education material, the Centre acted as guide, financier and coordinator.49

47. Provincial Education Ministers Conference held on 19th and 20th February, 1949 and a meeting of Provincial Officers in charges of Social Education held on 25th July, 1949.


49. Seven Years of Freedom, P.15.
The Central Government wanted to establish inter-state understanding and suggested that there should be interchange of persons from one State to another. Universities should admit students from all walk of life and States. There should not be domicile restrictions both in regard to admissions to institutions of learning and to appointments on their staff. In this regard the Hon'ble Minister of Education stated:

"I am sure if the rules pertaining to domicile is either relaxed or amended much could be done to fill the gap. If for some reasons you are unable to amend this rule, I would appreciate it if you could at least reserve a substantial percentage both of admissions and appointments for persons belonging to other provinces."

This suggestion of the Centre was honoured by the States with some reservations. Similarly, in the matter of Federal language, the Centre issued a letter in 1949 to the States, requesting them to make Hindi a compulsory subject in secondary schools. Many states accepted the request while some were very critical of the severe altitude of the Centre.

51. Proceedings of the 18th meeting of the CAB of Education in India, held in January 12th and 13th, 1951 at Trivandrum.
52. Seven Years of Freedom, P. 19.
In spite of these reservations of the States, Central Government was playing an important role in the educational affairs of the States, "it had even international exchanges in the field of Culture, Science and Education. For this purpose, the Government of India established 'The Indian National Commission for Cooperation with UNESCO, in 1949, and established cultural relations with other countries.

On account of these relations, the State Governments were indirectly benefited when the Government of India exchanged its nationals for overseas study in culture, science and education. Hence, the role that was played by the Central Government in the field of cultural and educational relations was a pivotal.

On the eve of the declaration of India, as Sovereign Democratic Republic, the Indian Educational Service, with its traditions extending over 53 years came to an end as an All India Service. Therefore, the main instrument of the Central Government by which it controlled the affairs of States, ceased. However, its interest in the educational activities remain alive and persistent.

The year 1950 is memorable in the history of India. On 26th January 1950, India was declared a Republic. The Constitution of free India has not deviated from the original pattern, and "Education" at all stages with two important qualifications still remained a State-subject.

53. Seven Years of Freedom, P.30.
54. Education in India 1948-49, P.36.
These qualifications are in respect of university education and technical education. In view of the need for coordination of facilities and the maintenance of standards at the higher levels, the constitution has placed on the Central Government the responsibility in this regard. The heavy expenses involved in scientific and technical education require that there shall be avoidance of any duplication in these fields. The promotion of higher scientific and technical education is, therefore, a Central responsibility.56

Apart from such direct responsibility allotted by the Constitution, the Central Government has also an important role to play in formulating general policies and ensuring uniformity in the pattern of education in different states.57

The Union Ministry of Education acted as liaison between India and the outside world, initiated educational policies for the whole country, counselled Part A states, supervised Part B states, instructed Part C states, controlled Part D areas and safeguarded the educational interests of the weaker section of the people, in particular the Scheduled Castes, Scheduled Tribes and other backward communities.58

In order to discharge its various functions, the Ministry of Education collected and maintained throughout this period up-to-date information, both statistical and otherwise, of all stages and types of education in the country. The

57. Ibid. P.15.
Central Bureau of Education was charged with this responsibility and worked through two sections which dealt with overseas and internal information. The collection and collation of information enabled the Ministry to exercise its functions of coordination. This it did mainly through the Central Advisory Board of Education which continued to play as important a part during 1947-1951, as in preceding ones.59

In the field of technical education, the Central Government sought to discharge its responsibility through the All India Council for Technical Education set up in 1945.60 The various Boards of the council made considerable progress in the preparation of all India courses in different branches of engineering, technology and commerce. In accordance with a scheme, approved by the council, grants and loans amounting to nearly Rs.33 lakhs were paid to 4 universities and 7 institutions for improvement and expansion of engineering and technical education. The scheme of practical training stipends, Research Training, scholarships and development of research facilities in the universities, initiated by the Ministry of Education in 1949-50 were continued during 1950-51. Further progress was made in the appointment of staff and construction of buildings for the Indian Institute of Technology Kharagpur.

60. Ibid.
The Delhi Polytechnic which is another all India institute under the control of the Central Ministry of Education, expanded the facilities in its department of technology. Liberal grants from the Central Government enabled the Indian Institute of Science, Bangalore to implement the schemes for its all round development.\(^6^1\) Thus, in the field of technical education, the leading role of the Central Government superimposed its authority over all the States.

For coordination of university education, a University Grants Committee was functioning.\(^6^2\) Apart from its functions of coordination, the Central Government decided to declare Visva-Bharti; founded by Rabindranath Tagore, as an institution of national importance. The three Central Universities of Aligarh, Banaras and Delhi continued to receive normal maintenance grants, in addition to grants for specific objects from the Ministry of Education. During 1950-51, the total grants paid to these universities amounted to Rs. 47,28,000\(^\ast\). The Ministry also sanctioned substantial grants to Visva-Bharti, Shrimati Nathibai Damodar Thackersey Women's University and Jamia Millia.\(^6^3\)

Besides the management of these institutions of national importance and of Centrally administered areas, the Central Government gave a large sum as subsidy to the States.

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* Aligarh Rs. 12,50,000, Banaras Rs.23,51,000 and Delhi Rs. 11,27,000. See also Annexure No.XI.
In addition to the subvention, given for the university education, the Central Ministry made a provision of Rs.142 lakhs in its budget for expansion of Basic education and social education in the country. Nothing could, however, be spent out of this small allotment as it had to be surrendered during the year on account of financial stringency.

One most important development in the field of education of the handicapped was the evolution of Bharati Braille. The Government of India had taken the initiative in asking Unesco to investigate the possibility of evolving a common Braille for all languages. Bharati Braille was developed in accordance with the principles enunciated by an international body of experts appointed by Unesco to study the problem. Further progress was made in the establishment of a Central Braille Printing Press at Dehra Dun for producing Braille literature in Indian languages. The Training Centre for the Adult Blind, started by the Central Ministry of Education in January 1950, continued to make good progress in imparting Vocational training to the adult blind.

Besides, promoting education for the handicapped, the Government of India instituted many scholarship for study abroad, research training, engineering and technology and spent a large amount on providing stipends.

64. Education in India 1950-51. P. 66.
65. Ibid.
However, the Government of India could not make a detailed examination of Secondary Education in all its aspects in the country due to the acute financial stringency. Otherwise the Centre was fully aware that unless the system of Secondary Education in the country improved, neither primary education nor university education could be well-balanced and effective.67

Apart from the functions mentioned above, the Central Government was administratively responsible for the Archaeological Survey of India, the Anthropological Survey of India, the National Archives and the National Library, Calcutta.68

In addition, the Central Government also administered many awards in various fields both internal and external. It also developed cultural relations with other countries and in pursuance of that policy, it administered scholarships and award for foreign countries as well as international organisations.69

In spite of these numerous central activities, the role of the Central Government remained during 1947 to 1951, as of the main partner in affairs of education. The Centre did not try to encroach upon the sphere of the States unless the situations warranted. According to the provision laid down in the Constitution, education is essentially a State subject.70

67. Proceedings of the 13th Meeting of the Central Advisory Board of Education in India held at Trivandrum from January 12th to 13th, 1951, P.154.
68. Progress of Education in India 1947-52, P.16.
69. Ibid, P.17.
70. Education in Eighteen Years of Freedom, P.11.
All part A and B states and some Part C states had an education minister responsible to the legislature. But education in latter two categories of States was directly administered by the Union Minister of education in consultation with the State Ministers or Advisers. Each State had a consolidated fund to which all moneys collected were credited and expenditure was incurred in accordance with the appropriation Bill introduced at the instance of the Governor and passed by the State legislature.  

All important policy decisions at school levels were taken by the State governments; and even in higher education, colleges were set up with their approval and universities were established through the enactment passed by the State legislatures. Some States constituted advisory bodies to advise their governments on matters relating to education. A number of units and bureaux were set up, such as, the Text books unit, the bureau for educational and vocational guidance, the units for audio-visual aids, for evaluation, for curriculum and for planning. In almost all the States the production and distribution of text books was being nationalised. Apart from these activities, State institutes in special subjects were set up in Andhra Pradesh, Kerala, Tamil Nadu, Karnataka, and in Punjab.  

72. Education in Eighteen Years of Freedom, P.12.
In spite of the numerous responsibilities which the State governments performed during 1947 to 1951, they were handicapped for want of Central grants. This is clear from the welcome address of Pandit Lingaraj Misra, Minister for Education, Orissa, when he stated:

"The Central Government has in the past been very considerate and fairly liberal to us and we have not unmindful of our own obligations and responsibilities. I would plead with you earnestly that this country of ours is one; that the strength of a chain depends on its weakest link. In view of the magnitude of the problems with which this long neglected province has to contend, the encouragement and help we have been receiving from the Centre should be continued and augmented. I can assure you that we shall spare no efforts to see that we spend wisely and economically whatever we receive." 73

This was not only an instance of Orissa Government, all other States similarly needed allocation of large amount for the expansion and development of education in their respective states. They looked eagerly towards the Centre. On its part, Central Government provided fiscal help and influenced the educational activities of the States. This claim was well stressed by the then Education Minister, Maulana Abul Kalam Azad:

"It is true that "Education" is a provincial subject, but in the existing circumstances, the problem of education cannot be solved unless the Centre assumes appropriate responsibility for expansion and growth." 74

Therefore, for the development of education in the country, the active and predominant role of the Central Government was desired. The Centre, thus, revived its keen interest during 1947 and 1951 and helped the States liberally with large grants. The Government of India spent Rs. 2 crores in 1946-47 and this amount rose to Rs. 7.4 crores in 1950-51, 75 clearly shows that the Central Government was alive to its activities in the field of education.

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* See detailed Statement of Central Expenditure on Education in India from 1948-49 to 1950-51 in Annexure No. XII.