

Asian countries. The instructors thus trained would then pass on the knowledge they have acquired to others in a "snow-balling" process closely parallel to systems of training and upgrading unskilled labour during the war. Thus the largest single lack in Asian manpower resources would be supplied.

8. Training of foremen and the skilled and semi-skilled worker can be arranged most economically and effectively locally. Even in the higher category of skills, this is more economical and, over a great part of the field, more satisfactory. The expansion of training facilities in the countries themselves is thus a vital element in their plans for economic advancement. The programmes of the individual countries reveal how much Governments are doing to help themselves by expanding existing establishments and setting up new institutions. The Pakistan Government, the United Nations Food and Agricultural Organisation, the Economic Commission for Asia and the Far East, and the International Bank have collaborated to establish in Pakistan, for the benefit of all Asian countries, a centre for training in the formulation and appraisal of development projects. Pakistan has plans for the expansion of its existing institutions of higher education, and is paying particular attention to establishments to increase the skill of the ordinary worker and to train farmers in the use and maintenance of tractors and their implements, the use of improved seeds, and the application of fertilisers. In Ceylon, the facilities for university education and for medical and technical training are being expanded. In India, the Scientific Manpower Committee and the University Education Commission have assessed the additional requirements of technical personnel in the next ten years and have made recommendations for the further expansion of existing technical resources to meet these needs. Other important steps taken by the Government in recent years are the creation of a Department of Scientific and Industrial Research; the opening of a series of National Laboratories for research in physics, chemistry, ceramics and other fields; the expansion of research and training facilities in existing institutions devoted to agriculture, medical and technological education, such as the Dehra Dun Forest Institute, the Indian Institute of Science at Bangalore, the School of Tropical Medicine, the Indian Agricultural and Research Institute; and the development of post-war vocational training schemes under which a large number of polytechnic and other training institutions have been set up. The Government are also examining schemes for two higher technical institutes which, when set up, will provide facilities, on a considerable scale, for training and research in engineering and technology for graduate and post-graduate students and research workers. In Malaya, Raffles College and King Edward VII Medical College, Singapore, have been raised to the status of a University to serve the whole of Malaya. There are governmental trade schools and junior technical schools in the Federation, Singapore and North Borneo to train artisans.

9. The facilities for training in the countries themselves are illustrated by the following table:—

Table 23.—Higher Educational and Technological Training Centres

	Number of institutions and training centres*		Output of trained men	
	1949	1957	1949	1957
India	2,777	3,330	125,790	167,720
Pakistan	216	293	22,000	25,300
Ceylon	22	28	1,454	3,050
Malaya and British Borneo ...	10	18	260	500

* Includes only universities, technical training colleges and trade schools.