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EDUCATIONAL INDIA

Vol - XVI

NO - 10

April - 1950



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EDUCATIONAL India

A FORUM OF EDUCATIONAL THEORY AND PRACTICE

Vol. XVI

APRIL, 1950

No. 10

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Indian Rs. 4/8.
Foreign Sh. 9.
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MASULIPATAM
(S. INDIA)

OFFICE OF THE REGISTRAR OF BOOKS
11 APR 1950

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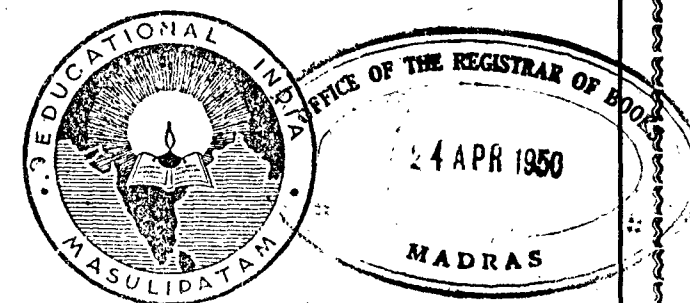
Vol. XVI: No. 10

April, 1950

EDUCATIONAL INDIA

A High Class Monthly devoted to Topics of Educational and Literary Interest

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Education and Growth of Democracy*

The Hon'ble MOULANA ABUL KALAM AZAD

Minister for Education and Chairman, Central Advisory Board of Education.

Friends!

THIS is the third meeting of the Central Advisory Board of Education since India attained her independence. It is now necessary in the light of experience we have gained in the last three years to consider carefully and dispassionately our hopes and plans for the education of free India in the coming years. It was but natural that after the attainment of freedom we should have considered ambitious programmes for the expansion of our national education. This was necessary as education is one of the most important of our nation-building activities. We had also to make special efforts to wipe out the deficiency in education created by over a hundred years of foreign rule. It was in this spirit that the Ministry of Education prepared a programme of work for the next 10 years.

It was obvious that we had to build our educational structure from its very basis and improve it both qualitatively and quantitatively. The number of our literates was and is lamentably low. Even the literacy that is imparted is not of the highest quality. In view of the demand for all-round expansion and improvement, it became necessary to fix an order of priorities, so that our limited resources were not frittered away in attempting too many things simultaneously. You will remember that it was with this object in view that the Ministry of Education,

with your general support, proposed that our immediate objectives should be four, namely:—

(i) The provision of Basic Education on a universal, free and compulsory basis for all our school-going children;

(ii) The provision of Adult Education in order to wipe out the colossal illiteracy of our masses;

(iii) Improvement and expansion of Technical Education in order to solve the problem of man-power for industrial and technical development; and

(iv) Reorganisation and improvement of University Education from a national point of view.

Post-War Plan

The Post-War Development Plan laid down that it would take 40 years to implement a Scheme of Basic Education and cost the nation a sum of Rs. 8,000 crores at the rate of about 200 crores a year. You will remember that after attainment of independence we all felt that the period was too long and exigencies of our national economy demanded reduction in the cost. Nor was this all. We realised that the lack of finances was not the only obstacle in our way. A truly national system of education demanded the creation of a new spirit among our educated men and women, so that they would regard the spread of education as a national obligation for all. The question of buildings had also to be faced from a new angle, for if we waited for the construction programme envisaged in the Post-

* Address to members of the Central Advisory Board of Education at Cuttack on Jan. 8, 1950.

War Plan, the introduction of compulsory universal free education would be deferred indefinitely. We, therefore, felt that we must utilise whatever accommodation is available in the land and employ the entire educated personnel of the land either on a voluntary basis or through some form of social conscription. It was with this end in view that we prepared a plan of junior Basic Education to be implemented in ten years and at a greatly reduced cost.

In the field of Adult Education, we revised our programme so that it became one of Social Education for training in citizenship and aimed at making at least 50 per cent of illiterate adults literate in the course of the next 10 years.

You have considered these Reports last year and generally approved of the recommendations. I agree with your views and feel that in the light of the modifications suggested, we may prepare our programmes on the basis of co-operation between the State and the people, so that the State on the one hand should extend the facilities and services necessary and the people on the other supplement on a voluntary basis the efforts of the State.

To improve our standards of technical education, the programme that we had envisaged was the establishment of four Higher Technological Institutes in addition to the strengthening of existing institutions. Considerations of finance did not permit us to start with all the four, but we thought that at least a beginning must be made. The Eastern Higher Technological Institute near Calcutta was taken in hand without even waiting for the construction of all the necessary buildings. The Scheme is in progress

and I hope that the next academic year will see the first batch of teachers and students working in this Institute. Simultaneously, it has been our aim to strengthen existing institutions by improving their quality and increasing their capacity.

University Commission Report

In the field of University Education, the Indian University Education Commission under the Chairmanship of Professor Radhakrishnan was asked to submit its Report within 9 months. You will be glad to know that it has already done so. The Report is before you and one of the main functions of this meeting of the Board will be to consider the recommendations of the Commission.

I have even at the risk of some repetition recapitulated these points, so that we may be in a position to judge where we are. You will appreciate that so far as planning is concerned, the Ministry is ready with its programme in all the four fields mentioned by me. I would therefore like to draw your attention to the obstacle which stands in the way of their immediate implementation.

You will remember that in 1947 the problem of refugees from Western Pakistan absorbed almost all the energies and a major portion of the finances of the nation. There was therefore no hope of adequate funds for educational expansion in the immediate future, but even in spite of these difficulties, the budget for 1948-49 saw an increase in provision for education. During 1948-49, our Schemes for educational reconstruction reached a stage fit for implementation. It was my hope

that the 1949-50 budget would enable us to make a beginning with the programme.

In spite of our best efforts, we were, however, unable to provide sufficient funds even for the very modest programme of expansion which we had framed. Our intention was to provide for an amount of 11 crores for 1949-50, as this would enable us to start the Basic Education programme and undertake preliminary work for Social Education. Our financial position however allowed us to provide only about six crores. We accepted the situation, as we hoped that at least during 1950-51, conditions would improve sufficiently to enable us to carry out the Schemes which had been so carefully prepared and so repeatedly revised in order to cut down cost.

To our great disappointment even this expectation is now belied. Within six months of the adoption of this year's budget, we have had to face a financial crisis of such magnitude as to force a reduction of ten to twenty per cent. in the already approved budgets. This was followed by devaluation and still further difficulties with the result that our current year's budget has been severely curtailed. Instead of going ahead as we had originally planned, we suddenly realised that we had to retreat. For 1949-50, we had to surrender about 153 lakhs out of a total budget of about 588 lakhs. The result is that a country with a population of almost 350 millions and with hardly 14% literates cannot provide more than Rs. 4½ crores from its central revenues for education!

The problem before us

The problem before us today is not what Schemes we should prepare

for national education. These are already there. We have to consider whether we can take any forward step at all in the immediate future. 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. We are as keenly conscious of this as all of you and this makes the present situation even more painful to us. There are no two opinions about the need for provision of education on an expanded and improved scale. The programmes are also ready, but in spite of the urgency, we cannot go ahead because of shortage of funds.

I may bring to your notice the policy which the British Government have adopted in a similar situation. In a recent circular, the Ministry of Education of that Government have said :

"Local Education authorities will be aware that the economic difficulties of the country have called for a close review of Government expenditure. They will also have noted the announcements that the Government do not contemplate any major change in policy which would result in a reduction in the scope of the services for which the Minister of Education is responsible.

The Minister wishes to make it clear in particular that—

(a) there is to be no going back on reforms already instituted or on the plans by which the number of teachers in primary and secondary schools will be increased with the increasing school population;

(b) there is to be no cut in the extent of the building programmes already approved to meet the increasing number of children, the

needs of new housing estates and of technical education. Every effort, however, must be made to reduce costs. A separate circular is being sent to authorities on these points and on the measures which have to be taken to reduce capital investment for other educational purposes;

(c) schemes for further education, including plans for Country Colleges, not yet completed should be proceeded with and submitted in due course;

(d) arrangements for maintaining an adequate number of university awards should proceed concurrently with termination of the Further Education and Training Schemes, and discussions between universities and Local Education Authorities on the adoption of a new procedure for local awards based on paragraph 34 of the Working Party's Report should continue."

More funds must be found

There is however no point in merely discussing these difficulties and obstacles. What we have to do is to devise ways and means so that funds may be found for education and other constructive projects. There is no immediate prospect of a large increase in our revenues. Funds can therefore be found only by diverting a larger proportion of our available resources to education and other nation-building activities. As you are aware, the main burden on our finance today is due to the expenditure on import of food, rehabilitation of refugees and defence. It is obvious that welfare services cannot be expanded till these burdens are lightened. There is every hope that the expenses on the food account will be diminished and ultimately disappear. The expenditure for rehabilitation cannot be curtail-

ed till our displaced people have been re-established on a sound basis, but it is diminishing with the flux of time. There remains Defence. During the British regime, we have always complained that the Defence expenditure was excessive. After the attainment of freedom, it was therefore natural to expect savings in this field, but circumstances took a turn, where in spite of all our efforts, the expenditure on defence had to be further increased. Government are however keenly alive to the situation and I can assure you that we are examining every possible avenue of saving and economy.

The need for education is accepted in principle by every one. It is necessary to wipe out the illiteracy of 150 years and make our people efficient, productive and responsible citizens of a democratic State. The new constitution gives power to the people, but if this power is to be exercised with wisdom and foresight, it is necessary that the people must have the requisite knowledge. Even from the point of view of increasing the economic and industrial efficiency of the people, it is essential that our educational facilities must be expanded. As a famous economist has said, there are no poor or rich countries but only countries in which the people use their resources and countries in which they do not. Some parts of Africa are among the richest in the world in natural resources and yet because the people are illiterate and ignorant, they are poor and suppressed. There are other parts of the world, poor in natural resources which have been developed and enriched through the knowledge and industry of their people. India will have to decide to which category her people should belong.

JOB ANALYSIS

Sri J. P. GUPTA,

Superintendent, Children's Aid Society, New Delhi.

THE study of man's occupations has of late taken such importance that a scientific study along the lines followed in other physical and social sciences has become necessary. It can then well claim as one of the social sciences and can be termed as occupationology. This study will benefit not only the vocational counsellor, but also the employer, economist and the worker. All the State Employment Offices of U. S. A. keep a complete analysis of all jobs in their area. This ensures a better selection by rendering a real service to employers and is a helpful tool for guidance.

What is Job Analysis?

Job analysis is the technique of securing by observation and study and presenting pertinent information relating to the nature of a specific job. It is made by gathering and recording facts through first hand study of the actual performance on the job. It is the determination of what the worker does, why he does it, how he does it and the skills, knowledges, abilities and responsibilities involved in accomplishing it, which differentiates the job from all others.

These four points viz. 'What the worker does', 'how he does it', 'why he does it' and 'the skill, knowledge, abilities and responsibilities involved in accomplishing it' may be termed as job analysis formula. The first three parts of this formula—what, how and why depict the nature and scope of the work while the last part 'the skill etc.' involved measures the required

skill for the job. A job is a group of positions which are sufficiently alike to be covered by a single analysis.

Underlying principles of Job analysis:

In order to obtain realistic and accurate results some principles are necessary. Such underlying principles can be summarised as follows:—

1. The research data of occupations must be compiled at the plant or office at work.
2. The research or developmental activities must be closely co-related with the practical application of the research findings.
3. It must be carefully planned on long range, and must be continuous and stable.
4. The contribution of other investigations must be utilised to the fullest possible extent to avoid duplication.
5. Full and active co-operation of the employers, workers, schools, Colleges, persons in Government services and other occupations should be available.

The task of the job analyst is to get the facts, get them accurately and get them all.

Analysing:— First discover the basic facts about jobs, then define, name and classify these jobs in a systematic manner such as machine jobs, strength jobs, accuracy jobs, dexterity jobs etc. In short a job description should give a fairly complete story about each job.

Its Uses:— In order to understand why the information on all

the points of the job analysis formula must be made available in every analysing, the job analyst should be acquainted with the many uses of job analysis. Job analysis methods are indispensable for thoroughness and accuracy in personnel, industrial relations, labour utilization etc. Some of the important uses are following :—

1. Interviewing workers.
2. Trade tests.
3. Aptitude tests.
4. Job description, grading and classification of job duties and responsibilities.
5. Determining suitability of jobs for the employment of women.
6. Determining suitability of jobs for the physically handicapped.
7. Training courses for specific occupations.
8. Wage settling and standardization.
9. Provision of hiring requirements.
10. Transfer and promotions of workers.
11. Adjustment of grievances.
12. Investigation of accidents.
13. Indicating faulty workmanship or duplication of efforts.
14. Maintaining, operating and adjusting machinery.
15. Defining limits of authority.
16. Facilitating job placement.
17. Indicating cases of individual merit.
18. Indicating cases of individual failure.
19. Studies of health and fatigue.

Factors in job Analysis— A complete job analysis contains seven basic elements viz :—

1. Identification data — name of the job.
2. Work performed — describe the task involved.
3. Performance requirements — indicate the demands that the job places on the worker for unsuccessful performance.
4. Sources of workers including necessary training and experience.
5. Comments—technical and general background of the job.
6. Physical demands — working conditions and physical factors.
7. Workers characteristics — the analyst's estimate of the inherent characteristics of the workers.

Identification Data — A job definition should contain all the essential and significant facts and should be so stated that the job can be clearly understood and distinguished from all other jobs. First enter the name or title by which the job is commonly known in the organisation. The industrial designation or work activity with which the job is identified should also be mentioned. Alternative titles of the jobs used and recognised in the plant should be entered. The number of workers of each sex employed on the job being analysed indicating if the employers prefers any sex should also be mentioned. The industry, branch and department in which the job is found is also to be mentioned.

Work performed :— It is a statement of the purpose of the job and a concise description of the task performed by the worker beginning with what the worker does first on his job and carrying through all the steps in the process to the completion of work. The work performed should include duties that are performed infrequently such as occasional repairs as well as the normal work cycle. A mention should also be made of tools and equipment which the worker uses. It should also include replies to why and how the worker does his work. In short it should be a well organised, well-worded, easily read informative statement to enable the reader to visualise the job, to see what the worker does in starting his job and carrying out each duty to the finished product. It may be prefaced with an explanatory statement as to the relative position of the job in an industrial process, differences between this job and similar jobs, the type or source of material handled by the worker and other pertinent facts. The primary consideration is to so organise the statement that the uninformed reader can obtain a clear concept of the work performed on the job.

Performance requirements :— It is of course difficult to present performance requirements as concretely and as objectively as the work performed on the job, but there are certain factors which evaluate the manual skills, knowledge, abilities and responsibilities required of the worker by the job regardless of whether the job is manual, craft, professional, clerical or other type. Skill is based on responsibility, job knowledge, mental application, dexterity and accuracy. The analysis is to obtain satisfactory

information involving these factors about a job.

Responsibility includes responsibility for equipment procedures, processes, materials and products; responsibility for the work of others; responsibility for safety of self and others; responsibility for money; responsibility for co-operation and for public contacts. It thus relates to the degree of supervision received and exercised, the number of checks set out to prevent or catch errors and the decision limits within which the job must conform.

Job knowledge is the knowledge of equipment, material, processes, procedures, techniques, and operating methods which the worker must possess to perform the job successfully. This knowledge is gained by actual working on the job, prior training, or by both, and is limited by the instructions received regarding work tasks and the degree of supervision.

Mental application indicates the mental abilities which the job requires the worker to exert such as initiative judgement, adjustability, versatility, continuity of thought, concentration, and mental planning or mental alertness.

Dexterity and accuracy means the manual or manipulative ability required to perform work to the degree of accuracy or precision required. The factors of dexterity include physical deafness, speed and co-ordination of sight and other senses with the muscles. Accuracy means the degree of precision in the adjustment and manipulation of equipment and tools as also physical tolerance.

Sources of workers :—It is designed to indicate where workers can be recruited for the job analysed

pointing out the training and experience that a worker who is seeking the job must have. Specially it is intended to bring out the exact nature of the training that is either required or desirable and the physical or mental skills which that training develops and how those skills apply directly to the job. The type of training required in—plant training or vocational training, or technical training, should be mentioned. A mention of the general educational requirements whether knowledge of school subjects or merely an ability to speak, and/or read, and/or write Hindi and/or English is required. If any of the hobbies and activities are useful for the job they should also be stated.

It also includes a listing of most closely related jobs as it will be of immense value in promotion and transfer of workers. This information is specially useful to the placement officer for replacing an experienced worker and for vocational counsellor to place inexperienced applicants and transfer of workers from one field to another.

Comments:— This section represents the background of a job which the user is not able to obtain first hand. If the analyst neglects, this section analysis will be similar to a picture with a clear painted subject without a background. When reporting the analysis of a job, the job analyst must provide technical and general information regarding the job giving description of machines, tools and other equipment, materials and supplies and any additional state-

ments to further classify the picture of the job. The technical terms are also explained. This section also includes general comments to the appropriation section of the schedule.

Physical Demands:— Working conditions and physical requirements have a great bearing on job skill or job difficulty. Physical activities are measured by the specific physical requirements and are limited by the intensity with which the requirements are exercised and the way in which they are used on the job. The working conditions are environmental conditions over which the worker has no control and which affect his mental or physical well-being. It is measured by the nature of the job surroundings. An analysis of this feature is based upon the fact that there are differences among jobs in their physical demands and among workers in their physical capacities. Some jobs require a great output of energy because of lifting and carrying heavy equipment for long periods of time while some require the worker to sit at a bench and use only one arm and hand in handling or assembling small parts.

Just as there are differences in physical demands of jobs, workers' capacities vary in ability to see—near sighted or far sighted, ability to life, to work in noisy surroundings, and to work in very hot air etc.

The job analyst considers following 54 specific items relating to the physical activities and working conditions of jobs:—

Physical activities

1. Walking
2. Jumping
3. Running
4. Balancing

Working conditions.

1. Inside
2. Outside
3. Hot
4. Cold

Physical activities

5. Climbing
6. Crawling
7. Standing
8. Turning
9. Stooping
10. Crouching
11. Kneeling
12. Sitting
13. Reaching
14. Lifting
15. Carrying
16. Trowing
17. Pushing
18. Pulling
19. Handling
20. Fingering
21. Feeling
22. Talking
23. Hearing
24. Seeing
25. Colour vision
26. Depth perception
27. Working speed

Working conditions.

5. Sudden temperature changes
6. Humid
7. Dry
8. Wet
9. Dusty
10. Dirty
11. Odors.
12. Noisy
13. Adequate lighting
14. Adequate ventilation
15. Vibrating
16. Mechanical hazards.
17. Cramped quarters.
18. High places
19. Exposure to burn
20. Electrical hazards
21. Radiant energy
22. Explosives
23. Toxic conditions
24. Working with others
25. Working around others
26. Working alone
27. Day shift or night shift

The job analyst also considers possible deleterious effects of either physical activities or working conditions upon the person of the worker. They are called hazards of the occupation and cover both injuries and occupational diseases including the following:—

Cuts, bruises, burns, sprains, hernia, fractures, loss of parts, impairment of sight, impairment of heart, occupational diseases, collapse, electric shocks, sudden deaths etc.

Workers Characteristics:— The basic abilities or personality required of a worker, to perform his job satisfactorily, such as finger dexterity, eye-hand co-ordination and strength of back, must be known in placing and transferring workers. This information helps in establishing groups or 'families' of jobs. The 'families' of jobs are established on an analysis based on the following four things:—

1. Nature of work done.
2. Tools, machines and other aids.
3. Materials.
4. Traits required of workers.

Equipment:— It includes description of machines and equipment and material used in an occupation. This information is specially significant in the placement and training of women, the physically handicapped and the youth.

Training Brief:— It means information on job training which is particularly important in the guidance of inexperienced workers and in setting up training programmes. It includes a statement of the usual methods of preparing workers for the occupation either through pre-employment or on the job training. It should also include a statement of vocational and general educational courses which would provide some

background of knowledge or ability for the occupation. Suggestions as to type of work, experience which would be useful to the prospective trainee, hobbies or interests indicating potential ability to perform the occupation should also be mentioned.

There are following 47 workers' characteristics:—

1. Work rapidly for long periods: ability to work at high speed during the entire working period.

2. Strength of hands, such as involved in squeezing, bending, twisting, turning etc.

3. Strength of arms, such as involved in lifting, throwing, swimming, pulling, pushing etc.

4. Strength of back—such as involved in lifting from floor, carrying heavy objects on head, striking blows with hammer.

Strength of legs, such as required in lifting objects by knee action, operating pedals, extensive climbing, walking or standing.

6. Dexterity of fingers as required in weaving.

7. Dexterity of hands and arms such as required in weaving.

8. Dexterity of feet and legs as involved in working on a treadle printing machine.

9. Eye hand co-ordination such as in—printing trade.

10. Foot-hand co-ordination: this applies in printing machine operation.

11. Co-ordination of independent movement of both hands—such as in handloom weaving.

12. Estimate size of objects.

13. Estimate quantity of objects.

14. Perceive form of objects.

15. Estimate speed of moving objects as in motor car driving.

16. Keeness of vision as for the signaller in Railway.

17. Keeness of hearing.

18. Sense of smell.

19. Sense of taste.

20. Touch discrimination.

21. Muscular discrimination.

22. Memory for details.

23. Memory for ideas.

24. Memory for oral directions.

25. Memory for written directions.

26. Arithmetic computation.

27. Intelligence.

28. Adaptability.

29. Ability to make decision.

30. Ability to plan.

31. Initiative.

32. Understanding of mechanical device.

33. Attention to many items.

34. Oral expression.

35. Skill in written expression.

36. Tact in dealing with people.

37. Memory of names and persons.

38. Personal appearance.

39. Concentration amidst distractions.

40. Emotional stability.

41. Work under hazardous conditions.

42. Estimate quality of objects.

43. Work under unpleasant physical condition.

44. Colour discrimination.

45. Ability to meet and deal with the public.

46. Height.

47. Weight.

Job Summary:— It is a brief concise statement of what is done on the job, how and why it is done, what materials are used and what products are made. It gives quick understanding of the job.

Training of Job Analyst:— Training and practice in job analysis are necessary for all persons including counsellors, interviewers who use job information. Job analyst is a person who is a salesmen with patience, tact and has technical or industrial familiarity, intellectual ability, ability to

record observation, ability to win confidence, and co-operation of others. He should also have fundamental inquisitiveness, good memory, and a good organisational ability. But these are not enough unless he is trained in the principles and procedures of job analysis.

Training Methods:— Training begins with reading and discussion which is followed immediately by practice in the procedure discussed. The trainees should then go for laboratory work on a chosen job where they should observe in a plant studying each section of the job separately until all points are understood completely.

How to start Job Analysis:—Before understanding a job analysis one must acquaint himself with the industry in which he undertakes analysis of jobs. Wherever possible a tour of the plant should be arranged before actually beginning the analysis of jobs as the knowledge gained by such a tour will much help the analyst in planning his approach to the study. Following his tour of the plant the analyst should collect from the management specific information regarding the departmentalization of the plant, the job titles of all jobs and the number of workers employed in each job. Then he should proceed to collect his data by observation and interview.

The following points are to be kept in mind while analysing jobs:—

1. Do not confine your analysis to work done by the best workers. Utilise all sources of job information. Consult the foreman.

2. Explain to the worker about you and your purpose in enquiring.

3. Note and differentiate between what the worker does and what the machine does.

4. Observe the task of the worker from beginning to finish of a unit of work.

5. Be interested in the information the worker gives.

6. Talk to the worker in his own language, and only with the permission of the foreman.

7. Avoid arguing with the worker or advising him.

8. Do not overlook anything. Investigate a point completely before discarding it.

9. Take minimum of notes while observing the job and expand them soon afterwards.

10. Check job data especially technical and trade terminology with the foreman or departmental head.

11. Verify the completed analysis with the proper official. After the investigation of facts comes job reporting.

A standard formula for such writing is neither possible nor desirable, but the following can be guiding principles of a good report:—

1. The writer of the report must have a clear understanding of the material he presents.

2. The material should be complete and selected carefully.

3. The report must possess clarity and accuracy.

4. It should also contain background information acquired through interview with management and placement officials, the study of technical journals and similar materials, observation of work and review of the completed schedules themselves.

The report will usually comprise of the following:—

(a) Heading—name of the company and study by purpose of plant—a statement of the work or service of the plant which will include a description of the raw material it receives, the process by which the

A Dreamer's Hope and Faith

Sri PRITHWI RAJ BATRA, M. A. Mont. Dip., C. Phy. Ed.

THE education of today lacks foresight. Consequently the "finished product" of the High School or of the University show lack of purpose and true sense of responsibility. It is high time that the "grown up people", as a whole, wake up to this responsibility. If India's freedom and world peace is to be saved from the "destructive forces" then we all must pool our resources and serve the youth of our Country, and the world's with a fanatical determination.

Newspapers, periodicals, the radio, and other advertising agencies hardly give any serious space to the various activities of the youth of our country. This attitude of the mind, on the part of the "grown up", infers, that they consider the life of the young as unimportant in the way of contributing to the community as a whole. Actually speaking, it is the youth of the country that contribu-

(Continued from Preceding page)

raw material is converted and the final product itself. Process charts if given will be of assistance.

(c) Plant environmental factors:— These include equipment, general hazards, physical requirements and working conditions of the industry as also size and lay out of the plant. In short it gives an over-all plant picture.

(d) Plant placement policies—It should include the types and methods of training either employed by the concern or on which the concern replies. Sources of workers, employment of reserve labour groups such as women handicapped or minority groups, upgrading job engineering etc. should also be discussed.

ted a larger share in the achieving of India's freedom and world stability. The youth of this country, or any other, are the "forerunners of a better world" where life will lose all its sting of insecurity.

Whether it be the school, the home, or the University, it must always impart a type of education that will ignite in him or her that spirit of true democracy. As Lord Eustace Percy remarked the educational institutions must never take the learner out of life around him. The scholar must ever feel himself part of a free society where he has responsibilities which must be performed with unquestionable discipline. Life of the youth must be ever busy, striving to better "his tools", mentally as well as physically, so that he may be in a position to participate in all the functional activities of life and so help to widen a tolerant attitude among all the souls of this cosmos.

Each system of education is related to the culture that keeps feeding it and an educational programme will evolve in relation to the changed conditions and trends of the period. We take for granted Democracy as the most desirable way of life; but democracy is confronted with new and pressing problems.

Accepting the view that the school should be designed to meet the problems of the day and of the future, we must make further enquiries as to what are the great movements and problems in our time that should give meaning and direction to our education. The glaring problem that we have been facing

since the last century and a half, and even today is primarily that of an economic character. Thousands are out of work, while others enjoy the fruits of the labour, who, actually have no right to it. At the other end of the scale, the more privileged members of society, not only enjoy the good life, but wield social and economic power far out of proportion to their numbers. It is the problem of the average man in the street. The age which we are entering requires more of collective effort and co-operation in every walk of life. We are to attempt to find a democratic solution of the economic problems that press upon us, giving rise to other problems such as political, moral, cultural, and educational. One of the most devastating developments of our times is the hardening of class distinction. The one and only way to meet this challenge is to remove the causes. Privileged and unprivileged can have no room in the coming order of things. The future will be a race between education and orderly change on the one hand, and destructive revolution on the other. Remember *man is the architect of his own future*.

The visualized school must itself be a democracy. The community must control it in the true democratic spirit. The board of councillors must be composed of men and women who will take it upon themselves of protecting our civil liberties, and of educating our youth for their civic and economic responsibilities. The administration of the school is to be conducted on democratic lines. A school where teachers are gagged from showing any initiative will be unable to inculcate the democratic spirit among the scholars. It defeats the true purpose of education.

The school should provide an environment which will enable the individual to realize his or her own potentialities through activities that are meaningful to him or her. Here the individual will learn by doing which will provide abundant opportunity for practice in co-operative effort and good citizenship. To this end, therefore, the school will be closely connected with the community, which, in turn, will be connected to the others...thus completing the cycle of nationhood. Thus the community will be serving as a living laboratory bath for practice and study. Education cannot take place in a social vacuum.

In such a school, youth of all ages, will be getting a realisation view of Indian culture and its problems. They will be studying the problems and culture of their country in the light of their historical development. They will gain an appreciation of the golden heritage which should be conserved. They will also gain an insight of the great social trends of our times. If the school has to accomplish all this, it must be free (within logical limits). There is perhaps no greater problem than that of maintaining our civil liberties; and freedom of teaching is linked with freedom of speech, of press and of assembly.

The teacher, then, will not only play his part in the school but also in the community and the national life of the new republic. Thus, in their collective capacities they will contribute much in the chalking out of broad social, cultural, and economic policies.

The dream institution which I have attempted to describe must gain its orientation from our democratic traditions and from the social needs and problems of our

times. Children and young men of today should learn to live for the present and for the future. The importance of preparation for living in the world of tomorrow is living intelligently in the world of today. The world of tomorrow is uncertain. Under a democracy the people can in a large measure tell what the world shall be like. Children and young men should take an active part in shaping that world from the cultural, material and natural resources that are at

our disposal now. Such a process is education for freedom.

The clouds that threaten seem to be without any silver lining; and the issue as respect freedom is uncertain. But there is much in the present that give hope. If we have the courage of our convictions, we cannot lose in the battle for freedom and democracy. The "schools" of today must shed their fears and conservatism. They too must take an active share in the shaping of a better, wealthier, and free loving India.

Report of the Aborigines Education Section

Muntazim - i - Khas Bahadur A. G. SHARMA

THE total population of the Aboriginal Tribes, in Independent India, is no less than 54 lakhs, out of the total population of India, of 3,890 lakhs. In other words, the Tribal population in Free India, comes to 6.5 per cent of our total population. It is beyond controversy that the education among our Aboriginal fellow-subjects has progressed very little if any, as compared with the progress made by other Communities, in Free India. Our New Constitution has given votes, to *All Adults* in India.

2. The All-India Federation of Educational Associations, when it met at Indore, in 1942, took up the proposal of the late Principal T. B. Raju, and approved to form a new Section of the Federation—the Aborigines Education Section of the All-India Education Conference. The object of this new section is to act as "Watch-dog" for the protection and promotion of the hitherto neglected interests

of over twenty-five million of the Aborigines, surviving in our midst. That the Educational interests of our Adivasis (Aborigines) have long been neglected till recently, will be evident from the fact that only 7 in 1,000 among our Aborigines are as yet literate; while 95 out of 1,000 are so, among the non-aboriginals, in our Country. Even what little has been done for the education of our Adivasis, is due to the labours of humanitarian Societies, of which Shree A. V. Thakkar of the Servants of India Society, Shree Verrier Elwin of the Bhumi Janaseva Sangh, the Jesuits of Chota-Nagpur, and the Methodists of Assam are prominent.

3. We, in India, are now in a glorious age. The proud privilege and responsibility of building a great Indian Republic is upon us—the teachers and workers in the Educational field. In the eight Mandal of the Rig-Veda is a hymn, which says :—

"All human beings are equal. The king should have the same regard for his subjects, that a mother has for her sons".

In the activities of the All-India Educational Conferences, such ideals are always enunciated, for being provided for, *also*, the millions of our Aborigines (Adivasis).

4. The education of our Aborigines is no more "welfare and uplift problem," which can be tinkered with, by well-meaning Social workers. The Social and Educational problems of our Aborigines call for treatment, radically different from that, applied to other back-ward Communities—such as the Scheduled Castes in India. Yet, for our own sake, and for the sake of our Country and humanity as a whole, the Indian Adivasis should be enabled to participate in, as well as to derive benefit from, the amenities of Republican India and its Institutions.

5. The Constituent Assembly and particularly the Section of the Advisory Committees, concerned with the Tribes in India—have provided a square deal for the lasting benefit of our Aborigines. The Constituent Assembly have also taken care to provide, in the Indian Constitutional Act, Ministers for Tribal-welfare, in the different States.

6. The problem of the education of our Adivasis (Aborigines) is a vast, intricate, and complex one—indeed vast and more complicated than the problem of any other class of people, in the Indian Republic. Only Education makes decent human beings of innumerable mere animals—which the Aboriginal boys and girls happen to be, *by nature*. The All-India Educational Conferences—have been urging, year in and year out, that our Aborigines should be ameliorated *not only through education* but also *through economic uplift*.

7. It is a matter of great satisfaction that the different Governments in India, are now alive to these needs, and have included, in their programmes, measures to protect aboriginal cultivators from exploitation by the Zamindars and the land-grabbing middle men. In approaching the problem of the Adivasis (Aborigines), in Republican India, no Government should seek to discriminate between the "Christian Aborigines" and the "non-Christian Aborigines."

8. Mr. Symington's report, "on the Aborigines and Hill tribes of the Bombay Province," is a land-mark in the history of the Aborigine-Tribes, in the Bombay Province. It is that Report, *which first brought the question of the educational and other needs of the Aboriginal tribes to the forefront*. The work done, by Shree B. G. Kher, the Prime Minister of Bombay, and by Shree Amritlal Thakkar, the most leading Servant of the Aboriginal Tribes in India, to the Adivasis, cannot be forgotten. Shree S. R. Bhise has written a novel, in Marathi, round the life of the Adivasis of the Thana District, in Bombay Province. This book is a great eye-opener, for the ordinary educated idler—man or woman—who has never known anything *about the most original of India's (Bharat's) natives*.

9. The responsibility of all the Governments, in India, for the education and uplift-needs of the Adivasis, in their respective areas, need not be emphasised. If they take the initiative, on correct lines, private individuals of means—men and women—who are altruistically minded, will also come forward to help this cause. We should also take a lesson from the SOVIET RUSSIA, which has met with the greatest success in educating and civilising, within a short time, the CHUKCHIS and others, in SIBERIA.

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EDUCATIONAL INDIA

MASULIPATAM, April, 1950

The Importance of General Education

IN the Fifth Chapter of their Report, the University Education Commission have done well to point out the dangers lurking in an over-specialised system of education and the importance of general education as the firm foundation on which education, whether in the secondary or collegiate stage, ought to be built. In actual life the experiences in different fields cannot be kept in rigid water-tight compartments. An experience in one field is necessarily connected with and influenced by experiences in other fields, as life is one total, complex fabric. Similarly, in education all courses of study, though essential expedients of formal education are inter-related and should never lose sight of the unity of knowledge and experience or incline to treat the vari-

ous courses of study as small worlds independent of one another.

General Education one of the main objectives of Higher Education

GENERAL education is, therefore, one of the main objectives which higher education must set before itself. It is the business of General Education to place before the student and enable him to master, wisely selected information as to facts and principles, so that he may be in possession of representative and useful data on which to base his thought, judgement and action. The other objectives that higher education must set before itself are Liberal Education and Occupational Education.

Effects of over-specialisation

UNIVERSITY education becomes unbalanced when it inclines to over-specialisation. Over-specialisation which some one happily defined as 'knowing more and more about less and less,' while fostering research, has neglected the transmission of culture. This has been attended with pernicious consequences. The products of this over-specialised University education are uncultured. This is particularly true of the professional men—the engineer, the physician, the lawyer, the scientist—who are laggards behind the contemporary civilisation and who are ignorant of the essential system of ideas concerning the world and man.

Increasing interest in the West

THERE is no other educational movement in the Western world which in recent times has acquired a special degree of importance than the movement towards what is called general education. The American Council of Education, which is a council of all the chief educational associations in the United States, declared in one of its recent reports that General Education is the most discussed topic of college and university education today. The bigger Universities in America have a "core programme" of basic courses for every student and departments of general studies have been set up in other universities and colleges in which the students do the general part of his work for a four-year—under graduate course before he proceeds to his advanced study.

The Content of General Education

IT is necessary for the student in the University to have an understanding of his physical environment and this he acquires by his study of physics and chemistry, geography, geology, meteorology and astronomy. He gets to know the world of living things through his study of biology, physiology and psychology. Anthropology and history, sociology and economics and politics make the affairs of humanity more intelligible and interesting to him. Literature and the fine arts make him conversant with the achievements of men in

thought and feeling. Mathematics inculcates definiteness and precision and an intelligent interest in human purpose, motive and direction is fostered by the study of ethics, philosophy and religion. None of these subjects is to be treated as an isolated subject, but each is to be studied and understood in its relation to the others.

The Right Approach

THE approach to general education has been managed differently by different universities. There has been a tendency in Europe and America to devote the first half of a four-year course to general education and the last half to specialisation. A similar tendency is in evidence in our own country. But this practice has been attended with some undesirable results. Boys and girls of fifteen years and above crave to be at the work of their lives or at least to be definitely preparing for it. Any delay in the satisfaction of this craving breeds a feeling of frustration and loss of interest and the students even sometimes rebel against a system of education which to them seems to lack vitality. To satisfy this craving, vocational education should begin early and should be closely associated with general education. Another undesirable result of this arrangement is that general education suffers by being relegated to a less important place than specialisation. It is, therefore, necessary that general education and vocational or

specialised education should go hand in hand with each other.

Selection of Material

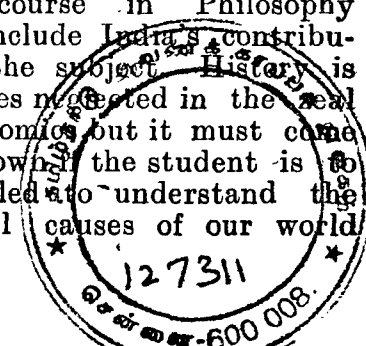
THE selection of the material for general education is not an easy matter and calls for the utmost care and discrimination. It is obvious that science should occupy a very important place in any scheme of general education as it alone can give the student an active and intelligent interest in the physical and biological world. As the same time the humanities should not be neglected in any excessive zeal for the cultivation of science, for it is the business of the humanities to conserve and transmit the achievements of the human spirit and to discover their applications to the life of today. In tackling these subjects the students should be introduced to central concepts and general principles and must be enabled to pursue life-long interest and self-education in those subjects.

General Education in the Universities

THE general education which is begun in the secondary schools should be continued in the colleges. The universities will have to devise ways and means for giving these general courses to their under-graduate students. The University student will naturally select those general courses which have a close bearing on his special subject and leave the rest. For example, a student of physics

may drop the general courses in mathematics, scientific method and physical science as he will have more detailed courses in the same fields. A student of economics and history may leave out some of the general courses in social studies. A student specialising in philosophy can afford to waive the general courses in philosophy and psychology.

IN the First Degree course at the University which will be of three years duration, in addition to the general courses on religion, arts and science, the student will have to study the Federal language, or, where that happens to be the mother tongue a classical or modern Indian language and English and two subjects from the Humanities and Social Studies and two subjects from the Sciences. The classics have suffered general neglect in our modern schemes of education. They can never lose their value and they cannot be superseded by modern works. The study of the classics in the various Indian languages should be encouraged. Sanskrit which can boast of priceless literary treasures and is the language of India's culture and traditions should be given an important course in any scheme. Every course in Philosophy should include India's contribution to the subject. History is sometimes neglected in the school for Economics but it must come into its own if the student is to be enabled to understand the historical causes of our world.



politics. Anthropology and Geography have their cultural and scientific aspects and their study must be pursued in such a way as to conduce in the former to a right understanding of the diverse social and cultural institutions and in the latter to an appreciation of the environment which governs our material as well as spiritual existence and development.

Recommendations

THE chapter on General Education in the report of the University Education Commission concludes with the recommendations that students should be admitted to colleges and Universities in the faculties of arts and sciences and to such professional schools as do not require more advanced preparation after completion of 12 years of schooling and after passing a qualifying test corresponding to the present Intermediate standard, that the master's degree be given to honours students after one year of study beyond the bachelor's degree and to pass students after two years beyond the bachelor's degree, that both universities and secondary schools should begin study of the theory and practice of general education and undertake preparation of syllabuses and reading matter, that general education should be begun early as a corrective to the evil of extreme specialisation and that the relations of general and special education should be worked out for each field, keep-

ing in mind the general interests of the student as a personality and a citizen and his special occupational interest.

These Examinations

THERE is a steadily growing feeling of dissatisfaction with the system of examinations now in vogue. Even those who are not prepared to go so far as to anathematise it with bell, book and candle have strong objections to the prevailing arrangement both on account of the inadequacy of the tests as a measure of intelligence and as an evaluation of acquired knowledge and on the score of the pernicious consequences they have on the tender minds and weak nerves of the students. The members of the University Education Commission share this feeling of deep dissatisfaction and have put forward alternative methods of measuring the intelligence and the achievement of the students.

THE deleterious effects of the nightmare of examinations on the young students are sometimes very saddening to contemplate. They lose their equilibrium and too often mistake one question for another and give exquisitely irrelevant answers. When the questions are of an unexpected kind the shock experienced by the candidate is attended with serious consequences. The clever student who idles away most of his time in the course of his academic career and is lucky enough to prepare

thoroughly a few "probable questions" and gets them scores an easy pass, while the plodder may come to grief in consequence of a change in the model of the paper inaugurated by an erratic paper-setter.

University Papers

THIS brings us to the subject of question papers and the manner in which they are and ought to be set. The setting of question papers should not be taken as an opportunity for arising the caprices and vagaries of the paper-setter. It is no easy task to maintain the right standard. Too often the persons who are entrusted with the work of setting question-papers happen to be men who are ordinarily engaged in the teaching of Honours classes and they do not bear in mind the wide gulf that separates the student of the Pass course and the student of the Honours course. They set questions which seem incredibly simple to them but which are hard nuts to crack for the poor examinees who have to tackle them. Thus question-papers err by being far above the standard. The injurious consequences of confronting the student with such posers can be easily imagined.

ANOTHER mistake that is to be carefully guarded against is the inauguration of a change in the model of the question-paper without any warning beforehand to the students. This change shows itself whenever there is a change of paper-setters.

Such sudden changes without any forewarning are an outrage on the feelings of the students, who not only fail to make anything out of the new type of questions but fail egregiously on account of the state of confusion into which they are thrown to tackle even questions with which they are already familiar. Boards of Examiners have their own rough and ready solutions for the problems with which they are confronted by such unsuitable question-papers. Once in the Intermediate Shakespeare paper of South Indian University there was a question on "the songs in *Twelfth Night*." Most of the candidates who were so unwise as to attempt to answer it without adequate preparation had made a mess of it. Mindful of this possibility the sapient and sympathetic chief Examiner instructed his Assistant Examiners to award pass marks to all those candidates who in the answer to that question gave the story of *Twelfth Night*, whether or not they brought out the significance of the songs or their appropriateness in the contexts in which they appeared. It would be interesting to know how many students really benefited by this odd principle of valuation.

Madras S. S. L. C. Papers

THAT those who are in charge of the important task of setting the question papers do not always discharge their responsibility in a satisfactory manner has been recently proved afresh in the case of the S. S. L. C.

examination. The Headmasters of the High Schools in the city of Madras came together to consider the question papers of the recent examination and felt that there were serious defects in those question papers. The translation of the English questions into Tamil and Telugu had been done most unsatisfactorily and the candidates were, in consequence, seriously handicapped. The Elementary Mathematics paper was a departure from the model that was expected on the basis of the Model Paper circulated to schools in 1934. Three of the questions in that paper were clearly beyond the capacity of the student to understand and other questions also were not of the right type as they involved too many details and had fractional answers. The question paper on Algebra and Geometry was felt to be too long and it contained some very difficult questions. The translation into Tamil of the History paper was defective and in places positively misleading. The Optional History erred in the direction of length. In the Natural Science section of the Elementary Science papers candidates were seriously handicapped because English equivalents were not given for the technical terms. In the Optional Physics paper three questions were outside the syllabus and two others too difficult. The model of the Sanskrit paper was a departure from that of previous years involving as it did the translation of Sanskrit passage into

English instead of the regional language. The Telugu question paper reflects the idiosyncrasies of the paper-setter. Questions were based not on the actual text but on notes appended to the text. These are grave defects and when it is remembered that these papers are set for young boys normally of 14—16 years of age the harmful effects they are likely to have on the tender impressionable minds can be easily imagined.

PAPER-SETTERS are saddled with a delicate and difficult task. They must do their work in the proper manner if the choice of them as paper-setters is to be justified. It is to be feared that they do not always take the trouble to acquaint themselves with the model of the question paper in previous years. If we have any consideration for the poor examinees great care is to be bestowed on the setting of these question papers, as otherwise, they may not secure any useful purpose and even defeat the purpose for which they are meant.

Detentions

“DOWN WITH DETENTIONS” is one of the slogans shouted vociferously by the present day student. In the Magna Charta of the student movement which incorporates the fundamental rights of students, provision is sought to be made for a clause declaring that no student shall be prevented from appearing for

any examination at his choice irrespective of his fitness or preparation for the same. In recent years an ugly phenomenon which has come to mar the peaceful and harmonious life of the schools and colleges is the organisation of strikes as a gesture of protest against detentions. These strikes have sometimes been of long duration and have bred a feeling of bitterness as between the teachers and the taught. Hunger strikes, forcible prevention of students and teachers from entering the institution, the use of brick-bats on one side and bullets on the other—these are some of the unpleasant scenes which have not unoften been enacted during the strikes. An “Action committee” is formed, “negotiations” are set on foot, “minimum demands” are put forward and a “Settlement” proposed as in an industrial dispute. The situation became intolerable and, the higher authorities, the Department of Public Instruction in the case of the S. S. L. C. examination and the Syndicate in the case of the University examinations truckled to the agitators by ordering the institutions not to detain any students from appearing for any examinations, whatever their record and progress or at best to detain only a small number of students.

NOW this arrangement is far from satisfactory as it results in many students taking the examination who are absolutely unfit for it and have made little

or no preparation for it. The inevitable consequence is the alarmingly high percentage of failures. The higher authorities who in order to escape trouble from the students ordered the almost complete abolition of detentions are now confronted with another trouble. They are accused by the press and public as revelling in the slaughter of the innocents” and as Belials flown with insolence and wine who take a malignant delight in drinking the blood of the poor examinees.

IT is no wonder, therefore, that the authorities are again reconsidering their policy in regard to detentions and have suggested to the heads of institutions that they may, as heretofore, make an unfettered use of their discretion in keeping back from the examination students who are absolutely unfit for it. It remains to be seen what use is going to be made by heads of institutions of the freedom thus allowed to them and whether any large scale detentions will result in the revival of all those ugly scenes which are the invariable concomitants of a strike.

NOW we feel that the proposition that a boy should be presented for an examination irrespective of whether or not he has put in the necessary attendance, whether or not he has taken the class examinations and has given the satisfactory account of himself, whether or not his conduct has been unexceptionable, is one that will not

be countenanced by any right thinking person. Even students who are about the average normally fall back on account of some handicap or other at the time of the examination and unless there is a reasonable chance of their coming out successful there is no point in presenting them for the examinations. There is nothing to be said for the negligent and reckless student who either stays away from examinations or, keeping up appearances by nominal attendance, acquits himself shabbily. Such students deserve to be detained and no sound educational principle can be cited in support of leniency towards these ne'er-do-weels. The wholesome fear of detention will act as an antidote to this tendency to negligence on the part of the student.

WE welcome, therefore, the new move to restore to heads of educational institutions the discretionary power they have always been exercising in the matter of presenting for or keeping back from examinations their students according to their fitness and preparation to take the test.

Kangri Gurukul University

THE Kangri Gurukul University is a unique institution of the kind owing its existence to the far-sightedness and wisdom of Swami Shraddhanand by whom it was founded half a century ago. It is a daring

experiment inasmuch as its undergraduates are educated through the medium of Hindi. The adoption of the Hindi medium at a time when the country was under the spell of English education and, in the words of Dr. Rajendra Prasad, "English language and thought held mighty sway in our country" called for great courage. But the principle was educationally sound as education through a foreign medium like English throws a tremendous strain on the taught and very often leads to stunted mental growth. Great praise is due to Swami Shraddhanand and his gallant band of co-workers who in the face of great odds struck to the Hindi medium. The graduates turned out by this University had no governmental recognition and no economic prospects and yet they were determined to get educated on Indian lines and through the medium of an Indian language.

THE experiment has been amply justified by its results. It has been clearly demonstrated that graduates educated through the Hindi medium are no whit inferior to the graduates turned out by the English teaching universities. Now that Hindi has been declared the state language these graduates of the Kangri Gurukul University must be particularly happy. The University has amply justified the hallowed name it bears by restoring the ancient Gurukul ideal of guru-sishya relationship, a

BIJAPUR BOY WINS UNESCO AWARD

Mr. Krishnaji Ramarao Despande of the Shri Sidheswar High School, Bijapur, is one of the candidates selected for the award of \$ 50 in an Essay Competition held by UNESCO last year among students, between the ages of 12 to 15 years in the member States of UNESCO. He is the only Indian prize winner in the competition.

relationship which is conspicuous by its absence in the modern seats of learning. Such close contact and cordial relationship between the teacher and the student will make no mean contribution to the moulding of the character of the students. This formation of character is one of the foremost aims of a seat of learning—far more important than the dumping of knowledge or the cramming of facts.

ANOTHER direction in which the Kangri Gurukul University has made a wholesome departure from the other institutions is in laying stress on the religious or spiritual outlook. It is not religion as ordinarily understood, religion solidified into creed and dogma but the spiritual outlook that has played a considerable part in moulding the lives of the students.

AN institution should have healthy surroundings and the Kangri Gurukul University is ideally situated in this respect. It provides excellent facilities for recreation and this is all to the good as recreations have their own place in creating a healthy outlook.

LASTLY Dr. Rajendra Prasad paid his homage to the Kangri Gurukul University for the stress it rightly laid on the ideal of service. The institution provides opportunities for social service and brings the teachers and the taught in the service of a common social cause.

THE Kangri Gurukul University is the outcome of the aspirations of the Arya Samajists who burned with an enthusiasm to preserve Indian culture and to stem the invasion of Western civilisation. Originally started at Gujranwala in the Punjab it was shifted in 1902 to its present site in the village of Kangri which is very near to Haridwar and which stands on the bank of the Ganga at the foot of the sublime Himalayas. To begin with it was only a High School, but it has now developed into a University with three colleges—Vedic College, Arts College and Ayurvedic College. The Golden Jubilee of the University which was celebrated in the first week of March marks an epoch in the annals of Indian education.

THROUGH different PROVINCES

DELHI

BOARD OF PHYSICAL EDUCATION

The Government of India, have decided to set up an advisory Board of Physical Education consisting of experts to advise them on the co-ordination of physical education programmes in schools and colleges.

The Board will also advise Government regarding grants-in-aid to various institutions and associations of physical education in the country.

DEVNAGRI SCRIPT FOR SINDHI LANGUAGE

The Government of India, in consultation with all the States Governments, have decided to accept a proposal of responsible Sindhi scholars and educationalists to change the Arabic script for Sindhi language into that of Devnagri.

The States Governments have been requested to implement the above proposal as far as education in schools is concerned.

TRAVEL CONCESSIONS ON RAILWAYS

The Railway Board have decided to extend rail travel concessions. With effect from 1st April, 1950. The following concessions are to be revived, extended or introduced.

(i) Concessions to parties of students of recognised schools and colleges and to Members of the National Cadet Corps for specified journeys; (ii) concessions to teams for all games, including Indian games, and athletic sports, when travelling to participate in tournaments held or recognised by State educational boards or universities or State and all-India sports associations including the Olympic Association; (iii) concessions to delegates attending all-India conferences of a social or educational nature certified by the Government of India,

(iv) concessions to delegates attending annual sessions of all-India bodies of certain educational, cultural and social organisations.

Concessions for the blind have already been introduced. All rail concessions will be available by any class, including Class II Ordinary and Class II Special.

BIRLA ENGINEERING COLLEGE

The Government of India have accorded provisional recognition to the B. E. degree of the University of Rajputana as equivalent to the Engineering degrees awarded by recognised Indian Universities for purposes of recruitment to services and posts under the Central Government.

AGRICULTURAL COLLEGE, KANPUR

The Government of India have, in consultation with the Union Public Service Commission, decided to recognise the Licentiate in Agriculture of the Government Agricultural College, Kanpur of the year 1930 as equivalent to the B. Sc. (Agriculture) degree of the year 1931 of that College for purposes of employment under the Government of India.

UNESCO CONFERENCE ON BRAILLE PROBLEMS

An international conference on braille problems was convened by the United Nations Educational and Cultural Organization (UNESCO) from March 20 to 29, 1950. Prof. Suniti Kumar Chatterji and Mr. P. M. Advani, members of the Indian Expert Braille Committee, Mr. Lal Advani, a blind Brailist and Mr. K. V. Padmanabhan, first Secretary, Indian Embassy, Paris, represented the different linguistic areas of India at the conference.

MADRAS

REORGANISED SCHEME OF SECONDARY EDUCATION

The Government have published for eliciting opinion, the report on the scheme for testing and recording the progress in the new activities of the reorganised scheme of secondary education prepared by the Committee appointed by them.

The Committee has suggested for the sake of uniformity and reliability that the final assessment of progress in a subject or activity should be on a five-point scale (Excellent, Good, Fair, Weak, Very Weak). For recording the progress of pupils, two types of records are suggested: (a) records maintained by the teachers for each subject and (b) cumulative record maintained by the school for each boy covering the entire school course. It is suggested that in certain activities, pupils may be encouraged to maintain records of their own activities.

"It is important" says the Committee, "that the school should maintain a cumulative record of the pupil's school career, showing the progress of the pupil in physical growth, studies, activities and personality traits. Entries should be made at the end of each year by the class teacher in consultation with the other teachers who came into contact with the pupil. Entries of personality traits should be of a confidential nature and entries of adverse qualities should be shown only to those closely interested in the welfare of the pupil.

As regards class promotions, the Committee has suggested that due credit should be given to a pupil's attainments and abilities, both scholastic and practical.

MADRAS INSTITUTE OF TECHNOLOGY

The Madras Government, it is learnt have decided to make a non-recurring grant of five lakhs of rupees to the Madras Institute of Technology, Chrompet.

The grant which will be given towards the cost of equipment, will be

provided for in the supplemental budget for the current year.

SELECTION EXAM. IN FORM VI

The sub-committee on Secondary Education (of the Provincial Advisory Board of Education) has recommended to the Board that steps should be taken to have the Government Order abolishing the selection examination in the Sixth Form cancelled.

The Government Order abolishing the selection examination was brought into effect in March 1948. Since then, the Order had been the subject of considerable discussion in educational circles. There has been a growing volume of support from teachers and teachers' organisations for the restoration of the authority of the headmaster in the matter of selecting pupils for appearing for the S.S.L.C. examination.

S. I. VICE-CHANCELLOR SCONFERS

Subjects of regional common interest affecting Universities of South India were discussed at an informal conference of Vice-Chancellors of these Universities convened on April 12th by Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor of the Madras University at the University Offices, Chepauk.

The conference was attended by Dr. V. S. Krishna (Andhra), Dr. S. G. Manavala Ramanujam (Annamalai), Nawab Ali Yavar Jung (Hyderabad), Mr. R. Kasturiraj Chetti (Mysore) and Mr. V. K. N. Menon (Travancore-Cochin).

EAST PUNJAB

E. PUNJAB SCHOOLS TO BE CLOSED FOR HARVEST

The East Punjab Government have ordered that all secondary schools for boys and girls shall be closed for harvest and rabi sowings vacation every year, instead of summer vacation. The total duration of the vacations is not to exceed two months and ten days in the aggregate.

MADHYA PRADESH

SITE FOR MAHAKOSAL UNIVERSITY

The Madhya Pradesh Government have earmarked a sum of Rs. 9 lakhs in the new financial year for acquisition of a site near Gwarighat on which a new building for the Mahakoshal Mahavidyalaya will be constructed, it is learnt.

A plot of land measuring about 250 acres has already been selected for construction of the Mahavidyalaya building.

ADMISSION TO BANARAS UNIVERSITY

July 1 has been fixed as the last date for admission to the Banaras Hindu University for the next academic year.

Andhra Teachers' Federation Eleventh Annual Conference

The Eleventh Annual Conference of The Andhra Teachers' Federation will be held in the Board High School, Amalapuram (East Godavari District) on the 8th and 9th, May 1950. Prof. M. Venkatarangaiya, M. A. of the Bombay University has kindly consented to preside over the conference.

Tirunelveli Dt. Teachers' Guild

The Silver Jubilee celebrations of the guild will take place in St. John's Middle School, Palamcott, on the 28th & 29th April 1950. Dewan Bahadur K. S. Ramaswamy Sastriar B. A. B. L. Retired Dt. and Sessions Judge will preside and the Hon. Mr. J. L. P. Roche Victoria, Minister for Food of the Govt. of Madras will inaugurate the celebrations.

T. A. for Headmasters

The Govt. of Madras have issued the following order under G. O. Mo. No. 692 D. 3-3-50.

"Sanction is accorded to the payment of a grant not exceeding Rs. 1,250 (Rupees One thousand two hundred

The University Syndicate has also decided to end the system of allotting hostels entirely to one college only. From the next term admission to all hostels will be open to all irrespective of the college to which a student may belong.

HYDERABAD

NEW DIRECTOR OF PUBLIC INSTRUCTION

The Government of Hyderabad have appointed Mr. T. Suryanarayana, Principal, Alagappa College, Karaikudi, as the Director of Public Instruction, Hyderabad, it is learnt. Mr. Suryanarayana was the Principal of Presidency College, Madras, and was Deputy Director of Public Instruction, Madras for some time.

and fifty) towards one-half of the expenditure on travelling allowance incurred by the Headmasters of certain secondary schools, under private managements, in connection with their visit to Madras to attend the provincial Headmasters conference held during December 1949. The grant should be disbursed as a part of the teaching grant due to the institutions concerned."

Railway Concessions

Sri K. Hanumantha Rao, Honry. Secretary, Headmaster's Association, Madras writes that in pursuance of a resolution for restoration of railway concessions to students travelling by trains for educational purposes the following reply signed by Asst. Director of Railway Board dated 1-3-1950, has been received.

"I am directed to state that it has been decided to revive with effect from 1-4-50 the concession formerly admissible to students of recognised schools, Colleges in parties of not less than ten (excluding attendants) when undertaking educational tours subject to the condition that such focers are sponsored by recognised educational institutions".

FOREIGN CURRENTS

Young French Farmer in America

Mr. KENNETH R. BOORD

A participant in the International Farm Youth Exchange Project gains practical farm experience and technical information as well as cultural contacts and understanding of the United States' democratic way of life.

When Roger Genelot, International Farm Youth Exchange student, who spent almost three months on West Virginia farms in the American South, sailed for his native France early in 1949 it was with no misgivings. His mission had been accomplished.



1. Roger Genelot, young-French farmer, who under the International Farm Youth Exchange Project of the U. S. Department of Agriculture, spent some months in 1948 on farms in the southern State of West Virginia.

—Courtesy of THE SOUTHERN PLANTER

In his own words, he had come to America "to study modern methods and the mechanization of American agriculture which is very advanced." This he had done—and more. For he found "also a country where it is good

to live, where the people always welcome you graciously, kindly, and where the standard of living is much higher than that of the old way in Europe."

Genelot was deeply impressed by the American standardization of agricultural practices and products; by the "concentration of efforts;" by the organization of work; and specialization which makes it more practical to purchase new machinery that in turn reduces the principal tasks, particularly hand labor, on the farm.

And he was "amazed" by the organization of work within the American farm home and in the fields whereby the farm homemaker has "complete freedom" to concentrate her efforts on household duties.

Of the people with whom he came in contact, Genelot said to the writer: "Americans are truly sympathetic people. They are well acquainted with you in a matter of a few minutes. And they have an extraordinary fine sense of humor."

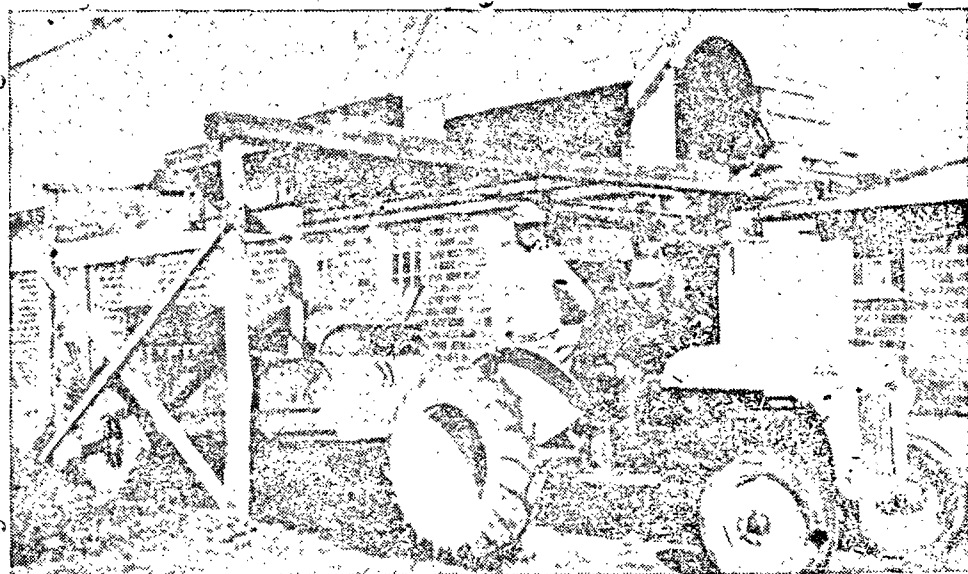
His theory is that farmers speak the same language, no matter what country they are from. Yet during his entire stay in the Mountain State, as West Virginia is called, Genelot felt most keenly his lack of knowledge of the English language. When he arrived in New York City, he spoke practically no English—but he made steady progress in learning it while in West Virginia.

Genelot, 25 years old, was one of two young French farmers selected by the French General Confederation of Agriculture to come to the United States in 1948 as a part of the International Farm Youth Exchange Project with 4-H Clubs (organizations for rural youths, which stress development of head, heart, hands and health) and other

interested groups, which project is under the direction of the Extension of the Extension Service, U. S. Department of Agriculture.

The French youth stressed that American farms are much more specialized than French farms. Two of the main differences he listed are that Americans use more specialization and more machinery.

Genelot attended several youth meetings while in West Virginia. He was pleased by the graciousness of American young men and women as they worked, played, and danced together so informally at West Virginia's State 4-H Camp at Jackson's Mill. He also attended the National Club Congress and the International Livestock Exposition in Chicago. He was lavish in his praise of the 4-H Club movement. He



2. Roger Genelot (centre), young French farmer, learns to drive an American tractor on a dairy farm in the southern State of West Virginia. He was one of two young Frenchmen who spent several months in 1948 in the United States under the International Farm Youth Exchange Project of the U. S. Department of Agriculture.

— Courtesy of THE SOUTHERN PLANTER

He said he is convinced that the French farming program could be stabilized and made self-sufficient if America could see to it that enough equipment was provided. He feels that the European Recovery Program is a practical approach toward that end.

Genelot pointed out that an inherent difficulty in large-scale farming operations in his homeland is the fact that many farms are small in acreage often spreading over divided ownership the owners living in small villages and working out of these to their properties.

explained that there is at present no similar farm youth organization in France. He said he hopes to report to various French farm groups on the splendid activities of 4-H'ers, and perhaps to interest the French people in starting a like youth movement.

The young Frenchman spent three weeks on a dairy farm in West Virginia. The remainder of his stay was on various fruit and general farms. While there, he lived as a part of the farm family—not as a hired hand—for an exchange of cultural experiences and ways of living

Book Reviews

ELEMENTS OF EDUCATIONAL PSYCHOLOGY—By H. R. Bhatia—

Published by Orient Longmans Ltd.—

Pages 362 —Price Rs. 8.

If the teacher is to do his job at a high level of efficiency it is of great importance to him to have a sound knowledge of human psychology in its bearing on the work of education. For this reason educational psychology is one of the subjects taught to pupil-teachers or teachers under training. A good text-book which covers all aspects of the subjects and imparts to the student the fundamental ideas without encumbering him with a superfluous mass of general theory or practical details is of great importance to the teacher under training and it is to meet this need in the case of the Indian pupil-teacher that this book has been written. It belongs to the series relating to the Theory and Practice of Teaching published by Messrs Orient Longmans Ltd.

(Continued from preceding page)

as well as to learn about American farming methods.

Now that he is back in France, Genelot is quite busy on his father's farm and also relating his experiences to various farm organizations, telling them what he learned while in America. His short stay in West Virginia gained for him practical farm experience, technical information on fruit production which data he so eagerly sought, cultural contacts that he deeply appreciated, and a friendly understanding of those things which make up the democratic way of life in these United States.

From *The Southern Planter*, July 1949.

The author, Mr. H. R. Bhatia is the Head of the Department of Philosophy in the Birla College, Pilani, Rajputana. He has to his credit several years of experience of teaching educational psychology to Indian students. He is the author of several valuable works like "Craft in Education," "Suggestions for the Teaching of English Spelling" and "The Teaching of Composition." His work, therefore is the production of an educationist competent to speak with authority.

The present volume has several attractive features. It is an exhaustive treatment of the subject in so far as it is of importance to the pupil teacher. At the same time the treatment is simple and no attempt is made to bewilder the mind with a mass of speculative theories or to encumber the student with detailed statistical data. While it may not be profitable to the advanced student it just meets the needs of the young man preparing for the teaching profession.

A second feature of the book is that in dealing with the several mental activities and functions and their growth of development, the situations as presented in the Indian Schools has been steadily kept in mind and the illustrations have been mostly selected from Indian life.

A few questions have been added at the end of each chapter to enable the student to recapitulate what he has read and test how much he has assimilated and the more diligent and enthusiastic student can further pursue the study of the subject by applying himself to the books which have been listed at the end of each chapter.

On the whole, *Elements of Educational Psychology* is a good text book to be placed in the hands of the pupil-teacher preparing to take his place in the educational profession.

—V. M.

Correspondence

in Brief

Principles of Promotion

(M. E. R. Rule 30)

Principles of promotion as framed at the Meeting held at the Board High School, Paramakudi on 19th February 1950, under the Presidency of Sri A. Gopalan, B.A., L.T., District Educational Officer, Ramnad;—

A. Percentage Minima.

- a) Regional Language ... 35%
Third Language ... 30%
- b) Second Language. ... Any two 35%
Elementary Mathematics. ... and any two
General Science. ... 25%
Social Studies. ... (Total 185)

B. a) Failures in any one in group (a) Regional Language or Third Language and in any one in group (b) are allowed. (Second Language, Mathematics, General Science, Social Studies).

b) Extent of Deficiency: (5) Five marks in the regional language or the Third Language, and Ten (10) Marks in any one in A. (b) (i. e. Second Language, Mathematics, General Science, Social Studies.)

c) Compensation: 1 : 5 in the aggregate. (if a pupil gets 27% in English the total number of marks that he must get for promotion to higher Form is $185 + 15 = 200$)

d) The annual Examination marks are to be considered FIRST.

e) In the case of pupils who fail in the Annual Examination, the Annual School Record is to be considered subject to the condition that the pupils secure not less than 25% in the Regional Language and 25% in Third Language at the Annual Examination.

D. Weightage is to be given to class marks, quarterly, Half-yearly and Annual in arriving at the Annual record as detailed below:

Class and Quarterly	...	25%
Half-yearly	...	25%
Annual	...	50%
		100%

In the case of absentees at the Annual Examination 25% class and Quarterly and 75% Half yearly.

Note:— The Principles framed by the Ramnad Dt. Headmasters' Assn. will serve to guide the Heads of Secondary Schools not only in the Ramnad District but also in the whole presidency. It is not intended that Headmasters should take them as mandatory. It is necessary however that undue strictures on the one hand and unjustified laxity on the other should be avoided and a fair standard of promotions adopted as pointed out by the Director of Public Instruction in his Proceedings R C 1226 E/49 D/13-7-1949.

Kurnool Dt. Headmasters' Association

Sri K. N. Pasrupati, Secretary, Kurnool Dt. Headmasters' Association, writes that a Conference of Headmasters and Headmistresses of Secondary Schools met on 4-3-1950 under the presidency of Sri T. V. Venkatrama Iyar, D. E. O. when a discussion was held on promotions of pupils in Schools with ref. to a circular of the D. P. I. and the following formula was evolved.

1. Uniform principles may be followed in all forms (1 to V).

2. In the case of six subjects, a pupil shall score an aggregate of 180 marks, and 150 if there are five subjects only.

3. A minimum of 30% shall be scored by a pupil in two of the languages each in Ele. Mathematics, and two other subjects.

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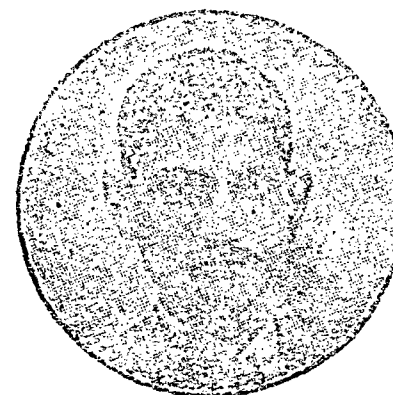
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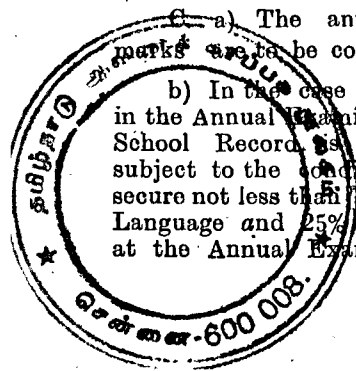
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