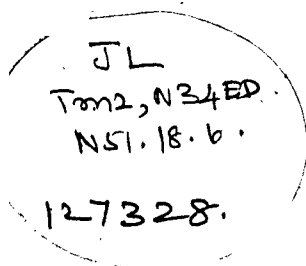


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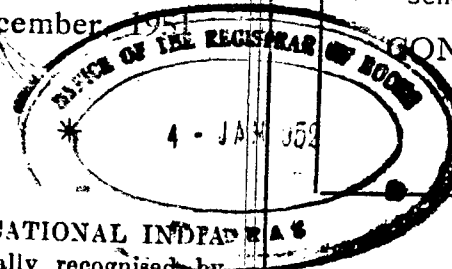
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Vol. XVIII

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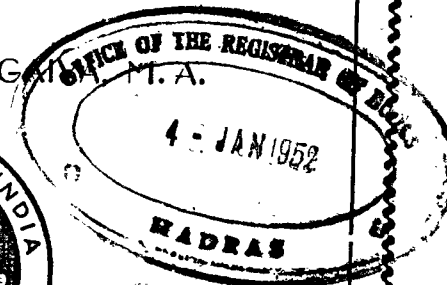
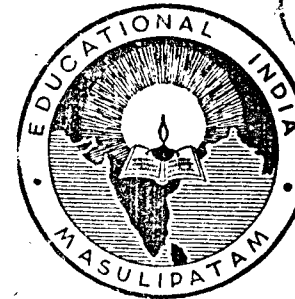
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THE STUDENT IN INDIA *

S. R. DONGERKERY,

Registrar, University of Bombay

THE striking feature of the relationship between the student and his teacher in the ancient Indian universities was their close personal contact. The student of those times paid no tuition fee, but was under the obligation to render personal service to his teacher, which included the begging of alms for him. The teacher was no mere instructor, but held himself responsible for the moral and physical welfare of his student. Something closely resembling this personal relationship exists between the undergraduate and his tutor in Oxford and Cambridge. The conditions in our Indian universities today present a very different picture.

the ideals of service and sacrifice. The problem of discipline, which has recently been causing anxiety in some parts of the country, would cease to exist, if only the students were provided with opportunities for developing a due sense of responsibility, a healthy outlook on life, and, above all, a feeling that they and their teachers were co-workers in a joint enterprise. Discipline can be abiding only when it springs from within, and is the result of harmony between the thoughts, feelings and aspirations of the individual and the social and economic conditions in which he finds himself.

In residential universities, such as those of Aligarh, Banares and Lucknow, where a fairly large proportion of the students live on the university *Campus*, there are some opportunities for personal contacts between the teachers and the students, while such opportunities are almost non-existent in most of the other universities. The increase in the student population, without a corresponding increase in the number of teachers, has made personal contacts more and more difficult, and converted university education into a kind of mass education.

Most of the weaknesses in our educational system are traceable to the absence of the vivifying personal touch so essential for the building up of character and the inculcation of

The university student in India starts with a handicap, inasmuch as he matriculates at a lower age than his counterpart in the British universities. He is often immature, and his transition from the secondary school to the university is neither easy nor natural. He is suddenly thrown upon his own resources, and it takes him a long time to adjust himself to his new way of life. He rushes from one lecture-room to another, while his teachers come into, and go out of, the class-room in a quick and almost bewildering succession. He sees and hears them only during the lecture-hour. Until he has been in the college or university for a year or two, his teachers are more or less inaccessible to him, for when not engaged in lectures, they shut themselves up in their own rooms, and he does not feel bold enough to intrude on their privacy. The blame cannot be laid at the door of the teachers, because they have far too much of

* A radio talk broadcast from the Bombay station of A. I. R. office on 16th Nov., 1951. Published by courtesy of the Station Director.

lecturing work to do to spare time for meeting their students individually or even in small groups. In recent years, attempts have, no doubt, been made in some institutions to devote individual attention to students by means of tutorials and seminars, but, unless the teacher-student ratio is considerably improved, the system of tutorials and seminars cannot work satisfactorily on account of the large numbers of students. It would be worth while for our universities and colleges to follow the example of some of the modern English universities by holding what are known as "Freshers Conferences" for the benefit of new entrants at the commencement of the academic year, with the object of making the student feel at home in the university and the university at home with the student.

The student in India is up against a host of difficulties from the moment he begins to think of a university career. For the average student who has not fared too well in his school-leaving or entrance examination there is the initial anxiety whether he will be admitted to the course of study he is keen to enter upon. He feverishly applies for admission to a number of colleges, and awaits the result with trepidation. His chances of admission are often slender. In my own student days, one could obtain admission to any college or course of study, if only one could afford to pay the tuition fee. Today it is extremely difficult to obtain admission to a professional course of study like that of engineering or medicine. The doors are opened only to a few of the many who knock at them. Perhaps, a good many do not deserve to enter, as

is only too painfully brought home to them, at a later stage, when they are unable to cross the hurdles of examinations. The majority of those who are admitted have to contend against financial difficulties as the cost of university education is mounting up, while the economic condition of the classes which supply the largest number of the student population at the universities is daily going from bad to worse.

Many students in our universities go through their academic career without any experience of the benefits of a corporate life. The minority who live in hostels have opportunities of living, eating, reading and playing together forming intimate friendships, carrying on endless talks and discussions, exchanging views and making social contacts among themselves, all of which are as important a part of university education as contacts with their teachers or formal instruction. Those who participate in sports, games and other extra-curricular activities, even though they may be living in their own homes, have a smaller share of corporate life but are, in any event, much better off than the majority who go through college and university as a dull routine of attendance at lectures or in the laboratories with the sole aim of preparing for the examinations they have to take at the end of the course. They evince little interest in their classmates and do not spend even a few minutes in the library, reading or browsing among books and journals. Student life in India is often bleak, because of the absence of amenities and attractions which are a common feature of university life in the West, where the students' union provides a

live centre of corporate activity with all the conveniences, comforts and opportunities for social and cultural contacts with one's fellow students in an atmosphere in which the students feel at home, because they themselves run the whole show. The Universities and colleges in this country could pay greater attention to this aspect in the student's life, which helps to draw out the best that is in him by giving him full scope for his expanding interests.

As I have said already, the economic problem is mainly responsible for preventing the Indian student from getting the best out of a university education. The average student is oppressed by a sense of responsibility to his parent who has stinted himself and the most of the family to afford him the luxury of a university education. He feels that the only way in which he can discharge this responsibility is by working hard at his books and getting through his examination in the shortest possible time. This is one of the main reasons why the student is obsessed by the examination bogey, apart from the fact that failure in an examination may permanently mar his prospects in life. In his view, the charms of student life are reserved for the fortunate few who can afford to linger by the wayside, dividing their attention between study and recreation. How many students in India are in a position, for instance, to build up a small library of their own by buying books of general cultural value outside the range of the prescribed texts? How small again, is the number that can afford to spend their vacations in travel or visits to places of historical or archaeological interest? How is it that the students in the British universities are able

to do all these things? The fact is that education in those universities does not impose a heavy financial burden on the parent. The State local authorities and charitable endowments relieve him of the major part of the burden. As against a bare 10 per cent. of the university student population in receipt of aid by way of freeships and scholarships in our universities and colleges, the proportion of assisted students in the U. K. is well over 70% and it is even higher in the Universities of Oxford and Cambridge.

The 'work-student', or student who earns and learns at the same time, is not much known in our universities. Since the second world war, which provided opportunities for employment of a temporary character to a large number of young men and women in the cities in new departments of government, some of which have been continued on account of the economic controls which have come to stay in the country, there has been a steady increase in the number of university students who pursue their studies in morning colleges and work for their livelihood in government offices and business houses during the rest of the day. They cannot get the advantage of corporate life since they attend the college only during the lecture hours and cannot possibly read in the library or take part in the extra-curricular activities of the college along with the full-time students. They only get instruction, as contrasted with education, which involves the rich experience of social and intellectual contacts with their fellow-students and teachers.

During the period of India's struggle for her independence, university students in the country were

often carried off their feet by the political maelstrom, and a good many of them actively participated in the movement which resulted in the winning of the country's freedom from foreign rule. In that period of strain and stress there were frequent instances of friction between the authorities and the students. Today the position is entirely different. There is no occasion for a conflict between the students and the political administration, as the government is a national government. It is a happy sign that students in India have begun to realise that in the new political set-up of the country they should leave party

politics alone, and think of engaging in activities directed to the betterment of the conditions of student life and work. The establishment of a national union of students, free from any political bias augurs well for the future of student organizations in India. Such organizations can do a great deal to foster a healthy social and intellectual life, and, if conducted on proper lines, are bound to become valuable auxiliaries of the universities and colleges in advancing the interest and welfare of students, while providing those who run them with an excellent training in team work, organization and social service.

"YOUTH AS THE ARCHITECT"

Prof. SAIYIDAIN,

Joint Educational Adviser, Govt. of India

"OUR work will be judged ultimately on one basic criterion only—The nature of the new lead that we are able to give to the work which is being done or may be initiated in the domain of youth welfare. This must be a bold and decisive lead which is both practical and imaginative, related to but not inhabited by the actual conditions and circumstances under which work has to be carried out." Thus observed Mr. K. G. Saiyidain, Joint Educational Adviser to Government of India and leader of the Indian Delegation in his presidential address to the U. N. Regional Youth Welfare Seminar on November 2, at Simla.

Basic criterion

"We often fail to realize what a tremendous reservoir of potential energy and idealism is stored up in youth and are tempted to attribute

our own cynicism and sense of frustration to the growing generation also.

Psychological start

In her infinite generosity—I was almost going to say prodigality!—Nature has so ordained that every new generation of children—and to some extent of adolescents also—makes a fresh psychological start, as if the joy of creative endeavour and the morning dew of hope still lay fresh on the world. Youth has the urge and enthusiasm to build this world anew and even the apparent disillusionment from which it suffers—and sometimes that is only a fashionable affectation!—is really an inverted expression of its optimism and faith.

Our starting point, therefore should be a clear recognition of this

beneficent psychological fact and we should enlist the generous impulses of youth as our active allies in the achievement of our objectives. For, we must remember that nothing of lasting value can be done for any group of persons by an external agency; eventually it is through their own efforts that they can rise above their limitations.

Idealist and Sensitive

I do not, however, wish to convey the impression that this work is easy and smooth sailing, that youth is ready for the signal or that his present environment is favourable for the success of the schemes that we may formulate. For, youth is not only eager and idealistic but also highly sensitive to the diverse forces operating around. Throughout this half century, many bewildering and clamant forces have been pressing in on it—heavy as frost and deep almost as life!

The generations born during the last four decades have been denied in most countries of the world, that feeling of peace, leisure and freedom from immediate cares which had been to some extent the normal heritage of childhood and youth in the past. They have lived through two of the most dreadful wars in history and the nightmare shadow of the Third World War hangs over them. The conditions of living—from the economic as well as the social point of view—have become increasingly difficult and strenuous. While educational facilities have on the whole increased, the chances for securing congenial employment have not kept pace with them.

The older social pattern in which the family, with all its limitations, stood a guard over its members has become loose or broken down; it has

lost its grip over the loyalty of youth and nothing new and equally coherent has taken its place. The whole tempo of life has not only become quicker but more distracting so that even the most common forms of amusement and diversion of which the cinema is perhaps the most outstanding, offer nothing but mechanized sensations which are a cheap substitute for creative enjoyment. The net result of these and many other factors, too well known to require enumeration, is that the youth worker has to contend against a psychological temper and climate which is none too favourable for his work as well as against a hostile objective situation both of which have created numerous new problems for him.

Complicating Factor

There is one other complicating factor which has been added to this situation during the last few years and this must seriously engage our attention and challenge the collective resources of our imagination and thought.

Till recently most of the countries, which are taking part in this Seminar, were preoccupied with their struggle for political freedom and this was such a vital and pressing issue that it had driven other problems and differences and considerations into the background.

It helped to canalize, for the moment at least, the energies of various parties and groups—including youth—into a single direction and gave them the dynamic of a great ideal which made many of them forget their own personal difficulties and deprivations and sectional interests.

Now, that that particular fight has been fought and won, in a more

or less satisfactory manner, a large number of new issues and problems have, not quite unexpectedly, raised heads. Freedom is both a great promise and a great responsibility but for the bulk of the people the aspect of promise looms larger than that of Responsibility.

Youth's Hope

Youth, in common with the older generation, was led to believe that, with the attainment of freedom, most of their problems will be almost automatically solved, as if this was not the beginning but the end of the journey. Under any circumstances, such a hope would be a prelude to disappointment.

But it so happens, that we have achieved our freedom at a time when the world is passing through what may, without exaggeration, be regarded as the most difficult period in human history when more problems are created in a day than can be solved in a year.

Instead, therefore, of making life easier, pleasanter and resolving its tangles, freedom has actually meant the accentuation of difficulties and precipitation of many differences which were held in check by the cementing bond of a common political purpose.

The situation, therefore, with which we are faced today is that we have passed as it were beyond the beacon light that had guided our footsteps and either do not see or do not recognize any other light ahead. The result is a feeling of growing frustration, of being cheated by Fate and by Man, of being tossed in the darkness on an uncharted sea and it is no wonder that, in this state of mind, youth is often willing to clutch at any plausible straw.

I may be forgiven for using these metaphors to describe their state of mind but I have talked to youths of all shades of opinion and the impression that has been left on my mind can be conveyed only in this manner.

Basic Problem

One of our basic problems, therefore, is to try and recapture the loyalty of youth for a fuller and worthier ideal which would challenge their imagination and win over their whole hearted devotion, dispelling the sense of frustration and disillusionment which is cheating them both of the joy of life and the inspiration of a high purpose.

Youth Extremity

This is, however, something which is easy to state but difficult to achieve. Youth is apt to be somewhat impatient of good advice from "crabbed age" and in the present temper of the times, in which confidence between the two generations has been shaken, it is essential that the Ideals and Purposes that we venture to present before it should be in harmony with its psychology and needs so that they become Youth's own Ideals and purposes and not an infliction from outside.

We would also do well to remember that Youth is often *extremist* in its reactions. I am not using the word only in its narrow political sense but in the sense that psychologically it tends to pass from one extreme to another—from exhilaration to despair, from the height of great altruism to blind selfishness, from unthinking hero-worship to uncritical revolt. It will either hitch its wagon to the star or only to the lamp post in the street and we have really to make up our mind and help

Youth so far as we may, in making up its mind—whether to prefer starry-eyed idealism or cynical earth rootedness. Hence the curious phenomenon that Youth is either impelled to high endeavour and sacrifice without counting the cost or just refuses to see beyond its nose and cares for nothing except securing a job, leading an easy life if possible and paying any price for that petty ambition.

In drawing your attention to this well known fact, my purpose is to underline the idea that we cannot hope to give the *right* lead to youth out of the present *impasse* unless our Ideal is compelling enough and attractive enough to draw out all that is good and great and worthy in it. Let me illustrate this by giving one or two examples.

Real Democracy

During the last three decades, we have fought for Freedom and Democracy and they are undoubtedly great ideals. But, if they are narrowed down in their interpretation to mean only political freedom in the conventional sense we have already left that particular milestone behind us and it can no longer serve as a guide for us. We have now to give these words a fuller and richer connotation, somehow, and incorporate into them the values and objectives of social, economic and cultural equality and of freedom broadening not only "from precedent to precedent" but also from area to area and region to region of our life till formal democracy deepens into real democracy and freedom is translated into acts which will enrich the life of the common man, both materially and culturally.

Again, our immediate inspiration in this fight has been the goal of

Nationalism and all over Asia it is still a strong and resurgent force to reckon with. Now, as a weapon in the fight against imperialism, it is an invaluable ally; as a rallying point for the various groups and interests in a country, it has served a very useful purpose. Wherever narrow group loyalties, like communalism, provincialism, regionalism, linguism became actively operative and threaten to disrupt the basic unit of a people, the idea of Nationalism should be stressed because it represents a broader outlook.

But nationalism is obviously not enough and, particularly in *this* age of world-inter-dependence when geographical and psychological frontiers no longer have their traditional meanings or justification, if nationalism becomes an obsession and the concept of national sovereignty is pressed to the illogical extreme, it may well become—as it has in *fact*, become—a danger to world peace. It becomes necessary, therefore, to reevaluate the place of nationalism in our hierarchy of loyalties, not only for adults but also for youth.

International Outlook

In this Seminar which is being held under the auspices of the United Nations, we must specially stress the importance of developing an international outlook in youth which will transcend the boundaries of race, geography and colour from which the world is still suffering. As I have said on other occasions the movement of thought in our educational and mental orientation and our loyalties should *not* be as is generally assumed from the village in which we live to the world which is a rather vague concept on the periphery of our consciousness but from the one-world, which is a basic

fact, to the village or city that we inhabit. And to live decently, in this world, we must cultivate an appreciation of differences, a spirit of tolerance, a philosophy of live-and-let-live both in our national life and our international relations.

Nothing is so important in life—neither power nor possessions, neither ideology nor national prestige—as the spirit of humanism, which makes for comradeship and sharing the extension of our individual and group personality by embracing all that is human into it. To the young child this comes quite naturally and, if the mind of youth is not perverted by pernicious propaganda and the evil influences of a vicious environment, it responds equally cheerfully to this Ideal. Let us endeavour to build it courageously into their minds and emotions.

Youth Is Dynamic

You can similarly think of many other instances of cherished objectives and purposes which—like Freedom, Democracy and Nationalism have to be reassessed and either re-interpreted or replaced. If we are anxious to win the cooperation of Youth in the rebuilding of a better world, we must reconcile ourselves to the fact that Youth is essentially dynamic, essentially idealistic, essentially forward looking and any attempt to harness it to the service of decadent or dying feudal order or social reaction is eventually doomed to failure.

We may succeed in misleading it through propaganda and the leadership of vested interests for a short while but its basic nature will eventually assert itself. Our central problem is to ensure that all these high potentialities of youth are

wedded to worthy and constructive purposes which will, on the one hand, enrich its own present life with significance and, on the other, use it as a great reservoir of power for social service in the widest sense of the word.

Modest Experiment

In connection with Youth's capacity for social service, I may perhaps be allowed to refer to a modest experiment which was tried out in the Kashmir State from 1939-1946, when I happened to be in charge of the Education Department. We used to celebrate what was called a "Labour Week" in schools during which period all the ordinary work of the schools was suspended and over a lakh of students of primary and secondary schools devoted themselves entirely to manual work of various kinds for the service of their schools as well as the local community—cleaning and white washing the school buildings, repairing school roads and gardens, cleaning up their villages and towns constructing or improving drains, building small huts and compound walls, giving simple medical aid to local children, preparing visual aids

It was with a thrill of pleasure that we watched the ingenuity, the resourcefulness and the spontaneous enthusiasm with which children and youths threw themselves into this work and the tangible results that they achieved. The apathetic public, the sceptical parents, the doubting teachers—who looked upon it as a fad at first—seemed to sit up and rub their eyes and wondered how all that had been done could be achieved by these students.....I mention this not because it was anything extraordinary but to stress the fact that,

if youth is rightly approached and inspired, it is capable of doing great things and if we fail to tap this energy we are responsible for criminal waste of talent.

Enriching Life

I have ventured to place before you only the landmarks of the wider situation within whose framework we have to work out programmes of Youth welfare and have resisted the presumption to suggest inadequate answers to the questions which have assembled here to consider. I may, however, indicate what I consider to be the right approach in discussing questions of Youth welfare. We should not, by any means, regard Youth as only an agency for social service but should consider its own rights and privileges and try, if I may repeat a phrase which I have just used, *to enrich its life here and now, with significance*. Most of them lead dull and drab and uninteresting lives. There is little opportunity for them to feel that their life is worth while, that it can give them either the pleasures of congenial championship or the joy of cooperative endeavour, that they are playing a useful or vital role in community life and that they can look forward to a future which is not bleak but full of promise.

The main objective of the various measures that we may recommend or adopt for youth welfare—games and sport, clubs and hobbies, youth camps and hostels—should be to re-instate firmly the conviction that life is really worth living, that the world may be a poor enough place and their own countries suffering from all kinds of ills but it is upto them to make them over into something better and more satisfying. In the words of a Persian poet—

"Guftand jahan-i-to aya ba-to ne saza"

Guftam ke nami saza, guftand ke barham zan."

("The Voice asked me: Does My world meet with thy approval?

I said it does not and the Voice replied : Shatter it and build another")

There is no real joy in life but that which comes from creation, from co-operating in, and being used up, for some great constructive and growing purpose. Let us create conditions in which youth will have an outlet to this supreme joy.

Ladies and Gentlemen, I present to you *Youth as the Architect*—Architect even when it seems to be engaged in activities which to the superficial observer may strike as destructive rather than constructive.

"It is wrong to think that the more intelligent go to the Universities and the less intelligent to technical schools. Success in a technical school requires as high an intelligence as success in a purely literary or scientific course. It may be of a different kind even as pupils are of different kinds, meditative or mechanical, scientific or artistic. Bookishness or the manipulation of concepts is not the only kind of intelligence".

"Education is the great instrument of social emancipation by which a democracy established, maintains and protects the spirit of equality among its members".

—Report of U. E. C.

Foundations of Social Education

Dr. K. N. KINI, M.A., Ph. D. (Columbia University)

Adviser, Gandhi Rural University, Sardarshahr, Rajasthan

SOcial Education is the training of all the powers and faculties of the people who constitute the society in which they live. Considered from this broad point of view social education aims at developing the intellectual, physical, economic, moral, spiritual, aesthetic interests of human beings. It aims at educating the whole man, so as to enable him to be an efficient entity in a democratic society of an industrial and agricultural age.

2. To achieve this objective, there is need for proper training or schooling under competent teachers, who know the principles and techniques of social education. The development of the intellect is an important item. Reading and writing and calculating are only the tools needed for this development. By reading, we get more information of this world and incidentally we develop our intellect. By writing, our knowledge becomes more accurate and we are able to preserve it for future use and for the use of others. Reading and writing are therefore both essential for a citizen in democracy. He must also know the elements of arithmetic to transact business of, say, buying and selling. The brain gets developed too. Using these tools the individual studies the needs, the work, achievements and ideals of the group and constantly tries to adjust himself to it or even tries to transform it for the better and higher ends.

3. Now the time of polling is fast approaching. We have to elect our representatives in the legislatu-

res from whom our Ministers will be selected. Those who know to read can peruse journals and are able to understand the views of those who stand for election from their speeches and actions narrated in these papers to make up their minds to whom they shall give the vote. Those who are unable to read are denied this privilege. They have to depend upon what others say about the men and women who stand for election. They are not able to judge for themselves. They are thus inefficient members of our democratic society. To this extent our society becomes weak. Therefore we should educate all illiterate people.

4. Physical development is also essential. A strong and healthy man can do more work than a weak and unhealthy man, and earn more and thus can get more of the good things of life. He can enjoy his life whereas a weak and unhealthy man does not enjoy life. Therefore games and sports are organised for students in schools. Provision should be made for the exercises of adults also. There are many simple games in our country which do not cost much money. We should revive them and make them fashionable. We should teach people to keep their houses clean. The streets should not be made latrines and drains and sheds for cattle.

5. We build most fine houses. They have not adequate compounds with gardens and trees. They do not get enough light and pure air. Thus the health of the inmates suffers. Knowledge enables people

to live better and thus conserve their health.

6. We must keep our bodies clean, our surroundings clean, our houses clean and everything that we use clean. Cleanliness enhances beauty. Beauty enhances joy. Joy enhances life-span. Adult education should directly teach how to attain this end.

7. Economic life in India has deteriorated considerably during the past two centuries on account of the exploitation of our resources by a foreign nation. Recently we have been free. We should teach the poorer adults how to be richer, and how to lead a fuller life. We should enhance their vocational competency and thus increase their earning capacity. We should teach them new arts and trades and should teach them to improve their present arts and trades too.

8. Institutions should be started to do this all over the country. If we work with faith and assiduity, we shall surely attain our goal. A large programme of training the

youths and adults in the basic occupations of life namely agriculture, animal husbandry, and textiles had been worked out in the Gandhi Rural University, Sardarshahr and will be put into effect soon. We shall teach them various trades also, such as smithy, carpentry, and workshop-practice on a more scientific and up-to-date scale than they do at present. More trades of use to villagers will be introduced as time rolls on.

9. Moral and spiritual education of the people should not be lost sight of. I am of the opinion that spiritual matters should be considered from the points of view of service of man. Service of man is service of God. If we do our daily tasks with the idea of serving our fellow-beings and making their life happier, God will surely be pleased. This way is His service. This mode of looking at spirituality and morality will be followed in the Sardarshahr Gandhi Rural University. I wish the whole world will look at spirituality from this angle of vision. Then this earth will be a Heaven.

A Philosophic Aim in Education

P. R. BATRA, M.A., Mont. Dip.

OUR general philosophy of life should in a large sense, determine educational ends. Today, however, the rub is that we are mentally lethargic in thinking and working out a philosophy with sufficient cleverness to find in it a guide for purposeful living, and so the neglect of education, which we consciously realise is the key to peace and progress. By viewing Life's purpose from purely a materialistic point of view, we are tend-

ing to lose the practical meaning and significance of democratic freedom. It should be remembered that true freedom should be that of spirit and its thereafter that we achieve the freedom of the soul and body. Assuming the spiritual as the basis of life, its gradual development will bring about coordination of the various elements of human nature, may work together as one harmonious whole. In the process of becoming free we learn the value of liberty.

Every human being is born with a will. This *will* is individual; it is the very basis of ego life. It is not easy to define it, but every teacher and parent is aware of its force, its power. The teacher can impart knowledge and rouse eagerness, but how to reach his will? This is the fundamental problem for the home and the school.

We do realise that will has its home in the unconscious and that even the very young are sensitive to an attitude to life, the expression of his deeper unconscious self. By nature the child is a spiritual being, and must therefore be left in peace to develop on his own. This does not mean that we give him unrestricted freedom and leave him unattended.

It must be understandingly realised that the earlier manifestations of self will differ from those of the fully developed and enlightened goodwill, which is the mark of maturity. The undesirable characteristics of self-will are due to Heredity and Environment; to ignorance and imperfect development; and when we will overcome these we will have the necessary conditions for a fuller life, a fuller self expression.

In education then, we have to deal with this spirited life-force—in some cases it is hardly perceptible—in others it is strong and assertive. Commonly the Institutions of today successfully attempt to suppress the life force of the individual, and thus substitute for it certain codes and conventions, thus making of him an automaton. We have as a consequence of this suppression two results. One, the pupils on leaving the institution react in a violent manner against the conventional codes, which in turn tend to lead him

to undesirable habit; secondly, the pupil in after life may lead a life of codes and conventions, a hidden life which is wasteful in every respect.

A faith that is living is *creative*. To faith let us add knowledge, thus giving it a practical form which will be of greater mental and physical productive power. In the light of true spiritual knowledge and understanding, we can hope for the best results in education and life. Education is the preparation for a better and fuller life. Life is beginning and an end of education. This is our hope for the future.

There is a gap between faith and our actual work, and as a result both suffer the consequences. In confusion we confuse the practical with the material. Material measures do not secure effective results. Failing to unite the spiritual with the material in practical life, we tend to produce an unconscious attitude to life. The result of this is that there is an unfavourable reaction on the children at the most impressionable age—their laying more stress in terms of means and ends, on food, clothing, shelter etc. Thus we undermine the real nature of the child through our conscious and unconscious thoughts and actions. We should understand that the young can size us up quickly and acutely in regard to our superfluous aims. It will, therefore, be well for every teacher and parent to resist from putting on an act and so create a suspicious attitude in their minds. We should take the young in our confidence. We should treat them more on equal footing, thus laying the foundation of a fellow feeling which is the aim of Democracy.

Authority is usually artificially conducted. We are inclined to Hero Worship. Children do not usually

rebel against authority. But they, in fact any one at that, will rebel against authority when there is repeated injustice on the part of the grown ups. Obedience to law is a necessary condition to freedom. It is only through a healthy and voluntary obedience that self-control will emerge, without which freedom is non-existent. To make people to obey blindly can only result in moral and spiritual growth. As things are to day, people are persuaded to obey to force. People, as a result, have lost the sense of making the correct choice of a type of leadership. Children must be guided in learning the right kind of obedience—the true loyalties.

A woman's love and intuition should be sufficient guide, if she realises what is to be aimed at, the gradual enlarging of the child's natural and human environment, by the acquiring of a type of enlightened self control, which alone makes true freedom a reality. Is the mother's education well balanced for the job? If not how can it be expected of her to set the child in the right direction. To achieve our aim

and purpose there should be unreserved and frank cooperation between the school and home.

Obedience at home should in stages be transferred to a growing sense of what is right and beautiful, of what is kind and just in life and action. But if we persist in arbitrary obedience throughout, the growing personality is injured morally and spiritually. It is better to allow the growing individual to learn through his pitfalls and mistakes, as that will have a greater and impressionable educational and moral value. If he is to be really free and self-governing individual he must learn to act on his own initiative.

Things are different and complicated at school as the children come from different homes with different experiences. But the child soon realises in school that he is an integral part of the Community, and that the way to freedom is through the world, not apart from it. By following this part it will result in the broadening one's intellectual horizon, on entering into the joys and sorrows of the world, an intermediate stage of the personal limitations.

Central Institute of Education

Foundation Day Celebration

THE Foundation Day of the Central Institute of Education, New Delhi, was celebrated on 19th Dec. 51, Dr. Zakir Hussain, Vice-Chancellor of the Aligarh University, presided.

Dr. Hussain stated that the mere establishment of a secular democratic State was not sufficient and that it was necessary to maintain and improve it and to make the

democratic ideal a living reality. The purpose of education was not imparting a moderate skill in reading and writing but inculcating the feeling of a common nationhood. He pointed out that the hostility of material interest worked against the centripetal forces of a common tradition and heritage.

He warned against the tendency of educational institutions to

develop individualism and excessive intellectuality. He felt that work is the only true instrument of all education and that it was activity, manual and mental, which led to the birth of new ideas and combinations of ideas. The implementation of these ideas in organised social work, he thought, would contribute to the development of national solidarity.

Dr. Hussain paid a tribute to the role of teachers and said that while genius contributed inventions, it was the teacher who transformed it as the wealth of the nation. He also emphasised the need for research into types of minds and life-forms for arriving at the behaviour patterns, which would make the individual conscious of his responsibility towards society.

Mr. A. N. Basu, Principal of the Central Institute of Education, read out the annual report and Prof. Humayun Kabir, Secretary, Ministry of Education, Government of India, mentioned that the research work conducted in the Institute had earned tributes from foreign circles.

The programme of the celebration included a pageant of Indian history which depicted the cultural life of India from the days of Ramayana to modern times and an exhibition mainly of students' work. This latter included charts, maps, models, and a cheap projector devised at the Institute which can work without electricity and a number of school furniture also made at the Institute. Even in such

difficult subjects as Mathematics, devices have been invented for concretising abstract concepts like fractions, areas, triangles, etc.

The Central Institute of Education was opened by the Government of India four years back for the purposes of training of teachers and conducting researches in education. The training is carried on at three levels B. Ed., M. Ed., and Ph. D. corresponding to the training of teachers, of administrative personnel and of research workers respectively. The characteristic feature of the Institute's training is the fusion of theory and practice. Opportunity has been provided to the students for leading a corporate life.

In the present session a number of important changes and additions were effected. The Psychological Laboratory has now acquired a large number of laboratory equipments as also performance tests and paper and pencil tests. The Institute has now a film section where film strips are being prepared for educational purposes. An experimental Basic School has been started this session and the Institute has also opened a nursery school for pre-school children. The B. Ed. students who specialise in Early Childhood Education have an opportunity of studying the behaviour of children. The Library is being steadily built up. It has now about 12,000 volumes and subscribes to over 70 journals on education and psychology.

NOTICE

The next number of Educational India will be issued as a Double Number for January-February 1952, as the publication of this December issue, has been delayed beyond our expectations.

The Double number will be published on the 1st February 1951.

Mg. Editor



EDUCATIONAL INDIA

MASULIPATAM, Dec., 1951

What is wrong with Higher Education?

CONSIDERABLE dissatisfaction has of late been expressed regarding the conditions in the sphere of higher education to-day. It has been loudly and insistently complained that the standards of University education have been steadily lowered and that the products of University education to-day are not like the products of an earlier generation. This impression has gained ground and has obtained great publicity by the remarks made by the Union Public Service Commission and by other State Public Service Commissions as regards the incompetence of the products of University examination that sit for competitive examinations held by them. That there has been a lowering of standards may be admitted. At the same time the usual reasons that are put forward for this

denigration may not be as readily conceded.

IT has been said in some quarters that there is something radically wrong with our young men and, though there may be exceptions here and there, in general they are not capable of absorbing and profiting by university courses of studies. This condemnation of the present generation as intellectually less efficient than its predecessors seems to be a sweeping generalisation. It is not likely that there can be a general lowering of the level of intelligence of a whole generation of people in this or any other country. The causes for the deterioration must be sought elsewhere.

IT has also been said that a good many of the students seeking admission to Colleges and Universities are not capable of benefiting by higher education. This influx of the unsuitable is found in other countries also. Obviously that is the reason why only about fifty per cent of the under-graduates take a degree. But as pointed out by President Stoddard of the University of Illinois a much larger number than at present could be sent to College without dropping below the level of mental ability necessary for academic success. In America, it has been said, that the number of youths with College ability outruns College graduation by four to one. Something of the same kind may be said of our own country. Many of those who

can benefit by higher education are deflected from it by the craze for vocational education. This is obviously not in the national interest, when a country like America is loudly complaining of a paucity of engineers, doctors, teachers of colleges and scientists, our poverty in this respect needs no arguing. Elementary, secondary and adult education are all necessary, but we must not also fail to equip the man-power of the country with the highest type of education. Boys with an aptitude for scholarship and academic work can be easily picked out at a fairly early stage by the adoption of those intelligence tests which have been developed to a high degree of perfection today. A high intellectual potential may be said to be more or less evenly distributed in all strata of society and among all classes. Another discovery that has been made by the researches of present day psychologists is that the children of parents whose Intelligence Quotient is pretty low are quite as capable as the children of more intellectual parents. What is required is that they must be caught young and given the same opportunities and advantages as the richer classes. In a country situated as India is today this search for talent and provision of proper conditions and facilities for its efflorescence is a thing that should receive top priority. So instead of feeling dissatisfied that those who are intellectually unfit to benefit by higher education are drifting to the

Colleges and Universities, we must endeavour to provide facilities for a much larger number of our young men receiving the benefits of higher education.

THE true causes of the deterioration of higher education today were pointed out by Sir A. Lakshmanaswami Mudaliar, the Vice-Chancellor of the Madras University, in the address that he delivered at the Convocation of the Agra University. No other person can be credited with a closer knowledge of the state of higher education in this country. He admitted that "a chaotic condition existed in most colleges and Universities in India" and that such a state of things could not promote the true education that we all have at heart. But he was inclined to attribute this chaotic condition and the consequent lowering of standards to the over-crowding of students in colleges in the first place and, secondly, to the deterioration in the personnel manning higher education which is the inevitable result of the poor remuneration that is paid to the teachers in colleges and universities today.

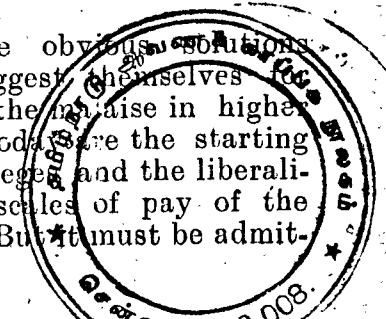
THIS overcrowding in colleges is a great evil today. In colleges where previously a few hundreds used to be taught we have today as many thousands. This is true of the Arts and the professional colleges in equal measure. To justify this increased enrolment there is no addition to or enlargement of the

accommodation or the equipment. The Library and the Laboratory that used to cater and cater with a fair measure of satisfaction to a much smaller number have to meet the demands of a much larger number now and the resulting confusion and inefficiency are inevitable. An Engineering College which has provision for the efficient training of only a hundred students today admits as many as four hundred and we complain that proper attention is not paid to them and that high standards of efficiency are not maintained. It is the same with the Medical College and even more is it the case with the Law College. In the Arts Colleges the managements, partly from a desire to meet the demand for higher education and partly from a desire to augment their revenues have gone on admitting students without any consideration as regards the accommodation, equipment and resources they have for efficiently catering for their needs. Colleges work in shifts, the few men that are available are terribly overworked and the unwieldy numbers make anything like personal contact between the teachers and the students a practical impossibility. To expect any good results from such an obviously unsatisfactory set-up is idle. To complain of its inefficiency is frivolous.

THE other course of the present deterioration that was mentioned by Sir A. Lakshmanaswami Mudaliar is an equally

potent one. It is painfully true that the teaching profession today does not attract the type of scholar that used to be attracted to this profession in an earlier generation. Most of the colleges are manned by junior men who have not had much experience and who cannot command the leisure necessary to equip themselves more thoroughly for their work. Without such experience and without such equipment the teachers cannot command the respect of the students and no useful or efficient work is possible unless there is such regard on the part of the students towards their teachers. It happens in many Colleges that junior members of the staff find themselves within a few years in the position of heads of departments. Again, so long as the emoluments of the College teachers remain at their present sorry level, it is impossible to attract to the profession those who are most competent to join it. The few capable men that happen to have got into it are easily tempted to leave a profession in which it is so difficult to make both ends meet and seek a more lucrative appointment. The salary that is paid to the college teacher today is deplorably low and calls for drastic revision.

THUS the obvious solution that suggests itself for remedying the malaise in higher education today is the starting of more colleges and the liberalising of the scales of pay of the teachers. But it must be admit-



ted that these are not receiving the measure of attention which they merit. In other countries, whatever may be the difficulties, care is taken to ensure that education shall not suffer. Great Britain votes a sum of 15 million pounds annually to help the twenty-four Universities in England and Scotland to recover lost ground, to increase the emoluments of teachers, to help in the building up of hostels, in the creation of more facilities in laboratories, in the planning out of more play-fields and in many other activities calculated to promote the intellectual, physical and moral welfare of the student. But what do we find in this country? The retrenchment axe always falls heaviest in the field of education. Education is treated as the Cinderella of the various nation-building departments. It is not without considerable disappointment that one notices the niggardly provision that has been made in the Five Year Plan under the head of education. While keenly alive to the defects of the existing system of education, while being aware of the vast improvements to be made in the regions of basic, secondary and University education, technical education and social education, the members of the Planning Commission have provided for a total expenditure for all grades of education for the next five years only a sum of 123 crores of rupees. In their anxiety to provide for the sustenance of the body, they have

woefully failed to provide for the building up of the mind.

Square deal to Teachers

NO more astounding statement could have been made by a Minister of State than the one made by the Education Minister of the Madras State the other day while presiding over the College Day of the Government Training College at Kozhikode. He declared that as a matter of policy the Government had decided not to accord permission for the starting of new High Schools for some years to come. In justification of this decision of the Government it was pleaded that there was a dearth of trained personnel to take charge of institutions as evidenced by the disconcerting fact that not one of the three hundred or more High Schools that were started during the current year had appointed a B. Ed. or L. T. teacher. It does not seem to have occurred to the Minister that the remedy was worse than the disease and that by refusing to give permission for the opening of new schools the Government were denying a proper vent for the aspiration of the people. There is today an insistent demand for more and yet more schools. The schools that are already in existence are unable to cope with the rush for admission and a good number have to be refused seats. This is not certainly a desirable state of affairs. The demand for more

educational institutions had to be met by the Government. If trained teachers were not available, the Government should take steps to see that they are made available. The number of training schools and colleges had to be increased considerably so as to help in the production of as many teachers as are required for the educational activity of the state. Perhaps the Minister for Education had his own suspicion that even if more training schools and colleges had been provided they would not have attracted a sufficient number of pupil-teachers, the conditions of the teaching profession being what they are. It is true that many of the teachers already in service do not have their heart in their work and they are keeping a sharp look-out for a chance of changing over to a more lucrative occupation. Great praise is due to those teachers who in spite of the depressing conditions of service still carry on sustained by their enthusiasm for the noblest of all professions. If the teacher's profession today did not attract a large number of men, surely the remedy lay in making the conditions of service sufficiently alluring. Most important of all in this direction is the liberalising of the scales of pay. The scales of salaries recommended by the Headmasters' Association are quite modest when the high cost of living is duly borne in mind. It must be possible for the Government to give effect to those scales without delay that they may

attract to the profession men of the right type in adequate numbers.

Training Colleges and the Importance of Research

THE reconditioning of our educational system so as to meet the demands of the times is of vital importance. This has to be done so as to serve the requirements of national planning. Educational techniques have to be devised which would contribute to greater social cohesion and solidarity. The cultural needs of the community had to be better satisfied than in the past. The co-ordination of the work of the home, the school and the life outside has to be achieved in such a way as to conduce to the more efficient discharge of one's duties. Model basic education centres have to be established all over the country and rural universities are to be brought into existence in order to provide for leadership in rural areas. Secondary education has to be reorganised so as to serve the needs of the community more effectively. The transition as regards the change in the medium of instruction at the university stage has to be carefully effected so that there may be no fall in the quality of the instruction. Better training methods for workers in the fields of social education have to be evolved. All these raise problems for the proper solution of which intensive research work is necessary. In the Five Year Plan this research

has been indicated as the proper concern of the training colleges functioning at the University level.

MRS. Hansa Mehta the Vice-Chancellor of the Maharaja Sayajirao University of Baroda, presiding over the Second Conference of Training Colleges held recently at Mysore, expressed the view that the restriction of research to the Training Colleges functioning at the University level needlessly restricted the number of research centres and also gave an unwanted bias in favour of research in urban areas or on problems of secondary education. She advocated the establishment of a research centre in every primary teachers' training college. In her opinion every teacher training institution could and should be equipped to conduct research in its own field. Mrs. Mehta also suggested the establishment of State Bureaux of Educational Research which might be saddled with the responsibility of doing research work in problems connected with educational administration. Above all these she would like to see established a Central Bureau of Educational Research for purposes of co-ordination and for conducting research projects of national importance.

It is to be hoped that these suggestions will receive their due attention at the hands of the Government.

Letters to Editor

Learning English as a Second Language

A REALISTIC APPROACH

One's Educational experience in Indian Schools suggests that the Indian student's need of English is different from an Englishman's need of French or any other language or the Welshman's need of English or the need of the bilingual child. Nor is it entirely for British American Scientific International Commercial purposes in the sense in which advocates of BASIC would have it. The question of English is whether the spoken language or the written language should have the precedence, not necessarily preference. The foreigner's way of learning can by no means be natural and so the methods of learning the mother-tongue cannot be adopted. Imitation and sub-conscious effort are out of place with grown-up children. Intellect, intelligence and conscious effort should determine the methods. Word-counts based on frequency values are not altogether objective as they are compiled from sources used by people or the language. Nor can one for our purposes rely on Basic English established on the basis of the functional value of words (not word-counting but meaning-counting).

A better, because it is more realistic, approach, would be to use the environment as the basis of the earliest teaching. It is up to Indian teachers of English, not necessarily the foreign experts, to start the investigation. Let it be understood that the failure of English teaching in Indian schools has been mostly due to the lack of interesting and realistic situations in class room teaching technique which can be devised only by Indian teachers. Once you grant this, half the battle is won.

Madras, — A. S. VENKATARAMAN,

THROUGH different STATES

DELHI

LONDON SCHOOL OF ECONOMICS

The Ministry of Education of the Government of India, announced that the Academic Board of the London School of Economics and Political Science, London, would hold an examination in India on February 19 next year for students for first degrees. The examination will be held at various centres under the supervision of regional Indian Universities. It will be open to graduates of at least second class honours standard.

Applications for permission to take the examination must reach the Registrar of the London School of Economics and Political Science, London, direct by January 1, 1952.

GOVT. CULTURAL SCHOLARSHIPS

The Government of India Cultural Scholarships Scheme, which was inaugurated in 1949, will be continued in 1952, states a Press Note.

The aim of this scheme is to foster cultural relations between India and other Asian and African countries by providing to students from those countries such educational facilities as are available in India. The selected candidates are awarded scholarships by the Government of India. The courses of study available cover a wide range—arts and humanities, science, agriculture, medicine, technology, education, law, forestry, etc. Candidates for post-graduate courses are preferred, though in special circumstances applications for admission to junior courses are also entertained.

Students from abroad already studying in India are not normally eligible

for these scholarships, but the cases of such of them as come from countries where no educational facilities for studies in higher classes exist and the students generally come to India for studies even in junior standards or from where no students are selected for the award of scholarships will be considered on merits.

The selected candidates are required to give an undertaking to return to the countries of their domicile for settlement after finishing their studies in India under the scheme.

Applications for the award of scholarships should be submitted in the prescribed form by January 15, 1952, through the Indian diplomatic representative in the country where the candidate is domiciled. Application forms can be had on request from the representative concerned or from the Ministry of External Affairs, New Delhi.

MADRAS

GOVT. GRANTS FOR COLLEGES

RULES AMENDED

The Government have made certain amendments to the Grant-in-Aid code governing the making of grants to colleges or college departments.

The amendments prescribe that the amount to be paid in any one year to a college or a college department providing instruction up to the standard required for a University degree will be determined by the Director of Public Instruction, after taking into consideration all the circumstances of the case, provided that the amount so determined shall not exceed two-thirds of the approved net cost of maintenance

for the previous financial year, namely two-thirds of the excess of the approved recurring expenditure over the income from tuition fees reckoned at standard rates.

The management will also be paid a grant equal to (a) the loss in fee income on account of the award of fee concessions and (b) half the expenditure incurred on scholarships and fee remissions up to a limit of 10 per cent of the fee income reckoned at standard rates, provided that the scheme for such scholarships and fee remissions has received the prior approval of the Director.

In the case of lands or buildings purchased, the expenditure actually borne by the management of the institution in connection with the transfer of property, namely, stamp duty, registration charges, etc., will be added to the purchase value of land or building required for an educational institution, for the purpose of payment of grant from State funds.

PRACTICAL TRAINING IN AGRICULTURE

The possibility of lengthening B. Sc. (Agri) Course with a view to including practical training, was indicated by Mr. A. B. Shetty, Minister for Agriculture, at a Press Conference.

The Minister stated that the question of reorganising agricultural education had been engaging the attention of the Government. He had held discussions with the Vice-Chancellors of the Madras and Andhra Universities last month on the question of introducing intensive practical training in the B. Sc. (Agri.) Course.

Explaining the idea behind the proposed conference, said that the Government of India felt that agricultural education should be given a practical turn so that the graduates who got out of the colleges would be more in touch with villagers than at present and be practical agriculturists rather than students of agricultural theory.

SCHOLARSHIPS TO BACKWARD CLASSES

An additional allotment of Rs. 3 lakhs has been sanctioned by the Madras Government for grant of scholarships, boarding grants, etc., to students of backward classes, making thus a total allotment of Rs. 11 lakhs for the current year.

For the award of scholarships to candidates belonging to the "eligible communities" an additional allotment of Rs. 1,35,400 has been made for the current year. The grant will be made in respect of applications received by the Director of Harijan welfare before the prescribed date.

RECRUITMENT OF HINDI TEACHERS

The Madras Government have passed orders that in the matter of recruiting Hindi teachers, preference should be given to those who possess the Training Diploma, but if they are not available, others may be appointed subject to the condition that they should obtain the pracharak Diploma within two years after appointment.

CITIZENSHIP TRAINING

A committee has been constituted by the Director of Public Instruction for revising the syllabus for citizenship training in secondary schools, with a view to inculcating the spirit of good citizenship and social awareness in students effectively.

The committee has drawn up points for consideration in the light of certain suggestions received by it and is obtaining the views of a number of educationists and officers on them.

At the committee's sitting on 20th Nov. Mr. J. M. Lobo Prabhu, I. C. S., Secretary to Government, Development Department, gave his views to the committee in the matter.

FEE CONCESSION TO STUDENTS

By an amendment to the Madras Educational Rules, the Government

have directed that a pupil, who is absent from school for the whole or part of a year on account of illness and has subsequently to remain in the same class for a second year, may be allowed to retain the fee concession in that year.

BENGAL

REFORM IN OFFICIAL USE OF HINDI

A Central Hindi Advisory Committee is set up by the Ministry of Information to implement the new policy regarding Hindi. The object is to strike a practical balance between the need for preserving the genius of India's National Language and the requirement of maximum possible intelligibility.

NO MIGRATION FEE

The Board has decided that in 1952 no migration fees should be charged from refugee students coming from areas outside the territorial Jurisdiction of Calcutta University when they seek

admission to schools recognised by the Board.

QUESTION PAPERS IN VERNACULAR

It is strange that the Board of Secondary Education in Bengal has not introduced the setting of question papers in Bengali. The necessity for setting Question Papers in vernacular in all non-language subjects is adopted universally by all Provinces. However it is believed that the Education Board will take up the question of printing all papers except English in Bengali for the School Final Examinations.

BOMBAY

QUESTION PAPERS IN REGIONAL LANGUAGES

It is learnt that the S. S. C. Examination Board has decided that the question papers should be prepared in regional languages of the State. This has removed one of the handicaps that stood in the way of the Examinations.

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PUBLIC OPINION

Dr. AMARANATH JHA ON THE PRESENT STATE OF SCHOOLS

Inaugurating the Bombay Provincial Headmasters' Conference on the 22nd October 1951, Dr. Amaranath Jha said:—

"I am appalled at the sight of boys and girls defying teachers and even parents. At present very few teachers are found to have the guts to treat students harshly. A wholesome respect for the teacher and for elders must be developed in the minds of boys and girls and the rod should be used, wherever necessary. The Department and sometimes even parents resent caning. I deplore this sort of attitude. Strictness must be supported. I am of the opinion that the increasingly falling off in the standard of public and official conduct and the increase in corruption, shirking and unwillingness to work that we find everywhere, can be traced to the fact that we have lost faith in the wise rule, 'spare the rod and spoil the child'. We have no faith in our leaders, in our teachers, in fact, in anything. We must make every child feel that, if he goes astray, he is sure to be punished. We must inculcate in the minds of our children faith in ethics and in religion."

"In our present-day examinations we attach undue importance to book-learning and intellectual attainment. We forget that man is not made of intellect only. He has to cultivate leadership, resourcefulness, ability to render social service and we must maintain a cumulative record card to have an idea of his all-sided development and give scope for such development in our schools. Do not give false certificates to your students. We must not over-burden students with studies. If a boy of 12 years is asked to study world

history, as is done in the U. P., he feels bewildered."

Dr. A. L. MUDALIAR ON THE AUTONOMY OF UNIVERSITIES

In the course of his convocation address to the Utkal University on 11th Dec. 51, Dr. A. L. Mudaliar pleaded for the maximum possible autonomy for Universities and minimum of State interference. If the Universities were to tie themselves to the chariot-wheels of the department of the Secretariat through the Ministers concerned, Universities would find themselves in a most difficult and embarrassing position to follow a consistent policy and to ensure satisfactory standards'.

Mr. K. M. MUNSHI ON THE NEED FOR CREATIVE VALUES

In the course of his Convocation Address to the Allahabad University Mr. Munshi referred to the work done by Asoka, first founder of a Welfare State and said, he had faith in these creative ideas.

"On these values alone can we build a society of free and strong men. These values, modern education must impart to our young men, for they are fundamental to all culture, much more to us. They can only be taught by reconstructing the whole fabric of modern education. For this, certain basic studies are absolutely indispensable for all students. First, a study of Classical Literature: for, by such study only can we enter into the spirit of the Masters like Vyasa, Valmiki and Kalidas, Homer, Virgil, Shakespeare and Goethe whose highest aspiration created men and things of beauty and greatness.

Secondly, a study of the life and message of great and noble men, Shri Krishna and the Buddha, Socrates and Christ and coming to modern times Ramakrishna, Shri Aurobindo and Gandhiji, Mazzini, Abram Lincoln and the Curies, the discoverers of radium, who realised or sought to realise the highest aspirations in a dedicated or triumphant life.

"Thirdly, a study of India's history which while it describes the tension and struggles, also provides the historic vision of this sacred land, how here Dharma was discovered and flourished: how the moral order became the basis of life: how men developed the higher strength which defied the vicissitudes of ages: how poets sang, how heroes died and saints worked for her: how the inspiration of one book, 'the Mahabharata' and the one language, Sanskrit, gave her the continuity and strength to survive the ruthless savagery of medieval times: how we, in these times, saw the glorious phenomenon of a bloodless war of freedom, a free state based on popular will and respected by the world, and the birth of a cultural renaissance.

"Fourthly, a study of history which flowing down the stream of time is gradually enlarging the freedom and responsibility of men: which tell us not only of the rise and fall of nations and Empires, but of the growth and decay of cultural values and the progressive realisation of the unity of men: not only of wars and conquests but of the deepening moral consciousness in the race, and of its progress.

"Fifthly, repeated recital of the eternal messages enshrined in works like the Gita which will transmute the mental content of the individual."

Mr. NEHRU'S ADVICE TO STUDENTS

Addressing the Students at Gwalior recently, Mr. Nehru said:—

To-day the relationship between students and teachers was like that between employee and employer. The students believed in strikes, lock-out and acted in an indisciplined way, which was not fair, as such actions were quite different from the basic principles of the freedom movement. Such actions could have been justified during the British rule when India had to fight for her freedom. But those conditions had now completely changed.

The students who were now studying in the universities were to shoulder great responsibilities in the years to come. Not every one of them could become first-rate intellectuals, but a majority of them should possess a high average of intellect, otherwise the nation would become a second-rate one.

Mr. Nehru said a high average of intellect and a high sense of discipline were the two great qualities in Britishers and they were able to tide over times of adversity by acting in a disciplined and systematic manner. They did not raise mere slogans, but worked hard.

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Student-Directed Activities Supplement U. S. Classroom Education

Not all secondary-school education in the United States is from textbooks or under the formal instruction of teachers. Student-directed activities within the school that offer opportunity for democratic participation in group effort are encouraged. Training for community living is a primary objective of this programme.

For many years secondary schools have had student-government associations, debating societies, glee clubs, publication staffs and similar groups. These are mainly after-school activities, sanctioned by school officials and sponsored by teachers, but operated independently of the regular class schedule.

Now many schools provide for such group projects during the school day. The projects are carried on at a time known as the activity period. Educators believe that student-guided activities, supplementing formal classroom learning, are a valuable part of the educational experiences of young people.

This is a week's activity period schedule in one large secondary school:

First day — Meeting of Student Council, members of which help make school rules and plan student activities in general.

Second day — Club meetings. Clubs may be devoted to botany, foreign languages, newspapers, photography, stamp collecting, or other subjects.

Third day — Separate assemblies for girls and boys, with talks by

citizens of the community, invited by the student group to address them. The boys may hear a business firm's personnel director talk about "Getting a Job," or a church minister discuss "The Scriptures and Everyday Life." A Girl Scout official or a woman bank official may talk to the girls.

Fourth and fifth days — Separate meetings of the classes—first-year, second-year, third-year and fourth-year. At the meetings, members of these classes may elect class officers or hear reports from them. Or members of the class may discuss and decide by vote what class functions should be undertaken. If a student does not choose to participate in club or class sessions he may join a separate group during the activity period or use the time for study.

Students in the clubs and classes carry out many projects. They may decide to help a charity, then engage in a campaign to raise the needed funds. They plan and organise social events, working out all details, including financing. If a group trip to a point of historic, civic or scientific interest is undertaken, they decide when the trip will be made and arrange transportation. Those on the staffs of student publications solve editorial and production problems. These activities give the students many opportunities to express their views and to learn the values of democratic cooperation.

In some schools officials have gone a step further in encouraging student activity. They have related

such activities to certain studies, usually literature and U. S. history. Student discussions, motion pictures, concerts, dramatic productions and visits to museums are scheduled. Because all this provides experiences that prepare students for active parts in community living, it is sometimes referred to as a "slice of life" programme.

In one school the activities and studies of the first-year student revolve around his position in the school and community. He begins to think about choosing a vocation and gains greater understanding of life through his studies in literature and history. The second-year student considers international problems and his responsibilities towards meeting them. The third-year student

concentrates on American life, culture, government and economic system. And in the final year, students study such personal problems as marriage and family living.

"A school activity programme should grow out of the life of the school and not be imposed by the faculty," says one secondary school official. "The objective is, of course, to develop intelligent student opinion. Through their discussions students come to know and understand the problems of the whole school and to feel a responsibility for their solution. They come to recognise the pupil's rights, duties, privileges and obligations as a citizen of the school."

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Book-Reviews

TALES FROM TOLSTOY Tales retold for easy reading—Second series—by R. D. Binfield—published by The Oxford University Press—pages 89—price 1sh. 9d.

In reviewing the earlier volumes in this series—The Golden Goose and other stories and Jane Eyre—in a former issue of Educational India we remarked that the language has been brought within the reach of the High School pupil and that the attractive get-up and illustrations made the books eminently suitable for young boys. The same standards are maintained in this latest addition to the series. Here the young boy is introduced to five very good stories of Tolstoy who was one of the most celebrated short-story writers of the world's literature. Each story has its own message for the reader. We would confidently recommend this for adoption as a non-detailed text-book in the higher forms of the Secondary Schools.

RURAL UNIVERSITIES FOR INDIA

By Dr. K. N. Kini, M. A., Ph. D.—Published by T. C. E. Journals and Publications Ltd., Lucknow: pages 30 price not mentioned.

True India lives in the villages. Any programme of national uplift should therefore, be related to the rural life of the people. Not merely basic education, not merely secondary education, but the highest education at the university level must be made available to the rural population in their own rural surroundings. The universities of today are located in urban areas and cater for the urban population and their curricula have no relation to the rural occupations. The University Education Commission presided over

Dr. Sarvepalle Radhakrishnan realised the urgent need for the establishment of rural universities and have devoted a whole chapter of their Report (Chap. XVIII) to this all-important subject.

Dr. K. N. Kini, who is the adviser to the Gandhi Rural University, Sardarshahr, Rajasthan, formulated for the first time in India, as he claims in his preface, a plan for the establishment of Rural Universities in India in 1946. It was published in the *Harijan* and had the approval of the Father of the Nation. The small pamphlet before us outlines briefly the need, aim and work of Rural Universities. Its brevity notwithstanding, it goes into details regarding the syllabus and organisation of examinations etc. The pamphlet is in its own way a useful addition to the not-too-abundant literature on Rural Universities.

RELIGION IN PUBLIC EDUCATION IN INDIA: By S. S. Raichur, Ed. M., Ph. D.,—published by the Council of Christian Education, Jabalpur pages—166—price not mentioned.

As the author says in the Introductory chapter of this book, India, the mother of four religions—Hinduism, Jainism, Buddhism, Sikhism and the foster mother of three religions—Christianity, Islam and Zoroastrianism, has never in her long history emphasized the place of religion in public education. It is unnecessary to labour the point that no true education worthy of the name can afford to neglect religious education. As Mayhew says, Indian personality and life as a whole will not intimately be affected by an education which is not animated by religion. But on account of the diverse religions, that we have in the country, the problem of religious instruction is one that bristles with difficulties. But the difficulties were not inseparable and the author of this book has endeavoured to show how religious commitment and religious motivation can be made available to students for every day

Citizenship Training in the Krishna District

The Krishna District Teachers' Guild conducted three courses of citizenship training during the year.

Sixty-five teachers were trained in citizenship at the centre opened at B. H. School, Nandigama from 15-5-51 to 24-5-51. The Training Course was inaugurated by Sri C. Pitchuramaiah, M. A., L. T., D. E. O., West Krishna under the Presidentship of Sri Kakani Venkata Ratnam President, District Board, Krishna.

Again two centres were opened concurrently one at C. V. R. & Government Municipal High School, Vijayawada and the other at B. H. School, Pamarru under the auspices of the guild, with the hearty co-

operation of the local High School Headmasters, from 7-10-51 to 16-10-51.

The Training-camp at Vijayawada was inaugurated by Sri C. Pitchuramaiah, M. A., L. T., D. E. O., West Krishna under the presidentship of Sri P. S. Reddy, B. A., B. Ed., President of Guild. Sri C. Jasuratanam, B. A., B. Ed., was the Instructor-in-charge of the Camp. Sixty six teachers took their training at this centres. Visitors' day was organised on the last day when a public function was also got up in the evening under the distinguished presidentship of Sri Vepa Krishnamurthy, Superintending Engineer (P. W. D.) Vijayawada.

Sri G. Rangarao Naidu, B. A., L. T., Divisional Inspector of schools, Cocanada followed by the D. E. O., West Krishna and the President of Guild was pleased to inspect and appreciate the exhibits that were prepared by the trainees during the period of their training course.

The Training course at Pamarru was inaugurated by Sri M. Nageswararao, M. A., L. T., D. E. O., East Krishna under the presidentship of the local High School Headmaster. Fiftynine candidates were trained in citizenship at this centre.

The Guild expresses its deep sense of gratitude to the Director of Public Instruction, the Divisional Inspector of Schools, Cocanada and the authorities concerned for having accorded their necessary permission to the Guild in time for running these centres.

P. SUBBA REDDI,
President.

Continued from preceding page

living without recourse to sectarian religions by shifting the emphasis on religion from doctrines, dogmas and institutions to the function of religion in every day living. The author makes a detailed survey of the history of religious education in Ancient India and in Modern India; he points out how the problem of religious education has been tackled in America and declares that the problem can be solved in India also by carefully making a distinction between Functional Religion and Sectarian Religion, by arriving at a common terminology in religious education. It is a painstaking, systematic study of a very important subject and provides much good for thought.

ACKNOWLEDGMENT: We are in receipt of a pamphlet—*S. S. C.—What next?*—published by the Government of Bombay. It gives valuable information regarding the courses of training—University and non-university—in vocational education available in the state of Bombay.

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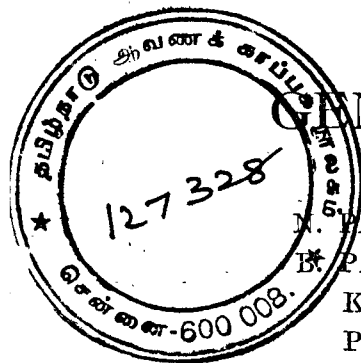
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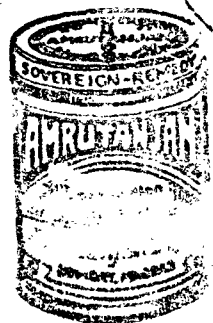
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