

386

EDUCATIONAL INDIA

Vol- XVIII

No- 7 and 8

Jan and Feb 1952



JL
Tons, N34ED
NS2.18.7,8
127329.

265

Educational India

A Monthly Forum of Educational Theory and Practice

Vol. XVIII

Nos. 7, 8

Jan.-Feb., 1952

*

EDUCATIONAL INDIA
is officially recognised by
all the D. P. Is. throughout
the Indian Republic for
use in schools and colleges.

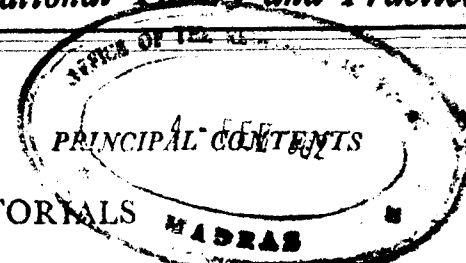
*

Inland Rs. 4/8.
Foreign Sh. 9.
Single copy As. 8 or 9 d.

Office :
MASULIPATAM
(S. INDIA)

265
1.52

REPUBLIC NUMBER



EDITORIALS

January 26, 1952 — The Autonomy of
Universities — Education in the Five
Year Plan—Commonwealth Universi-
ties' Association—A Library for each
Village.

“WHAT NEXT?”

Prof. M. S. Srinivasa Sarma, M. A.

THE UNITED NATIONS DAY, 1951

Prof S. Hanumantha Rao, M. A.

IN PURSUIT OF PEACE

--India and the United Nations

EDUCATING FIFTEEN PER CENT OF THE WORLD'S POPULATION

FIVE-YEAR PLAN TO DEVELOP HINDI

—Steps to Propagate National Language

HIGH LIGHTS OF ANCIENT INDIAN EDUCATIONAL SYSTEM

A. S. Venkataraman

DETAILED CONTENTS

	PAGE		PAGE
"WHAT NEXT?"		MADRAS	
Prof. M. S. Srinivasa Sarma,		Revision of Technical Terms	227
M. A. ...	197	Scholarships for Women ...	227
THE UNITED NATIONS DAY,		Rockefeller Grant to Kala-	
1951		Kshetra ...	227
Prof. S. Hanumantha Rao,		Secondary Schools in State	227
M. A. ...	200	Research in Medicine ...	227
IN PURSUIT OF PEACE		BOMBAY	
India and the United Nations	202	Lady Tata Memorial	
EDUCATING FIFTEEN PER		Scholarships ...	228
CENT OF THE WORLD'S		Private Primary Schools and	
POPULATION ...	207	Government ...	228
FIVE-YEAR PLAN TO DEVE-		BENGAL	
LOP HINDI		West Bengal Teachers'	
Steps to Propagate National		Convention ...	228
Language ...	211	Scientific Research in India	229
HIGH LIGHTS OF ANCIENT		HYDERABAD	
INDIAN EDUCATIONAL		Osmania University ...	229
SYSTEM		PUBLIC OPINION	
A. S. Venkataraman ...	214	Dr. Radhakrishnan's Tribute	
EDITORIALS		to Viswabharathi ...	230
January 26, 1952 ...	217	Dr. J. N. Mukherjee's Appeal	
The Autonomy of Universities	217	to Science Congress ...	230
Education in the Five Year		Prof. J. N. Basu ...	231
Plan ...	221	U. S. Envoy's Appeal ...	231
Commonwealth Universities'		FOREIGN CURRENTS	
Association ...	222	Vocational Training in	
A Library for Each Village	224	U. S. A. (Prepares many	
THROUGH DIFFERENT		for Skilled Work) ...	232
STATES		Norwegian Engineer Teaching	
DELHI		in India on UNESCO Techni-	
British Authority on Secon-		cal Assistance Mission	233
dary Education in India	226	International Council of Social	
Professor Pattison in Delhi	226	Sciences ...	233
Hindi Prizes for Italian		Technical Assistance and	
Students ...	226	Fundamental Education	233
Indian Historical Records		"Learn and Live" ...	234
Commission ...	226		
U. N. Technical Aid for India	226		

Vol. XVIII: Nos. 7, 8

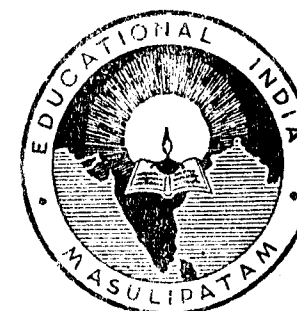
Jan., Feb., 1952

EDUCATIONAL INDIA

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

EDITOR:

Prof. M. VENKATARAMAIA, M. A.



EDITORIAL BOARD

M. Venkatarangaiya V. Muthu Aiyar
C. B. Krishna Sastry M. N. Rao
M. Seshachalam,
Managing Editor

"EDUCATIONAL INDIA" OFFICE
MASULIPATAM

INLAND
Rs. 4-8-0

Single Copy As. 8

FOREIGN
Rs. 6-0-0

ELECTION NOTICE

Teachers' Constituency

Madras (South)

Principal

Alexander Gnanamuthu, M.A.,

(The M. T. T. Hindu College,
Tinnevely)

Member of the Syndicate, The Senate,
The Academic Council, The Board of Studies
in English of the University of Madras and
Member of the Board of Secondary Education,
Government of Madras

seeks election to the
Madras Legislative Council.

He earnestly requests all teachers
to record their FIRST VOTE
in his favour.

He is the

SENIOR MOST PRINCIPAL
in the Madras University Area
and he is always the
TEACHERS' FRIEND

Graduates' Constituency

Madras (North)

Desiraju Hanumantha Rao,

ADVOCATE & LAND-LORD, GUNTUR.

Member of

Ramapadasagara and Pulichintala
Project Committees and of the
Guntur Medical College Development
Committee.

Director, past and present of
several pioneer Joint Stock Companies,
Ex-president,

Guntur Hindu College Committee and
Ex-Municipal Councillor,

Seeks Election to the

Madras Legislative Council

AND

Solicits Your First Vote

FUNDAMENTALS OF BUSINESS ORGANISATION

By

Dr. B. NARAYANASWAMI NAIDU,

M.A., Ph.D., B.Com., Bar-at-law

And

Prof. H. K. DATTA, M.A., B.Com.

ANDHRA UNIVERSITY

A suitable Text-Book for all Commerce Students all over India

Second Edition]

[Price 11-8-0

M. SESHACHALAM & CO.

7, Sumkuram Chetty St., G. T. MADRAS

"WHAT NEXT?"

Prof. M. S. SRINIVASA SARMA, M.A.,

Principal, National College, Trichinopoly

A Radical Change

"WHAT NEXT?"—is the most urgent problem that faces every young man on leaving the portals of the University with a degree. "What are you good at?" is the question with which he is greeted invariably, if he gets the opportunity to offer himself as a candidate in any office or commercial house for a vacant post; and the pathetic truth is that the degree is only a mockery and a vain glory; for it has not fitted him for any occupation in life. That modern education is not accomplishing its aim of teaching people how to live is evidenced by the sorry spectacle of the appalling number of unemployed intellectuals. It is the primary duty of the University and the Government to tackle this unnatural and heart-rending phenomenon of workless intelligentsia. The irresponsible argument that the Value of education should not be measured in terms of cash, and that the University is not concerned with finding jobs for the alumni betrays the kind of mentality which is similar to that of the ostrich. The tree of knowledge is known by its fruits, and may be said to exist for its fruits. The discovery of truth and the pursuit of knowledge are not the main aims of human existence. Man is not made for knowledge; but knowledge came into existence to serve man. If the unemployment among the educated is the challenging fact of the present day, then the education given by the universities is radically at fault.

Life is more and more a problem of the individual finding his place in a system of social and economic structures; and the immediate aim of education is to help the individual in the process of adjustment to this world. Life depends on securing "a living"; and if education does not make life possible by equipping the individual to earn his livelihood, what meaning is there in Culture, Knowledge for its own sake, and all that sort of rigmarole? It is a double sin to keep a boy in College till 20 or 23 years of his life without fitting him for any livelihood; it is a sin against the boy as it condemns him to a compulsory idle life breeding, a demoralising sense of inferiority and futility; and it is a sin against society as it does not enable him to discharge his duties as a citizen in an efficient manner. How can a man be socially efficient if he cannot even earn a livelihood? In fact, as the Psychologists point out, there is danger to his sanity if he is denied opportunities to express himself in some congenial work.

The community taxes itself to maintain schools and colleges so that they may equip the pupils with all the paraphernalia needed for successful living. It cannot allow children to grow up acquiring bad habits and attitudes, and then condemn such behaviour. There is therefore an imperative need to alter radically the curriculum of studies and adapt it to the needs of the times. Literary and grammatical studies with very little relevance to contemporary life,

TL
Tom, N34ED N52. 18.7.8

and trivial geographical, historical and mathematical details with only a feeble claim to concrete service-ability should be summarily dismissed, and (what L. P. Jacks calls) "actable education" calculated to fit the individual for a congenial life-work should begin at a very early age. The work in the class-room, playground, garden, laboratory and the debating society, the courses of studies and the series of examinations must be so designed as to have a direct bearing on the diagnosis of vocational fitness.

The Science of Work

Recent work in Psychology has resulted in techniques, tools and discoveries which contribute to a better understanding of the interests and aptitudes of individuals. Industrial Psychology, that is, the science of work has at its command today not only tests of ability and aptitude, but also measures of behaviour, interest and emotional adjustment. Strictly speaking relation between the vocation and the worker is mainly psychological in the sense that increased efficiency as well as satisfaction and success depend largely upon the mental preparedness for the occupation which he has chosen. Vocational tests find out whether a person prefers to work with his head or with his hands and in which respect he is more efficient, whether he wants a settled job or one which involves travel, whether he is inclined to originate or to imitate, to assume responsibility or to evade it. These tests are now applied by a large number of firms in Europe and America. In England the Vocational-selection-tests devised by the National Institute of Industrial Psychology are successfully employed for the selection of engineers, weavers, packers, embroi-

derers, dressmakers, clerical workers, salesmen, Insurance agents, etc.

The Fundamental Fallacy

The greatest hindrance to educational reform is the almost universal notion that education is concerned only with the intellectual side of life. The individual has the fulfilment of his being in and through his work. Time was when work was described as man's primeval curse; and the earning of bread at the sweat of the brow was regarded as *infra dig*. But happily the complexity of modern industry and competitive life has given us a new sense of value of work; and consequently the hewer of wood and the drawer of water is now not despised but envied. In fact it is being increasingly realised that good work well done, whether in the growing of paddy or in the making of pots is of itself an ethical act. Man's primal nature is to manipulate, to experiment, to construct, to create, and to be a cause. The individual busy at work is safe both in body and mind. That way sanity, health and happiness lie. Training in handicraft, besides being an effective stimulus for the choice and equipment for life's vocation, relieves the monotony of the regular courses of study, and constitutes in itself an excellent physical culture. Dignity, poise, mellowness, courage and order are the fruits of manual work.

The will to work

The first thing needed to make men good, prosperous and happy is a transformation of their minds towards labour. We have to create a psychology of bodily toil—the will to work. Manual work is a contribution, service. It is a method of discipline, and even of absorption and rapture. Action is the secret of health, and health is the secret of

happiness. Bodily health means heightened vitality which gives an increased sense of power. The only way to escape discontent and the sense of utter failure in life is to forget yourself in some form of congenial manual work.

The dignity of hand-work and the desire to do something useful must be developed in the young pupils. An idle brain is the workshop of the devil, so the teachers should habituate the children in consecutive acts of hard work. Manual work is atheletic and heroic. There is no heroism without hardness; and the toil is the best earner of health, rest and sleep. The boys should be made to realise that the profession of the barber, washerman, cook, shoe-maker, porter, farmer etc., is as honourable as that of the lawyer or the Deputy Collector. A new outlook on manual labour is therefore urgently needed. It should be valued as noble activity, as heroism on the one hand and as skill and art on the other. In the last analysis it is work, not money, that is wanted. Action itself—no matter what kind—constitutes the solution for most of the problems of the inner man. Let us therefore ask the gods not for possessions, but for things to do. "In the sweat of thy face shalt thou eat bread"—sums up the law and the prophets. Carlyle had a clear insight into the fountain of happiness when he said... "Blessed is he who has found his work; let him seek no other blessedness." What a world of wisdom there is in the Apostolic precept—"If a man will not work, neither shall he eat"!

Diversity of men's abilities

It is absurd to think that all men are alike and should be given the same education. A wiser and a more humane psychology today proclaims the infinite diversity of men's gifts, and insists that each shall be given opportunities of learning commensurate with his capacities. Facilities must be given to the pupils to observe and imitate the things which the elders are doing—viz, house-building, drawing, painting, engraving, ploughing, etc. The imitation of these activities may be amusing to them; but it is also hard work and thus they get the habit of taking pains which is the foundation of character as well as of success in life. These forms of manual work will in course of time develop into hobbies or life-jobs, and thus make them independent.

Education should make man complete, and should develop every creative power in him. Let us not forget that true culture means symmetrical self-development, and that the acquisition of knowledge, emotional stability and manual skill are the triple aims of real education. There is really a great deal of truth in the smart saying—"Don't let your studies interfere with your education"! Extra-curricular activities should make up for the deficiencies of the curriculum; and opportunities for experience and practice in handicrafts ought not to be omitted from the Schools and Colleges. It is the ethics of workmanship that transfigures the work of the world from a burden that crushes into a culture that ennobles mankind.

THE UNITED NATIONS DAY, 1951

Prof. S. HANUMANTHA RAO, M. A.

TENSIONS and conflicts are disturbing the peace of the world. We are on the edge of a volcano and we must have faith in a better world. India's ideal is Ahimsa, "the attitude of 'Live and let live'", a sense of tolerance and charity, a recognition that a diversity of cultures, by their very diversity contributes to the increase of human happiness... a recognition that the warlike attitude is not something inherent in man but instead that man is by nature social and can live in neighbourly friendliness and love".

Towards the achievement of this ideal, the UNESCO, which was set up in 1946 is continuing the work that was started by the Committee on Intellectual cooperation of the old League of Nations. Its aim is to reduce psychological distances between peoples and nations. To achieve this aim, a basic programme of a continuing nature was designed to serve as a guide. It is intended to, 1. eliminate illiteracy and encourage fundamental education. 2. to obtain for each person an education conforming to his aptitudes and to the needs of society. 3. to promote respect for human rights among all nations. 4. to remove the obstacles to the free flow of persons, ideas and knowledge between countries of the world. 5. to promote the progress of science and its utilisation for the welfare of mankind. 6. to remove the causes of tensions leading to war. 7. to demonstrate world cultural interdependence. 8. to advance through the press, the radio and motion pictures the cause of truth, freedom and peace. 9. to bring about better

understanding among the peoples of the world and to convince them of the necessity of cooperating loyally with one another and 10. to render clearing house and exchange services in all fields of action.

The programme provided for action in different fields. A committee was appointed to examine. Text books used in various countries for the teaching of history, geography and social studies, with a view of promoting international understanding and world citizenship. Studies were also initiated to prevent or arrest the growth of mass mental attitudes endangering peace. Assistance was given to studies already in progress in the native cultures of America, Africa and other regions, to prepare a history of the cultural development of humanity. Efforts are also being made to disseminate culture through meetings of experts, missions of educators, seminars, pilot projects, book coupons and international conferences. One of the most effective methods for the achievement of the aims of the U.N.O. and the UNESCO is to make adequate provision in all schools and colleges for a well equipped library, with maps and visual aids to illustrate the work that is being done by the agencies of the United Nations. A convention was passed in November 1950, on duty free importation of Educational, Scientific and Cultural material.

One of the greatest achievements of U. N. O. is the proclamation of the Universal Declaration of Human Rights by the General Assembly of the United Nations on 10th December 1948, Mrs. Roosevelt, who was

the chairman of the commission on Human Rights from 1946 to 1951 said, "This Declaration may well become the International Magna Carta of all men everywhere. We hope its proclamation in the General Assembly will be an event comparable to the proclamation of the Declaration of the Rights of Man by the French people in 1789, the adoption of the Bill of Rights by the people of the United States and the adoption of comparable Declarations at different times in other countries". The President of the General Assembly said, "It is the first occasion on which the organised community of nations has made a declaration on human rights and fundamental freedoms and it has the authority of the body of the United Nations as a whole and millions of people, men, women, and children, all over the world many miles from Paris and New York will turn for help, guidance and inspiration to this document."

The world Health Organisation is making a concerted world effort to raise the quality of living of all peoples in under-developed countries and to eliminate illiteracy, squalour, hunger, malnutrition and preventable disease from their lives.

This brings us to the question of Fundamental Education. There are millions of men, women and Children, still living in the most primitive ignorance. They do not know how to read and write, how to check disease or how to grow their food more efficiently. Dr Tara Chand, addressing the Unesco Seminar on Rural Adult Education in India, emphasised the importance of the problem and said, "A great danger lies behind illiteracy and ignorance. This country is going to have very soon Adult Franchise and you will be called upon to

elect your masters and legislators. In their hands lies the destiny of your country. How do you expect the people who cannot understand the fundamental principles of citizenship to exercise their franchise in a proper manner if they are not properly educated to understand the implication of the franchise? He added that it was not only the duty of the government but the entire people, of every educated man and woman, to impart education and knowledge to his less fortunate brother and sister. "We can have no stable democracy without education. If we can educate our people sufficiently during the next few years we can save India for peace."

We have adopted in our own constitution the principles and programme of the U. N. O. and its subsidiary organs. The preamble of our constitution states that the people of India have resolved to secure to all its citizens Justice—social, economic and political. Part 3. of our constitution contains the most elaborate declaration of human rights yet framed by any state. It is a charter of social freedom. This achievement of social freedom in our country, we owe to the Father of our Nation, who dedicated himself to the removal of the curse of untouchability and declared that swaraj was meaningless if we desire to keep a fifth of India under perpetual subjection, and deliberately deny to them the fruits of national culture. The state Directives laid down in Part 4. aim to promote social progress and better standards of life in larger freedom and to practise tolerance and live together in peace. The whole scheme of Gandhian philosophy is embodied in it, from the organisation of village panchayats to the promotion of International peace and security. That Justice can be

IN PURSUIT OF PEACE

India and the United Nations

THE United Nations Organisation was formed with the object of preserving peace, fostering freedom and promoting international co-operation in social, cultural and economic matters. Firm support of this Organisation is one of the basic principles of India's foreign policy.

The United Nations is what its members make of it and inevitably the present international strains and stresses have had their impact on every unit of the Organisation. It has seemed to many, including India, during the last year, that under this impact the U. N. has been drifting in some respects from its original purposes. This has however not shaken India's belief in it; on the other hand it has only given new emphasis to her effort to mobilise world opinion for peace and for the betterment of all peoples. As the President of India, Dr. Rajendra Prasad, declared on the United Nations Day, India believes that "the United Nations is today the only hope and aspiration of mankind". For, as the President put it: "Modern Science and industry have placed in the hands of man inexhaustible power - a power which may

be used for banishing want and poverty, ignorance and disease from human life or which may be used for the total destruction of all that man has been able to build through the ages - nay even for the complete annihilation of man himself. Individuals, classes, nations all alike are faced with this fateful choice. Any institution which may be of use in enabling them to make the correct choice is therefore a blessing to everyone of us". India believes the U. N. is such an Institution.

In accordance with this belief India has taken an active part in the United Nations' Organisation and its functional commissions and specialised agencies. During the last year she was a member of three principal organs of the U. N., namely, the General Assembly, the Security Council and the Economic and Social Council. In addition, India was elected to various subsidiary Committees and Commissions.

In all her activities in the Councils of the United Nations, the aim and objective of India and her nominees have been to secure, in the interest of peace and human betterment, the maximum agreement possible on all reasonable proposals. She has tried to judge each question as it arises on its merits and in conformity with the spirit of the Charter. Compared with the Great Powers, India is under-developed but it is her belief that the course she is pursuing is the right one which should help in bridging differences, relieving tension, promoting cooperation and strengthening the Organisation.

Continued from preceding Page
realised by the abandonment of all forms of hatred and greed and by substituting love for hatred was the teaching of the greatest man of peace in modern times, Mahatma Gandhi. "Let us not forget that Mahatma Gandhi's teaching has eternal value and was not intended only for the period of stress and struggle but has much authority and value today as it ever had before."

The Pursuit of Peace

It is against this background that India's participation in the Great Debate on disarmament should be viewed. The debate has continued from session to session and although nothing concrete has yet emerged, there is at present some hope that the first essential, which every nation agrees is to stop the fighting and that means cease-fire in Korea, would be achieved. In the 1950 Session of the General Assembly, India in cooperation with eleven Arab-Asian countries made strenuous efforts to bring to an end the conflict raging in Korea. India also took an active part in various committees appointed to deal with problems raised by the Korean fighting, including the Special Committee on Representation of China and the 14 Member Peace Observation Commission. Although these efforts produced no tangible results, the truce negotiations now in progress in Korea seem to hold out bright prospects.

If these succeed, as India fervently hopes they will, the way would have been cleared, for a realistic consideration of the disarmament proposals. India believes, that while disarmament is vital to every nation and individual, it is peculiarly the problem of the Great Powers who alone can solve it by voluntary agreement. Weaker nations like India can at best provide only moral support and suggestions whenever they seem appropriate and useful.

The Indian Resolution on Disarmament therefore is a simple one having the virtue of providing a constructive basis to the pursuit of peace. This seeks to link disarmament with the betterment of the less fortunate members of the human race, to convert the energy and

wealth spent on arming for war against each other to a war against want, disease and ignorance in the under-developed areas of the world. Shri B. N. Rau, the leader of the Indian Delegation to the United Nations, moved a resolution with this object in the 1950 Session of the U. N. General Assembly and revived it again in the present Session. The resolution, although it has not been debated upon, has received wide support—indeed there has been no adverse comment upon it. The resolution, in fact, gives concrete shape to the proposition in the first paragraph of the Preamble to the Three-Power Resolution on Disarmament which has received almost universal support since it has been left intact in the amendments moved by the Soviet Government. The paragraph expresses the desire of the U. N. to lift from the peoples of the world the burden of increasing armaments and the fear of war and to liberate new energies and resources for a positive programme of reconstruction and development.

India, in moving her Resolution, considered that it would be unwise to rely exclusively on external machinery for the achievement of disarmament. Each nation should be convinced in its own mind of the wastefulness and futility of the armaments race. For this purpose, as Shri B. N. Rau pointed out, it was important for every nation to remind itself continually of the fact "that while we are labouring and taxing ourselves in order to prepare weapons for war against each other, our common enemies—hunger and disease—are silently and steadily marching upon all of us. It is this realisation that will provide the best incentive to disarmament and it is this belief that has mainly prompted the Indian Resolution".

The Kashmir Issue

The Kashmir issue has been the greatest test to India's loyalty to the United Nations, a test in which India has not been found wanting. This becomes clear when one considers the genesis of the issue.

The State of Jammu and Kashmir acceded to India legally, constitutionally and by popular support, when she was threatened by fire and sword from invaders from Pakistan and asked India for succour. India rushed to her help and saved Srinagar from sharing the fate of devastated and depopulated Baramula. The raiders were driven back but they could not be completely destroyed as they operated from bases in Pakistan. Rather than attack these bases, which would have been correct, but which might have led to a war with Pakistan, India appealed to the Security Council. The Council sent out a Commission (the UNCIP) to the sub-continent which, after lengthy deliberations passed two Resolutions, the Resolutions of August 13 and January 5 both of which India accepted. The Commission then discovered that another invasion, again by Pakistan had taken place; for Pakistan admitted after months of denial, that she had sent her regular forces into the State to help the raiders; moreover Pakistan had formed 32 well-armed battalions of the Azad Kashmir forces.

When India first took the Kashmir issue to the United Nations, she had asked a simple question, "Who committed aggression in Kashmir?" The United Nations have not answered it after nearly four years of deliberation although it took only 4 days to answer a similar question in the case of Korea.

India again agreed to a Cease-Fire in Kashmir at a time when her military forces were advancing and were in a favourable position to clear the State of all its invaders. Thereafter not only has India's sovereignty in Kashmir been challenged but she has also been asked to submit to arbitration on matters under dispute with the invader!

Despite this almost Gilbertian outcome of an appeal by India to the Security Council, India stands by her original undertaking, given unilaterally to the people of the State and later to the U. N., to hold a plebiscite. For this purpose she has agreed to withdraw the bulk of her forces from the State and to appoint a U. N. Armistice Administrator. It is India's belief that the United Nations can help to solve the Kashmir issue if it is judged purely on its merits and in conformity with the Charter of the U. N.

Human Rights and Welfare

As a newly independent and as an under-developed nation, India has taken a very active part in the bodies of the U. N. which aim to safeguard human rights and to work for the betterment of the human race.

During the last three years, the greatest challenge the United Nations has had to face to its Charter and the Declaration of Human Rights has been from South Africa. Here the Government has been busy reviving through the Apartheid laws the Herrenvolk doctrine which everyone thought had been buried with Hitler and his Nazis. India brought up this issue before the General Assembly in 1949 and 1950 and despite the United Nations' caution to South Africa not to proceed with the Group Areas Bill, the Government

has placed it on the Statute Book. India has continued her efforts in the United Nations against this inhuman law. In the present Session, India strongly opposed an attempt by South Africa to incorporate the Mandated territory of South West Africa without ascertaining the wishes of the people. India has also given her general support to nations struggling to become independent. A free Indonesia has now been followed by a free Libya.

Economic and Social Activities

Less spectacular than the activities of the political bodies of the U. N. but of more lasting and human value has been the work done in the economic and social fields by various commissions and specialised agencies of the Organisation. The Economic and Social Council directs most of these activities and India has been an elected Member of this Council since 1948. Two sessions of the Council were held during 1951 at Santiago and Geneva in both of which the Indian delegations took an active part.

India is also a member of 7 out of 8 functional committees of the Council, including the Transport and Communications Commission and the Commission on Human Rights. Of these India has been re-elected to the Transport and Communications Commission and the Social Commission for the next term, while she did not seek re-election to the Commission on the Status of Women. By virtue of her re-election to the Social Commission, India continues to be a member of the Executive Board of the UNICEF.

Some inter-governmental organisations having wide responsibilities in economic, social, cultural, educational, health and related fields have

been brought by specific agreements concluded for the purpose into relationship with the United Nations. Such organisations, called Specialized Agencies, number eleven, including the I. L. O., the Food & Agriculture Organisation, the UNESCO, the International Bank and Monetary Fund, and the World Health Organisation. With the exception of the International Refugee Organisation and the Inter-Governmental Maritime Consultative Organisation, India is a member of all these Specialised Agencies. India has taken an active part in all these organisations. While she has gained materially from her association, she has also contributed whatever is within her ability for the mutual good.

The labours of the I. L. O. committees on social insurance, women's work, accident prevention and industrial hygiene have been of great benefit to India. Some of the recent labour legislation in India has drawn inspiration from international sources. The I. L. O. sends from time to time technical experts to advise on specific matters. For example, Messrs. Stack and Rao examined the social security legislation in India and later Mr. Stack re-examined the social security organisation when it was set up in March last.

The United Nations educational Scientific and Cultural Organisation has awarded fellowships for advanced training in scientific and technical subjects, funds for seminars and technical assistance for Pilot Projects in Social (Adult) Education and Public Library Project. The World Health Organisation too has awarded fellowships. It has also given assistance in the form of expert personnel, demonstrating teams, medical equipment and literature etc.

The Food and Agriculture Organisation has served as an advisory agent publicising modern scientific knowledge for increasing agricultural production, has brought governments together and in conjunction with other agencies like the Economic Commission for Asia and the Far East initiated coordinated action in selected fields and training of personnel. In particular, it has sent to India an expert veterinarian to inspect the Indian Veterinary Research Institute and suggest modernisation and improvement. It has contracted to provide 16 experts and 2 fellowships. The assistance of the Organisation has also been sought to provide equipment and insecticides to combat the locust menace.

From the International Monetary Fund India has so far purchased \$ 100 millions. India has also obtained loans to the extent of \$ 62.5 million from the International Bank for the rehabilitation of the railways, reclamation of kharab grass lands and jungles and the Bokaro-Thermal Plant of the Damodar Valley Corporation.

The Executive Board of the United Nations International Children's Emergency Fund has allotted \$ 911,000 to India for maternal and child welfare training and services, DDT, equipment for a DDT plant, anti-tuberculosis campaign etc. Under the Expanded Technical Assistance Programme of the United Nations, 52 economic development fellowships and scholarships have been awarded or recommended for award to the Indian candidates.

India has participated in a number of international conferences in India as well as abroad. Meetings of the international Commission on Irrigation and Canals (which incident-

ally was formed on the initiative of the Government of India), the International Commission on Large Dams, World Power Conference and the International Association for Hydraulic Structures Research were held in Delhi in January last in which prominent scientists from all parts of the globe participated. The 27th session of the International Institute of Statistics met recently in New Delhi. The Minister for food and Agriculture led the Indian Delegation to the Sixth Session of the F. A. O. Conference in Rome and the Minister for Education led this Indian Delegation to the 4th General Conference of the UNESCO held in Paris in June last.

During the year India's representatives have held important positions in the U. N. Shri B. N. Rau represented India on the Security Council and has been elected to fill one of the vacancies of judges for a period of 5 years in the International Court of Justice.

Sri A. Ramaswami Mudaliar was elected at the Twelfth Session of the Economic and Social Council held at Santiago as the Senior Vice-President. He had already been elected Chairman of the Technical Assistance Committee. He was also elected Chairman of the Negotiation Committee constituted to negotiate with the Specialised Agencies and successfully negotiated such an agreement with the World Meteorological Organisation. His twin brother, Shri A. Lakshmana Swami Mudaliar, was elected to the Executive Board of the United Nations Educational Scientific and Cultural Organisation. The Jam Saheb of Nawanagar was elected as Chairman of the Administration Tribunal, Sir Mirza Ismail was appointed Resident Representative for the United Nations in Indonesia for Technical Assistance.

Educating Fifteen per cent of the World's Population

EDUCATING fifteen per cent of the world's population, after two centuries of a phase in their history which, for one reason or other, slowed up work in this field and nearly obliterated the memories of one of the finest cultural traditions the world ever saw, is not an easy job. But this is the task which independent India has to undertake.

The problem, appalling in magnitude from the very outset, was further complicated by the fact that the new Republic has had to strain every nerve and divert every resource for productive activities to ensure sheer physical existence and survival. But educational work could not be suspended in any case, when the percentage of literacy, excluding children below 5 years, is estimated at 20 in population of 362 millions. Reorientation of primary education, the social education of the adults, reintegration into society of the handicapped and the use of new media for mass education are some of the programmes adopted in this great task. Side by side with this, educational policy has also kept in mind the need for technical personnel required to step up the productive capacity of the land.

Basic Education

Inspired by Mahatma Gandhi's Scheme of Education, the Basic Education Plan adopts a practical and realistic approach and seeks to replace the traditional academic approach by craft-centred productive education more congenial to child psychology and social needs. The Committee on Ways and Means for financing the educational development programme, presided over by

Shri B. G. Kher, Premier of Bombay recommended that universal compulsory basic education should be introduced within a period of 16 years by two 5-year plans and one 6 year plan. It also recommended that 70 per cent of the expenditure on education should be borne by the State Governments concerned and the remaining 30 per cent by the Centre. This recommendation was considered by the Central Advisory Board of Education in January 1949 and the Scheme as approved by the Board was accepted in principle by the Government of India.

This Scheme has been progressing satisfactorily in various States. In West Bengal, for example, 1413 primary schools (with 6098 teachers) providing instruction for 2,57,612 children have come under the Scheme at an estimated cost of Rs. 8,94,720. In Ajmer, in furtherance of the Scheme, 85 new basic schools are being opened and 30 existing primary schools are being converted into basic schools. This will bring the total number of junior basic schools to 150 and that of converted schools to 60. The Government of Bombay has recently sanctioned the opening of 100 new schools in school-less villages having a population of 700 and over in the merged states areas and proposes to start from March 1952 three experimental basic schools in the three linguistic areas, i. e. Maharashtra, Gujarat and Karnataka. To implement the Scheme, the Madhya Bharat Government has decided to start a Basic Training Centre at Manipur near Indore which is expected to train 75 trained teachers every year.

One of the Functions of the Central Institute of Education, Delhi, opened by the Government of India in 1947 is to carry on research in basic education. Recently, it prepared an omnibus scholastic attainment test for studying the scholastic achievements of the children in basic and non-basic schools in Bihar. It has also started an experimental basic school to conduct experiments in basic education in an urban setting, as, hitherto, basic education in the various States has been confined almost entirely to the rural areas.

Social Education

The social education programme for adults aims not only at imparting literacy but also endeavours to raise their material and cultural standards and widen their interests and outlook. The pattern of the programme, on which various States are at present working was evolved by a committee appointed for the purpose, accepted by the Central Advisory Board of Education in January 1949 and worked out in detail by a Conference of State Education Ministers in February 1949. The technique followed in Delhi is the introduction of educational campaigns in villages through "Caravans" and Educational Melas. Four motor truck vans, one carrying a library, another a complete theatre with footlighted stage and two others carrying exhibition and demonstration equipment, move into a village and carry on a short but intensive programme of sports, illustrated lectures and dramas. When the Caravan moves out, a squad of 15 to 20 teachers stay on and work in the villages for 6 weeks. For training village leaders, the Government of India opened the Janata College Centre at Alipur near Delhi in

December 1950. The students are selected carefully from the villages on the basis of their qualities of leadership, which, after training, should enable them to return to their villages and carry on the programme there.

Among other States and areas, which are actively implementing the Social Education Programme are Ajmer which has about 100 centres, Madhya Pradesh which has an ambitious programme of social education and has organized training courses for the purpose in Amravati, Jubbulpore, Nagpur and Raipur and installed 544 radio sets in rural areas. In Bihar over 2,000 squads are operating in this field and Bombay has opened nearly 9000 centres in 109 compact regions and set up nearly 4,000 libraries in the rural areas.

Audio-Visual Education

Though nobody theorised about it in the past, audio visual media have been used in India from time immemorial to conserve and pass on the cultural heritage of the land. The sculptures which adorn many Indian temples are really narratives in stone. Stone calligraphy worked exquisite patterns, recite in unheard melodies many of the beautiful verses of the Quran, in the mosques that were built in the land from the 12th century onwards. Mogal paintings narrated tales of chivalry and of the pomp and circumstance of Imperial Court, while Rajput painting carried on in exquisite line and colour the traditions of religion which found literary expression in the verses of Surdas and others.

Audio visual education represents the adaptation and expansion of these media and adoption of new ones, based on modern technology, for the popularisation of

culture and knowledge. Since the cost of equipment often discourages schools of modest means from going in for audio-visual aids, the State has to lend a helping hand. The Central Films Library of the Ministry of Education, Government of India, has at present a stock of over eight hundred 16 m.m. Films and a thousand thirty-five m.m. film strips and is functioning as a lending library for about 330 institutions all over the country, the average circulation of films being about 400 per month. The Library has now been extended to include other aids like posters, charts, models, graphs etc. In October 1951 on the occasion of the visit of Professor T. L. Green an expert on audio-visual education—sponsored by UNESCO, an All India Conference of Audio-Visual Education was organised by the Central Ministry of Education. The Conference studied the whole problem of developing and popularising audio-visual aids and recommended to all the States the development of audio-visual education and establishment of Educational Museums through which audio-visual aids could be made available.

Educational Handicaps

Anthropological research has shown that the low intelligence of the savage is due more to the absence of stimulating contacts than to original mental inferiority. Geographically remote groups are not the only victims of such isolation. Even in the midst of modern society, groups can be isolated by poverty, social prejudices, physical and mental handicaps. The blind people of the world form one of the most tragic instances of this type of isolation. But the history of humanitarian work in this field has shown that they can become useful members

of the society. "For His servant who is lost and troubled" wrote our own blind Surdas, "He ranges far in loving search". But society has to do this search as a proxy of God.

According to the Census of India 1931, population of the blind was estimated to be 601,370, a much higher figure in proportion to the total population than is the case with England or the U. S. A. On January 1, 1950 in implementation of the recommendations contained in the Report on Blindness in India of the Joint Committee of the Central Advisory Board of Education and Ministry of Health, the Government of India opened a Training Centre for Blind Adults at Dehra Dun. The Centre has residential accommodation for 120 trainees. Spinning, net-making, cane work, knitting, making blankets, cotton durries and jute and wool carpets are some of the trades taught in the Centre. The training as well as board and lodging are free. The trainees receive clothing free of charge and a specific sum every week as pocket allowance. After a trainee has attained a certain degree of efficiency he is paid for work produced. Elementary education is also provided for those who have had no academic education prior to their admission. Organised games are arranged for recreation and all trainees are given a chance to learn and appreciate music. India has played an important part in the attempt to evolve a single braille script for the blind of the world. It was at the suggestion made by the Government of India in 1949 that UNESCO undertook a study of the possibility of evolving such a uniform script. UNESCO has since convened three international conferences to examine this problem and a considerable measure of uniformity has

been attained. Dr. Suniti Kumar Chatterjee, a member of the Indian Expert Braille Committee, was the Chairman of the UNESCO's Consultative Committee on Braille which met in Paris in December 1951 to advise the Director-General of the UNESCO on the formation of a World Braille Council.

Education For Production

With the far-reaching reconstruction programmes to be implemented in the next few years in order to raise the standard of living in the country, India will be needing an army of highly trained technical personnel. Three schemes recommended by the Scientific Manpower Committee are already under implementation by the Central Ministry of Education: Research Training Scholarships; Practical Training Stipends and Grants to Universities and Research Institutions for development of research and post-graduate training facilities. The total expenditure on these schemes was Rs. 28,59,394 for 1949-50 and the figure for 1950-51 is Rs. 24,58,340. The All India Council for Technical Education set up by the Central Government to advise on the development of higher technical education has appointed a Technical Manpower Committee to assess the needs of technical personnel during the next 5 years. In the meantime, the Council has formed 6 All India Boards for Technical Studies in the main branches of engineering and technology. The All India Boards have formed courses in civil, mechanical and electrical engineering, metallurgy, commerce and business administration, architecture, regional townplanning, textile technology applied art, chemical technology and chemical engineering. The Indian Institute of Technology at Kharagpur, established at a cost

of nearly 56 lakhs of rupees, has been functioning from August 1951. Grants in aid have been given to institutions like the Indian Institute of Science, Bangalore; the Department of Chemical Technology, Bombay University. Dayalbagh Engineering College, Agra; Botany Department, Madras University; Department of Radio Physics and Electronics, Calcutta University; the Victoria Jubilee Technical Institute, Bombay and the Engineering College, Annamalai University. The Indian School of Mines and Applied Geology, Bhanbad has been reorganised resulting in expansion of facilities for the training of mining engineers. A Directorate of Marine Engineering Training and a Residential Marine Engineering College have been established at Calcutta.

A Conference of Vice-Chancellors of Indian Universities and others interested in agricultural education was convened in New Delhi in November 1951 by the Ministry of Agriculture. It considered the problems of making the educated soil-minded and of improving the efficiency of agricultural workers. The Conference emphasised the need to reorient agricultural, veterinary and forest education, welcomed the formation of the land army and recommended the formation of an All India Council of Agricultural Education as a wing of the Indian Council of Agricultural Research.

Determined though the efforts have been in the task of reeducating India's millions, by the very nature of things they cannot be expected to yield results overnight. But the slow fruition of this programme will bring abiding benefits for the young generations that are growing into manhood today.

Five-Year Plan to develop Hindi

Steps to Propagate National Language

A FIVE-YEAR plan costing Rs. 17,08,000 has been drawn up by the Government of India to develop and propagate Hindi, India's national Language.

Comprehensive in its scope, the plan envisages a step by step approach to the goal of making the national language the official language of the Union, replacing English, within the next 14 years as provided in the Constitution.

The scheme comprises a series of priority measures aimed at enriching and adapting the popular language into an adequate and viable medium for scientific, cultural and administrative purposes. It also includes a number of practical steps to be taken simultaneously by the Central and State Governments, educational institutions, publicity units and non-official bodies for spreading the language particularly in non-Hindi speaking areas.

Under this plan, preliminary steps have been taken and a start has already been made in setting up a Central Hindi organization with four Regional Boards, for opening a new Hindi Section in the Ministry of Education and Hindi classes for Central Government servants, and in the establishment of a library of Hindi books at the centre.

Other steps proposed by the Ministry of Education for developing the national language include reform of the Devanagiri script so as to provide for certain sounds in the international phonetic alphabet, the preparation of dictionaries of scientific and technical terms in Hindi, a lexicon in Hindi to and from regional

languages, a dictionary of basic Hindi words, a dictionary of words common to Hindi and other regional languages, translation of selected books and text books from other languages into Hindi, preparation of bi-lingual series, holding of exhibitions of Hindi books and award of prizes for original works in Hindi.

An All India Conference on Letters convened by the Education Ministry last March decided that an Indian Encyclopedia in Hindi should be compiled.

Grants to Hindi Organisations

An important step in the plan to propagate the national language is the decision of the Ministry of Education to give grants to Hindi organizations engaged in spreading Hindi in non-Hindi speaking areas. The Ministry has already spent Rs. 3,85,000-0-0 during 1949 to 1951 for grants to important organizations like the Hindi Sahitya Sammelan, Allahabad, Hindustani Cultural Society, Allahabad and Akhil Bharat Hindi Parishad, New Delhi and for the preparation of post-literacy literature in Hindi.

Propagation by Publicity Units

A Hindi Advisory Committee in the Information and Broadcasting Ministry was set up to advise the media units of the Ministry in achieving uniformity of approach in the language, content and the development of vocabulary in Hindi used in broadcasting, films, publications and press releases.

The Committee consists of Shri R. R. Diwakar, Minister of State for Information & Broadcasting (Chair-

man), seven well-known philologists, scholars, writers and public men and the Secretary to the Central Ministry of Education. (Members).

Each unit of the Ministry of Information and Broadcasting is taking its share in the propagation of the national language. A. I. R. continues to broadcast Hindi lessons to non-Hindi speaking areas and also to Gujarati and Tamil speaking Indians in Africa and South East Asia. In addition, Hindi news bulletins are broadcast by stations in non-Hindi areas. Lessons in Hindi were also introduced in the Publications Division's magazine for children. A step that is considered important for the improvement of Hindi programmes from stations in Hindi areas is the appointment of four Hindi scholars at Allahabad, Lucknow, Delhi and Patna stations of A. I. R.

The Ministry of Information and Broadcasting has directed that its media units must use such form of Hindi as would attain the maximum possible intelligibility and reach the widest possible audience.

A committee has also been set up with representatives of all the Defence services to prepare a Hindi lexicon and coin, if necessary, suitable Hindi synonyms for technical terms used by the Defence services. Each of the services is working on a basic lexicon, which when finalised, will be put up for approval to this Committee, which has now been transferred to the Education Ministry.

Officers of Armed Forces to Learn Hindi

The Ministry of Defence has passed an order that all regular officers in the Indian Army must pass a compulsory test in Hindi by July 1,

1952, and that all ranks must learn the Devanagari script by September 13, 1952. After October 1, 1956 all Army Educational Certificate Examinations will be held in Hindi in the Devanagari script. The Army corps centres and schools have started special courses for the teaching of Hindi to all personnel and unit instructors. In the case of the Navy, the Ministry has decided to start Hindi examinations in 1952. Officers of the Navy will be asked to pass these examinations by 1953 at the latest, while examinations for ratings will begin later. Air Force officers have also been required to pass compulsory tests in Hindi by October 1952.

The Defence Ministry has decided to publish all training publications in Hindustani and in Devanagari script. As soon as a Hindi lexicon is ready and suitable Hindi synonyms for technical terms have been coined, Hindi will be used for all such purposes.

Telegrams in Hindi

In the propagation of Hindi, another Central Department has played a notable part. The Posts and Telegraphs Department has not only introduced most of their forms in Hindi but also telegrams, including Press and Greetings telegrams, in the national language. The Department devised a special code for signalling Hindi telegrams and also trained a number of signallers. The evolution of a Hindi Morse Code is considered a unique achievement in the advancement of our national communications. An improved Hindi teleprinter is also being devised at the Jubbulpore training centre. When the experiment now being conducted in the working of high speed telegraphy between Jubbulpore and Allahabad is successful, it would

become a distinct land-mark in the history of world communications.

The Directorate General of Posts and Telegraphs have also decided to bring out in Hindi their most important manuals for the use of the public.

Action Taken by State Governments

The Ministry of Education has addressed all State Governments to introduce Hindi in secondary schools.

Almost all the non-Hindi speaking States have made the learning of Hindi in the secondary school stage compulsory or at least the provision of that facility compulsory. Punjab, West Bengal, Orissa, Hyderabad, Mysore, Travancore-Cochin, Kutch and Coorg are some of the States which have made Hindi a compulsory subject at the secondary school stage. Madras has ordered compulsory provision of teaching Hindi in the secondary schools, while option is given to the students to learn the national language.

Other steps taken by the State Governments include grants to non-official organizations propagating Hindi, such as the Vangiya Rashtra Bhasha Prachar Samiti, Utkal Prantiya Rashtra Bhasha Sabha, Dakshina Bharat Hindi Prachar

Sabha, Hindustani Prachar Sabha and Hindi Prachar Sabha of Hyderabad; facilities for study of Hindi at Colleges and Universities, compulsory tests for officials as in the Punjab and Pepsu, provision of Hindi newspapers and journals for reading-rooms and libraries, prizes for text books and juvenile literature in Hindi etc.

In addition, the State of Travancore-Cochin has appointed a special Hindi Educational Officer to popularise the national language in schools. The University of Mysore has introduced Hindi as one of the subjects for the B. A. examination. In Punjab Hindi has been made a compulsory subject for the Matriculation examination and an optional subject for the Intermediate, B. A. and M. A. examinations. The Osmania University, Hyderabad, has undertaken translation and compilation of standard books in Hindi and also a concise English Hindi dictionary. A full fledged section has been formed in the University for the translation of all important books into Hindi. In addition a new Department of Hindi has also been established in the Faculty of Arts. A change over from Urdu to Hindi is being effected in the medium of instruction for subjects other than technological or professional.

"So far a man sees the need for converting himself as well as the world, he is approximating to the religious point of view."

"Only in humility, charity, and purity—and most of all perhaps humility—can we be prepared to receive the Grace of God with out which human operations are vain."

— T. S. Elliot.

High lights of Ancient Indian Educational System

A. S. VENKATARAMAN

It has been the fashion among English-educated youths to decry, declaim and discredit ancient practices and systems in life and learning just because they are old. Their plea is that they cannot stand modern scientific scrutiny and investigation. This plea becomes the stock-in-trade of neo-phytes to the new order of things. I should think that criticisms of that kind - if we may use this expression - are rooted in ignorance and prejudice and they are often ill-balanced. It will be conceded that more things are wrought by knowledge and sympathy than this world dreams of.

One of the things often criticised is the role of memory in ancient education while the other is the Gurukula system.

I shall just indicate the attitude of some of the best modern products to memory. There are some and their name is legion—who wish to write down everything. Even if it is a question of going to the vegetable market for a few items of purchase, there is a piece of paper on which they are entered before hand. Things on the list must be purchased. Things not on the list are not purchased though they stand out prominently in view and though they are necessary or essential. If they require to be purchased, another memorandum should be prepared.

One more example: In a particular prominent college there are two professors in Mathematics, one a Westerner, the other an Easterner. The first Professor carefully prepares before-hand. If he does not prepare, he holds no class. His teaching does

not extend beyond the limits of his preparation. The other is an Indian. He has too many irons in the fire. He arrives just at the time when he has work, exactly "on time". He may be said to be a genius in teaching because of his prodigious memory. Sometimes students twist the first professor on his poor memory and forgetfulness. He gives a convenient reply that memory should not be unnecessarily loaded, and there ought to be a better or more discreet use of memory. One is at a loss to see whether it is a plausible excuse or a proper explanation. But it cannot be denied that a man of a strong memory is a more successful teacher than any other, for he quotes from others, draws from his experience, interests, appeals and therefore impresses better.

Indeed among the high lights of ancient Indian education two may be singled out for special consideration or treatment. They are the role of memory in education and the ancient system of Gurukula. Other aspects are the extension of educational benefits to all, personality as main aim, education in relation to crafts, its non-mechanical character as illustrated by the Hindu lack of belief in congregational worship, its success as proved by asceticism, the dominating place of religion in Indian national life, the cast of education in the religious mould. There are today Vedic Patasalas here and there which may be said to be the relics of an ancient rich past. Oral classes are held. Knowledge is transmitted from mouth to mouth through the medium of the ear, the transmitter and the receiver both

in direct, close and immediate living contact. Memory acts as the record for repetition and reproduction. Verbal memory plays an important part in teaching and learning. I think however such patasalas are the weak descendants of an ancient, illustrious ancestry. In the ancient days oral tradition and verbal memory formed the core of the method of teaching and learning. It is very pleasing to visualise how the ear alone accomplished the comprehensive and complicated task that today is attempted not only by any one single organ as the ear is, but also by the eye and the hand. And at the same time let it be remembered that only those subjects which lent themselves to oral treatment formed the core of studies. They were grammar, rhetoric, logic, philosophy, metaphysics, religion. It is passing strange that in modern times this auditory aid or appeal is sought even without the immediate presence of any person or persons. This is what the Radio programme seeks to do. You do not see the person speaking or spoken to. Indeed the feat of memory in spreading knowledge was relied on in a rather inconceivable manner. Spreading knowledge or learning through 'Moving libraries' became the vogue. This is very well illustrated by the history of the rise of the Navad-dwipa school of logic in Bengal. Its founder was Vasudeva Sarvabhaua. He completed the study of the Upanishads and solicited the help of Pakshadhara Misra of Mithila. The latter imposed a condition that Chintamani or Logic by Ganesh Upadhyaya should not be copied. No doubt this instruction was literally obeyed but virtually broken. For this monopoly was broken down by the remarkable memory of Vasudeva, a pupil. And his school came to enjoy a better

reputation for scholarship and learning. This serves to demonstrate how even in risks and dangers, memory is a safer and surer guide. When all the others are liable to decay and destruction, memory alone will stand four square against all winds. Here let me quote Max Muller, a famous German Sanskrit scholar of England. If at the present moment all the Manuscripts of the Vedas were lost we should still be able to recover the whole of them from the memory of the Srottriyas of India, and that further if writing had never been invented, if printing had never been invented, if India had never been occupied by England, young Brahmins in their hundreds and thousands would probably have been engaged just the same in learning and saying by heart the simple prayers first uttered on the Saraswathi and the other rivers of the Punjab by Vashista, Visvamisra, Syavasva, and others.

It has been aptly said that in ancient days education was the transmission of life from life to life. It was nothing if it did not stand for personal touch, human element or living inspiration. In fact it anticipated the benefits of an ideal which we have learned to realize after so many years of progress and centuries of civilization. What is more, this ideal of personal attention, is only a counsel of perfection at present. But this was reached, realized and perfected, years ago, when modern aids to education were wanting. Of course it meant that knowledge so imparted could be only the monopoly of a few. Written words are like economic goods where traffic cannot be controlled.

An objection has been raised that daily attendance at the Gurukula

curbed the independence of a student, I should think that this is altogether a wrong if not a perverted notion. It may be stated at once that the Gurukula system is a practical training for life with scope for cultivating the spirit of service and humility. These are virtues to be imbibed by all students. Learning is sought more by humility than by independence. This attitude requires to be cultivated more in the teacher's presence, and is more teacher-taught than self-taught, and courses are prescribed more for teacher-taught studies rather than self-taught ones. Here we may refer to the ancient view of education, which also is endorsed by modern educationists. It was rightly held that mere intellectual development without the development of character, learning without piety, proficiency in the sacred lore with a deficiency in the practices it implies will defeat the very ends of studentship.

While on this, it is interesting to watch the age-long rivalry between the oral word and the written matter in schools. Without doubt, the oral word has much to commend itself. It improves grasp, grips attention, dominates in early stages precedes written work at all stages, and ensures the cultivation of memory. In our days we are witnesses of this battle royal between the oral and the written work. To hold the balance between the two is only a counsel of perfection. In fact as time progresses, the flood of literature cannot be stemmed. In practice the end-result overshadows class-work. There is the incubus of the examination. In fact it affects adversely and viciously instruction in early stages.

It is shocking to find a number of books and note-books in the hands of elementary school children. The use of books and note-books should be obviated in the early stages. If at all, they need be provided only in the school and taken back after use.

In the light of the facts brought to light and the context of instruction obviously sought to be imparted in schools, what seems advisable in the early stages, that is; classes I to V is a swing to the old oral tradition supplemented no doubt by the modern visual aids. There shall be more of auditory and visual aids and less of written work in respect of languages and other subjects. Perhaps the same device may be elaborately employed for adult education purposes. In secondary schools, a judicious mixture of illustrations and book matter may be planned. To this end a committee in each province or a central committee may be appointed for inquiry, investigation and research. There are other problems one of which may be posited in the words, "How best we can seek to introduce tutorial devices and methods in classes of 40 and 50 strong?" A scheme to pay more attention to memory and oral method accompanied by employment of auditory and visual aids to education can just be visualized and a re-orientation to educational effort may be imparted.

Along these lines, thinking has just to proceed to explore fresh avenues to successful educational experiments. Here we have just a chance of effecting a fusion of the ancient and the modern methods of education in our endeavours to evolve a working formula for adoption in our schools.

NOTICE

All communications concerning Editorial be addressed to : —

The Editor,

'EDUCATIONAL INDIA'

Haveli Road,
MASULIPATAM.



EDUCATIONAL INDIA

MASULIPATAM, Jan. Feb., 1952

January 26, 1952

TO-DAY marks the second anniversary of the birth of the Indian Republic. Twenty-two years ago, on this date, the great patriots of this nation, then in the throes of political resurgence, took an irrevocable pledge to achieve their independence. The repetition of that pledge year after year gave a new tempo to the struggle for freedom and at last on January 26, 1950 the Indian Republic was born. In the words of the American Declaration of Independence quoted by Mr. Govindh Vallabh Pant, "to the cause of independence we pledge our lives, our future and our sacred honour." The watch-words of this Republic, the pillars on which its edifice is supported, are Justice, Liberty,

Equality and Fraternity. The lofty ideals which the flag of the Republic enshrines are Courage and Sacrifice, Peace and Honesty, Faith and Chivalry, and, above all, Dharma or Duty. By these great ideals will we live and for them we shall lay down our lives, if need be.

ON this sacred day of the second anniversary of the Republic, *Educational India* rededicates itself to the service of the country in the sphere of education.

(Jai Hind)

The Autonomy of Universities

IF the Universities are to function at top level of efficiency and maintain high academic standards, it is of the utmost importance that they should enjoy complete autonomy in the ordering of their own affairs. It would be a sad day for the Universities when they tie themselves to the chariot wheels of the departments of the secretariat through the ministries concerned. The dangers attendant upon state interference in the working of the Universities were drawn pointed attention to by Dr. A. Lakshmanaswamy Mudaliar, Vice Chancellor of the University of Madras, in the address that he delivered at the Convocation of the Utkal University.

IT was pointed out by the learned Vice-Chancellor how new-fangled ideas of the functions

of the State, particularly of what is popularly known as the Welfare State, were inevitably leading to the formation of a new concept of what Universities stand for and how far they should be subject to state control in their internal working. At the same time it is not desirable that the Universities should be completely isolated from society and that they should be regarded as places where theories and concepts may be discussed without any reference to the current needs of the day and of the society for which they cater. As the Vice-Chancellor clinched the matter, the University of to-day has to steer clear of the Scylla of isolationism and the Charybdis of commercialism and utilitarianism.

WHAT, then, should be the relation between the Universities and the State? This is a problem that deserves the most serious consideration at the hands of those who are genuinely interested in the future of Universities. The right relationship that should subsist between the University and the State was not better defined than in the words of Sir Walter Moberly who initiated a symposium on the subject at the sixth Congress of the common-wealth Universities held at Oxford in 1948. Sir Walter Moberly was then Chairman of the University Grants Committee. According to him, "Universities were powerful and influential corporations and they perform functions which are of high

public importance, so that in no country can the supreme political authority be completely disinterested in the affairs of the Universities." At the same time Sir Walter felt that "a high degree of autonomy is absolutely necessary if the functions of Universities are to be properly performed." For the maintenance of the much-desired complete autonomy, Sir Walter said that vigilance is always necessary. That eternal vigilance is the price that has to be paid for freedom is true no less in the academic than in the political sphere. It was, therefore, suggested by Sir Walter Moberly that any thing that threatens the autonomy of the Universities must be resisted. The interference may take various shapes and proceed from diverse causes. It may be political interference. A tidy-minded administration with a passion for standardisation may unduly interfere with the functioning of the university. Or the encroachment on the autonomy of the university may be the result of a popular outcry for quick and tangible returns based on an under-valuing of, and almost a contempt for, the sort of thing which its coarse thumb and finger failed to plumb. Yet again the interference may result from the flattering and crushing demand for services of all kinds put forward by society. From whatever source this threat to the autonomy of the universities emanates, it must be resisted.

THIS is of special importance to Indian universities as they are situated today. No university can claim absolute autonomy or set itself stubbornly against interference on the part of the State. When a University does not function properly it must be open to the state to exercise a certain degree of control and supervision through such means as have been laid down by statutory authority. But the interference must be on rare occasions and the need for such interference must be clearly established and it must be always in response to a demand of a reform party within the University itself. The State as represented by the Government of the day, which is conditioned by the political complexion of the elected majority for the time being, should not be free to interfere in the functioning of the University from political or other extra-academic motives. The vicissitudes of party politics should not be allowed to have their repercussions on the academic life of the Universities.

IT is necessary to enter this caveat against undue interference by the state in the functioning of the University today in India as there has of late appeared a tendency on the part of certain Ministers to seek to modify the courses of study to suit official requirements or in a craze for standardisation. They have attempted to impose their own ideas of what the Universities should aim at in professional

studies and examinations. The University should not be imperious to the trend of public opinion or pursue its work regardless of it. It must be receptive to ideas emanating from Ministries of state at the centre or elsewhere. But at the same time if the kaleidoscopic changes of party government are to be allowed to have their effect on the work of the universities it would make it impossible for the universities to follow a consistent policy or to maintain proper academic standards.

THE Universities should always have their eye on international standards, particularly in the matter of professional education, and consider what changes are necessary and suitable with reference to the conditions of the regions in which they are situated. Political chiefs who happen to be in charge of a Department for the time being should not be too actively associated with the advisory bodies of the University merely on account of their importance and standing in the political sphere. If they are given a place in any academic body it must only be on the score of their being experts in the particular subject in which the academic body is particularly interested, not because of their accidental evanescent political importance. It must be clearly understood that the function of Universities is not to produce finished products that can be immediately absorbed and utilised by the Departments of

State. It is not content with forming the critic or the experimentalist, the economist or the engineer, though such too it includes within its scope. As Dr. Lakshmanaswami Mudaliar put it, the University should not play the role of "a Woolworth chain stores which exhibits for sale cheap and finished articles suited to the needs and capacities of its variegated customers." The true function of the University, as Cardinal Newman said long ago, is that of training good members of society, its art is the art of social life and it does not confine its views to particular professions. It aims "at raising the intellectual tone of society, at cultivating the popular mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power and refining the intercourse of private life." These high ideals are apt to be lost sight of in our preoccupation with material interests and utilitarian standards.

THE argument is sometimes put forward that as the state offers a substantial measure of financial help to the Universities they are justified in exercising some control over the manner in which such money is expended. There is some point in this argument. But the control should

be exercised by a purely academic body like the Universities Grants Committee constituted on the same lines as the body of that name is in Great Britain. In a democratic country such as ours claims to be, the decision of how much public money can be spent on Universities can be made, and ought to be made, only by the Government. It is a political decision and a part of their annual budgetary proposals. "But once that decision is made, the detailed allocation of the money must be left to an expert body, not merely non-political, but as rigidly protected from political or personal lobbying and pressure as the constitution of the country can make them." (Radhakrishnan University Education Commission's report.)

THE right view regarding the autonomy of the University has been set forth by the Radhakrishnan Commission's Report "Universities should be sensitive to enlightened public opinion, they should *never* let themselves be bullied or bribed into actions that they know to be educationally unsound or, worse still, motivated by nepotism, faction and corruption. The right public policy is to give a University the best possible constitution, securing among other things of the inclusion of wisely chosen external members of its governing body and then to leave it free from interference."

Education in the Five Year Plan

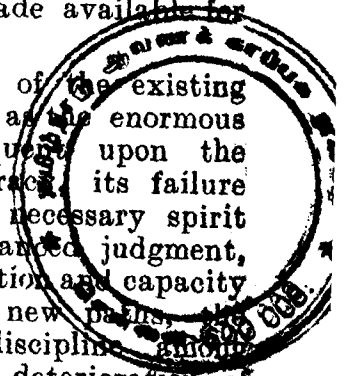
THE place that is given to Education in the Five Year Plan is disappointingly small and insignificant. In a Report running to nearly 300 pages, but seven pages are devoted to this important nation building activity. It is not as though the authors of the Plan did not realise the immensity of the work or the urgency of its demands. They declare in the opening paragraph of the chapter on Education (Chapter 17) that the facilities provided in the country to-day are notoriously inadequate in relation to the needs. They are keenly aware of the dissatisfaction that has been expressed with regard to the quality and content of education offered in schools and colleges. They express their opinion that radical changes are needed in the ideas underlying the system of education and in the ways of imparting it in the interests of planned democratic progress. They have been overawed by the vastness of the subject and its final consideration is left to a body of experts which they propose to set up under the aegis of the Planning Commission.

THE plan states definitely that the Central Government is not in a position to accept any large measure of responsibility for basic and social education in the country as a whole. It can for the present concern itself only with higher and technical education, research, pilot projects, production of suitable literature, training of selected personnel,

translation of important works into Indian languages, and the promotion of the Federal language.

A sum of 123 crores of rupees is provided in the Plan and the authors of the plan are aware that the amount is not likely to meet the educational needs of the country in any adequate measure, considering the waste of precious human material that is bound to result from the neglect of education and, therefore, they will fulfil the directive of the Constitution that free and compulsory education for all children until they complete the age of fourteen should be provided. More they cannot undertake as the authors of the Plan feel that the first objective of national planning for India is to strengthen the economic base. The immediate responsibility of those who are interested in education is to bring to bear on the existing organisation and methods of education all the new knowledge and experience that has been gained here and abroad, so that the most effective use can be made of the nation's resources which can be made available for education.

THE defects of the existing system such as the enormous wastage consequent upon the lapse into illiteracy, its failure to develop the necessary spirit of inquiry, balanced judgment, habit of application and capacity for striking out new paths, the growth of indiscipline among students, the deterioration of



127 329
152-18.7.8

their market value and their chances of employability, and, finally, the gulf between the educated and the social environment on account of the unfitness of the educated youths for the vast range of tasks they have to take up on the land and its work shops—these are clearly pointed out by the authors of the plan. The objectives they set before themselves are also clearly defined. The system of education has to be adapted to the requirements of national planning. It must aim at something greater—the integrated growth of the personality of the individual. The system of education must also be reorientated so that the people are able to participate in building up effectively an efficiently serving social order based on economic progress and social justice. Growth of the creative faculty and appreciative enjoyment of literature, art and other creative activities are also to be aimed at. The lack of co-ordination between the home, the school and the life outside has to be remedied. And everybody must be enabled to pull his own weight and fill an appropriate niche in life.

THE increasing spread of basic education taking care to integrate the school with the life of the community, especially in the rural areas, the re-organisation of secondary education by a process of complete overhauling so as to serve the practical needs of the community more effectively and to provide cadres

of leadership, the reorganisation of University education so as to facilitate the smooth transition in respect of the medium of the instruction and avoid overcrowding which is the bane of colleges and Universities to-day and makes for the deplorable deterioration of standards, increased provision for technical and vocational education and greater collaboration between industry and the institutions that train technical personnel, greater attention to social education and the training of the requisite personnel—all these are mentioned as necessary for the advancement of the country. But the provision that is made for the fulfilment of these objectives is pitifully inadequate. The authors of the Plan conclude by preaching the virtue of self-help and suggest that the potential capacity for self-help, which exists in any community, should be brought into further play and that private agencies labouring in the different fields of education should be given all possible encouragement by the state. But this encouragement by the state would seem to be of the intangible moral rather than of the tangible financial variety.

Commonwealth Universities' Association

THE Universities, if they are to maintain very high standards and attain top-level of efficiency, should not be imper-

ANNOUNCEMENT

TEACHERS' CONSTITUENCY MADRAS (North)

C. V. NARASIMHA RAO, B.A., L.T.,

Headmaster, V. R. College High School, Member of the Senate and Academic Council of the Andhra University, Member, Board of Secondary Education, Government of Madras.

SEEKS ELECTION TO THE
MADRAS LEGISLATIVE COUNCIL
AND
REQUESTS ALL TEACHERS
TO RECORD THEIR
FIRST VOTE IN HIS FAVOUR

vious to public opinion and should keep their eye on international standards. The work with which the Universities were saddled was one the importance of which there is no exaggerating. As Dr. Lakshmanaswami Mudaliar said in proposing the toast of the Commonwealth Universities' Delegation recently at a dinner given in their honour, it was one of the paradoxes of the time that society had to fear only the educated man and that the most serious crimes against civilization could be committed only by educated people. The Universities could not allow this stigma to continue to dominate in the public mind. Towards that end the product of Univer-

sity education must be a person armed with reason, clothed with knowledge and one who regards public spirit and public virtue as the brightest ornaments of the mind of man. And, too, Universities the world over should strive to eschew from the minds of young men all narrow nationalism and make them fling to the four corners of the earth prejudices based upon ill-conceived notions. Above all, they must inculcate the ideas of world citizenship and Universal Peace if humanity is not to be fragmented and destroyed ultimately. If the Universities are to address themselves to the tackling and solution of these problems it is necessary that their top-ranking

representatives should have close contacts with one another and must have opportunities of discussing and considering common matters of policy for attaining their common ends. The Association of the Universities of the Commonwealth, therefore, occupies an important place and serves a vital purpose. Established in 1912 this Association used to meet once in five years. In 1948 at the sixth quinquennial Congress of the Universities of the Commonwealth it was decided that in addition to such big conferences at long intervals there should also be annual meetings of representative heads of Universities or senior academic officers. These meetings were intended to afford opportunities for the discussion of questions of academic policy on which it was felt necessary to have closer consultation than could be provided by Congresses at long intervals. In pursuance of this resolution the Vice Chancellors of the Commonwealth met in Canada in 1949 and in New Zealand in 1950. In the cold weather of 1951 they have come to India and Dr. A. Lakshmanaswami Mudaliar has been elected as the Chairman of the Executive Council of the Association of Universities, an honour which he richly deserves as one who has made a valuable contribution to the advancement of learning and as one on whom various Universities have conferred their highest honorary degrees in recognition of that contribution. The visits of these Vice Chancellors to

various Colleges and their discussions must make it possible for them to tackle effectively the many common problems with which they are confronted.

A Library for Each Village

It is a notorious fact that there is a great wastage in our education to-day consequent on the lapse into illiteracy of the products of primary and adult education. This evil can be checked by the provision of libraries at the rate of one library for each village and the educated people must be persuaded to spend a little of their time every day in the village library. The target that the library Movement in such an advanced country as University has set before itself is that there must be a library at the end of every five minutes walk all over the country. The Tamil Nad library conference which met recently at Madras under the distinguished presidency of Dr. R. Alagappa Chettiar has given this slogan to the sponsors of the library Movement in this country—*A library for each village*. The establishment of libraries on such an extensive scale is a crying need in our country to-day. There are a few countries in the world which are cent per cent literate, but the percentage of literacy in India is appallingly low. We too as a nation must aim at universal literacy and this is of especial importance in view of the adult suffrage that has been intro-

duced in the new set-up. Adult suffrage without adult literacy would be like placing the cart before the horse. In the attainment of this universal literacy libraries can play a vital role. In the matter of library equipment India suffered badly in comparison with other countries. Much leeway has to be made before we can draw level with the other advanced countries in this respect.

CIRCUMSTANCED as we are to-day economically, private libraries are a luxury which very few people can afford. A few years back an Association was formed to work for the development of Tamil and under the auspices of that Association competitions for good Tamil publications were organised. There was good response and prizes were offered for the best publications. But the demand for copies of such excellent publications was most discouraging. Even the large amount of money that has been collected under the provisions of the Library Act has not been expended in the purchase of such books as might well have been done. The Library Movement has not definitely made much progress in the Country.

THE Resolutions passed by the Tamil Nad library conference recently are well worth serious consideration. The establishment of a library for each village and a Central Library in urban areas for every 5000 of the population, the utilisation of the money

collected as Library Cess in the purchase of books for libraries, the supply of good books to libraries by the Government, the formulation of a Five Year Plan for the furtherance of the Library Movement, the running of short-term courses every year by the government for training persons in village library management, the formation of a Book Council to recommend the distribution of suitable books to libraries after scrutiny by a committee of experts, the institution of libraries in mutts and temples—these are the very useful suggestions made by the Tamil Nad Library Conference and they are all deserving of the most serious consideration and of immediate implementation.

Have you subscribed for **EDUCATIONAL INDIA**

which alone gives the
Progressive View Points in
Indian Education?

If not—

Send in Your Order To-day

Annual Rs. 4—8—0

‘Educational India’ Office,
MASULIPATAM

THROUGH different STATES

DELHI

BRITISH AUTHORITY ON SECONDARY EDUCATION IN INDIA

Mr. S. H. Wood, a former Under Secretary of State in the Ministry of Education, London, who in collaboration with Mr. Abott produced an authoritative report on secondary education in India some years ago, has come to India at the request of the British Council. Mr. Wood is an authority on the subjects of teacher-training and secondary education.

Visits to the Central Institute of Education, Delhi, the Director of Education, Delhi State and the Jamia Millia and discussions with the Secretary and some senior officers of the Ministry of Education are some of the items of the programme during his stay in Delhi on January 14, 15 and 16.

Mr. Wood will also visit some of the Universities in India and the State Governments and deliver lectures on the subjects of teacher-training and secondary education.

PROFESSOR PATTISON IN DELHI

Professor Bruce Pattison of the Institute of Education, London, who is visiting India under the auspices of the British Council, visited the Delhi University on 11th Jan. and had discussions with the Director of Education, Delhi State, and the teachers of English in the Delhi educational institutions on the teaching of English. On January 12 he visited some of the Higher Secondary Schools in Delhi and had discussions with officers of the Ministry of Education, Government of India.

HINDI PRIZES FOR ITALIAN STUDENTS

The Ministry of Education, Government of India, has decided to award two

prizes, one of Rs. 500 and the other of Rs. 250, to the best two students of Hindi in the University of Rome.

It will be recalled that Prof. Ram Singh Tomar of the Allahabad University left last year for Italy to organise the Department of Studies in Hindi at the University of Rome. The University is conducting classes in Hindi both in its own institutions and also at the Italian Institute for the Middle and Far East headed by Prof. Tucci. Prof. Tomar will be the Examiner for this prize contest.

INDIAN HISTORICAL RECORDS COMMISSION

At the invitation of the Government of Rajasthan the Indian Historical Records Commission held their twenty-eighth session at Jaipur on December 26 and 27, 1951. His Highness the Rajpramukh of Rajasthan inaugurated the Session on the morning of December 26. A number of eminent archivists and historians, representing the Government of India, State Governments, Universities and various learned institutions in India attended the Session.

The first day was devoted to the reading and discussion of historical papers. The second day was devoted to the business meetings of the members of the Indian Historical Records Commission and the Research and Publication Committee.

U. N. TECHNICAL AID FOR INDIA

The appointment of top-ranking economist as the United Nations Representative for Technical Assistance in India is now under the active consideration of the UNESCO Executive Board. A decision may be taken soon.

Dr. M. S. Adiseshaiah, Director of Technical Assistance, UNESCO, who

gave this information to a representative of the *Hindu*, said that the request for such an appointment was made by the Government of India. He hoped that the request would be complied with. The appointment of a Resident Representative would greatly help India particularly in the co-ordination of the technical aid that was now being received from various U. N. agencies. From his experience in other countries, he would say that such an appointment was necessary.

Dr. Adiseshaiah said that towards the United Nations Technical Assistance Programme for 1952 the Economic and Social Council had recommended to the General Assembly of the United Nations that all the 69 member-countries be asked to make the same contribution as during 1951. During 1951 the contribution of the countries towards technical assistance was about 20 million dollars.

MADRAS

REVISION OF TECHNICAL TERMS

The Secretary, Madras Text-Book Committee, writes: Authors, publishers of text-books and institutions are hereby informed that the technical and Scientific Terms published in 1947 by the Government of Madras, are under revision and they are requested to send in their suggestions for revision or modification of the terms to the Secretary to the Text-Book Committee for placing before the Technical Terms Committee.

SCHOLARSHIPS FOR WOMEN

The Bedford College for Women of the London University, Regents Park, London, N. W. I. offer the following scholarships:

The Lady Huggins scholarship is of the value of £120 for one year for graduate women with honours in philosophy, psychology, economics or sociology. The last date for applications is March 1, 1952. Applicants should state

the complete record of their academic and other qualifications. The scholarship is for sociology.

The Susan Stebbing studentship is of the value of £100 for one year and is open for women graduates for the study of philosophy. The last date for applications is March 1, 1952.

Post-graduate fellowships are £300 in value for a year (renewable for another year) for science and language subjects. Preference will be given to graduates who have research experience and who are at least of three years' standing. The last date for applications is March 1, 1952. Candidates should apply to the Bedford College.

ROCKEFELLER GRANT TO KALAKSHETRA

The latest list of grants announced by the Rockefeller Foundations includes the following: The Kalakshetra, Adyar for buying equipment for recording Indian dance music—2,450 dollars; the Mysore University for malaria and anaemia researches—11,854 dollars; the King George Medical College, Lucknow, for physiology research—1,600 dollars; the Amritsar Medical College for anatomy research—3,500 dollars.

SECONDARY SCHOOLS IN STATE

Matters relating to the rules of recognition of Secondary Schools and of building grants were considered at a meeting of Ministers held on 21st January at the Secretariat. It was decided to continue the existing practice and leave it to the new Ministry to make such changes as it thought necessary.

Certain proposals for changes in rules have been under consideration to meet the situation created by the dearth of trained teachers on the one hand and pressure for more schools on the other.

RESEARCH IN MEDICINE

Under the scheme of upgrading some of the medical institutions in the country, sponsored by the Government

of India, the Department of Anatomy in the Madras Medical College, the Department of Venereology in the Madras General Hospital and the Department of Maternity and Child Health in the Women and Children's Hospital, Madras, will be upgraded shortly. Each of these departments will be in charge of a Director who will be selected by a committee appointed by the Government of India.

Dr. K. C. K. E. Raja, Director-General of Medical Services, Government of India, said that the object of upgrading these institutions was to provide greater facilities in the country for post-graduate studies and research in medicine and also to make them teaching centres.

BOMBAY

LADY TATA MEMORIAL SCHOLARSHIPS

The trustees of the Lady Tata Memorial Trust are offering six scholarships of Rs. 250 each per month for the year 1952-53 commencing from July 1, 1952. Applicants must be of Indian nationality and graduates in medicine or science of a recognised university. The scholarships are tenable in India only and the holders must undertake to work whole-time under the direction of the head of a scientific department in a recognised research institute or laboratory on a subject of scientific investigation that must have a bearing either directly or indirectly on the alleviation of human suffering from disease. Applications must conform to the instructions drawn up by the Trustees. Candidates can obtain these instructions and other information they desire from the Secretary, the Lady Tata Memorial Trust, Bombay House, Bruce Street, Fort, Bombay 1.

PRIVATE PRIMARY SCHOOLS AND GOVT.

The recent decision of the Department to disallow the expenditure that is incurred by private Primary Schools

for the maintenance of their supervisory clerical and menial staff has come up for criticism. Such a policy declaring this expenditure as inadmissible would really stand in the way of the efficient working of these schools, that have done yeoman's service in the field of primary education and are also at present contributing, in no small measure, to its all-sided growth. We need not point out that while the Corporation has to spend Rs 38-0-0 per pupil for its Municipal Schools, the Department has to give by way of grants Rs. 15-0-0 only per pupil to these privately managed institutions, that are doing national work at less cost, and with better efficiency, writes the *Progress of Education*.

BENGAL

WEST BENGAL TEACHERS' CONVENTION

On 24th December, the All-Bengal Teachers Association called a Convention of teachers of Secondary schools of West Bengal in the Indian Association Hall. Sri Bejoy Kumar Bose, Vice-President of the Association, presided over the meeting. More than 300 teachers attended. The main discussion centred round the proposition of urging the government of West-Bengal to implement the recommendations of the Board of Secondary Education to raise the Dearness Allowance of teachers to 17½ p. c. of their salary or Rs. 35 in the minimum.

After a good deal of discussion the House decided to approach the government once more to implement the recommendations of the Board and a Council of Action was appointed to take measures in this connection. By another resolution the Convention requested the government and the Board (a) to revise the grant-in-aid rules and take necessary measures to abolish the gradation of schools from A to D according to numerical strength (b) to raise the salary of assistant teachers as suggested by A. B. T. A. (c) to award grant-in-aid or recognition more liberally and not to

insist on an average of ½ pass of students sent up from each school.

SCIENTIFIC RESEARCH IN INDIA

Dr. S. S. Bhatnagar, Secretary of the Department of Scientific Research, Government of India, said, that the progress made in scientific and industrial research in this country had created abroad a feeling of confidence regarding India.

Addressing the annual conference of the India Ceramic Society at the Central Glass and Ceramic Research Institute at Jadavpore, Dr. Bhatnagar said the indication of this confidence abroad was shown in the way in which many industrialists in Britain and the U. S. A. had been expressing their willingness to invest their capital in this country. Foreign investments worth 150 million dollars had been made and more was expected.

HYDERABAD

OSMANIA UNIVERSITY

The Government of India are considering the idea of taking over the Osmania University in order to make it a Hindi University in the South, it was authoritatively learnt.

Osmania has been the first University in India to have its medium of instruction in an Indian language namely Urdu.

Mr. Nehru during his recent visit to Hyderabad had said at a public meeting that he would like to see Osmania develop into a first class Hindi University in the South.

The Nizam, the Rajpramukh of Hyderabad, the founder and a former Chancellor of the University, recently agreed to make a donation of Rs. 3 crores to the University.

HINDI SELF-INSTRUCTOR

Learn Hindi, the State Language of India by yourself by studying

RAJA BHASHA

Book I : 0-12-0

In Devanagari and Roman Script

BY

'Sahityaratna' KOTA SUNDARARAMA SARMA

M.A., M.O.L., M.Ed., (Dip) French and German

Book II : 0-14-0

Book III : 0-14-0

M. SESHACHALAM & CO.
MASULIPATAM

Branch : 7, Sunkuram Chetty St., MADRAS-1

PUBLIC OPINION

DR. RADHAKRISHNAN'S TRIBUTE TO VISWA BHARATHI

Dr. S. Radhakrishnan, India's Ambassador to Moscow deprecated the theory that there must be a showdown between the Communists and non-Communists.

Addressing the first convocation of the new Viswa Bharathi University, Dr. Radhakrishnan said that the theory of "either or" was something incompatible with our eastern traditions. "I suggest that there is no amount of conflict nor any philosophy of 'either or' over which the spirit of man cannot triumph," he said.

"It is the eastern outlook of finding unity in the midst of diversity, of synthesising different elements that must dominate the world in future. What Rabindranath tried to do here in this Viswa Bharati had been to follow in the footsteps of the great Indian traditions of cultural reconciliation. If we believe in this ideal, India has yet a lesson for the world," he added.

Dr. Radhakrishnan said, scientific education by itself could not be regarded as adequate. It could not satisfy fully the soul of man. "To-day we have established supremacy to a large extent over nature and yet man is prostrate with fear and frustration and is trying to find out a place where he can hide himself." In the west, he added, too much was being made of conflicts and differences. Every day people were finding increased armaments. They were told that there must be a showdown between the Communists and non-Communists and both could not co-exist.

Dr. Radhakrishnan said India and the Eastern countries in general had a great contribution to make to building our common civilisation. "We have numerous instances of conflicts bet-

ween the Jews and Christians, Greeks and Bavarians, Christians and Muslims, Protestants and Catholics in the West. The history of Europe is replete with series of conflicts but are they not surviving together to-day? Do they not subsist together?"

Dr. Radhakrishnan said that Ravindranath had preached that Indian history was a history of reconciliation through the ages. If the students remembered this ideal and worked for the same, they would be able to make a great contribution to the world.

Dr. Radhakrishnan said the aim and purpose of education was not merely the development of the intellect. It also must train up the imagination and emotion. That could be done only through the medium of fine arts, including literature. Students, he added, must develop a freshness of feeling for nature and a sensitiveness of the soul in human surroundings. They must also have hunger for the unseen.

DR. J. N. MUKHERJEE'S APPEAL TO SCIENCE CONGRESS

Presiding over the Science Congress which opened its session at Calcutta on 2nd Jan. Dr. J. N. Mukherjee, Director of the Central Building Research Institute, said the maintenance of proper standards of research and training was necessary for the progress of the country.

There was nothing wrong, Dr. Mukherjee said with the young men of the country and, in fact, brilliant young men were coming out of universities and the total number of competent research workers was larger now. The reasons for low standards should be sought elsewhere. The proper remedy lay in improving the standards of

training which were never very high and in the diversification of education and correlating it with the needs of industry and agriculture. This would also divert the demand for university education to other channels and admissions could then be properly regulated.

Dr. Mukherjee said that terms of mathematicians, technologists and technicians should be formed and assigned specific problems as had been done during the last war in the U. K. and the U. S. A. and was now being done for the development of atomic energy. This would rapidly build up much-needed technological knowledge and experience at least in some cases and would accelerate large scale industrial development.

PROF. J. N. BASU

Prof. J. N. Basu, who presided over the Engineering section, of the 39th session of the Indian Science Congress Association held at Calcutta on Jan. 8 pleaded for country-wide uniformity in regard to technical education.

In the field of post-graduate training and research, Prof. Basu said, only nine institutions in the country offered facilities on limited subjects of engineering and technology for post-graduate studies. Research work was almost non-existent. It was because of lack of these facilities that design and development engineers or engineer-scientists were not produced here in any good number. Facilities for research should be created in engineering research laboratories and higher institutes of technology.

As regards graduate courses, in engineering and technology, 41 institutions all over India offered degree courses in different branches of engineering. But there was a lack of uniformity in different matters. Prof. Basu appealed to the Government of India to fix up conventions on an all-India basis with respect to the following: (a) admission, qualification

(b) period of study (c) courses of instruction (d) factory training (e) minimum and maximum teaching work to each member of the faculty of the college (f) grouping of colleges for specialised subjects (g) introduction of a complete course for a particular industry.

U. S. ENVOY'S APPEAL

The U. S. Ambassador to India, Mr. Chester Bowles, said in a speech that India was definitely aligned on the side of the free nations.

But Mr. Bowles said the future of democracy in India would be in the balance over the next five years. He urged increased American aid to help decide the outcome.

"If democratic Government fails in India the entire free world will suffer a catastrophic setback all through Asia", Mr. Bowles said. "This setback will be even greater in my opinion, than that which the free world suffered when China was conquered by the Communists.

"The lesson of China forewarned us of what could happen in India. If we cannot profit from this lesson, the matter is dark indeed."

In his speech, prepared for delivery at the Connecticut Foreign Policy Association Mr. Bowles said he was an optimist who thought that India's democratic experiment would succeed.

ADDENDA

Mr. Raichur's *Religion in Public Education* reviewed in Dec. Number of Educational India (Vol. XVIII No 6):

Date of Publication: September, 1951.

Price: Rs. 3 for cloth and Rs. 2 for boards.

Vocational Training in U. S. A.

Prepares many for skilled work

Each year the Ford Motor Company, one of America's leading automobile manufacturers, awards prizes to more than 1,000 secondary and vocational school students in all parts of the nation for excellence in craftsmanship. The prize-winning projects, displayed at this city's Museum of Science and Industry, range from architectural drawings to mahogany desks and wrought iron kitchen utensils.

The contest is sponsored to encourage young men and women to acquire "training in the use of their hands and pride in their work." Labour saving devices have done much to change the industry and commerce of the nation, but many skilled workers still are needed. The construction, transportation and manufacturing industries are among those constantly demanding young workers.

Secondary and vocational schools in the United States help meet this need by offering free technical and industrial training in more than 100 occupations. Some community school systems provide vocational training in the same secondary schools that prepare students for college or other advanced study. Other communities have special vocational secondary schools where boys and girls may train for jobs in industry. In some cities the public schools also offer such technical instruction on a college level.

For adults, public schools in all 48 states offer training in trade, industry and agriculture. And in every state but one, public schools have adult courses in business education and homemaking. Evening courses in public schools, along with full-time day courses, are available for workers in service trades who want additional skill and knowledge; for farmers who want help in the improvement of pastures, in cultivating winter grazing crops, in grain production, and in livestock breeding; and for home-

makers who want to develop skill in dressmaking, millinery and food canning.

To assist communities in providing this vocational education, the federal government makes funds available for its support. For every dollar thus contributed, local communities must provide an equal amount of money. During 1950, a total of 129,085,670 was expended by the national and local governments for vocational training, according to the U. S. Office of Education. This is the greatest expenditure for the programme since it started in 1918.

Secondary schools today offer such vocational courses as carpentry, auto-mechanics, machine and metal work, printing, electrical repair, welding, aircraft mechanics, railroad mechanics, radio service, industrial maintenance, mining occupations and communications.

For young people interested in business schools offer training in stenography, bookkeeping, multigraphing, salesmanship, merchandising and restaurant and hotel services. The industrial arts, which include instruction in wood-working, mechanical drawing, printing, auto-mechanics, photography, ceramics, textiles and transportation, give youths an opportunity to discover and develop mechanical and technical talents. Similar training is available in the nation's innumerable private trade schools.

Students enrolled in vocational training courses in the United States learn by doing. Some schools employ the work-study or cooperative education plan. Students work for a number of hours each day as paid jobs outside the school, then return to school for instruction their working experience and for courses in English, history, and other subjects that round out their education.

Other schools provide Practical experience within their own institutions. The Minneapolis Vocational School, in the midwestern state of Minnesota, for instance, has a restaurant in which the food is prepared by the students; a small store where students, interested in retailing, sell dresses, jewellery, and greeting cards, made in classes; a barber shop open to the public, and a shoe repair shop. The modern five-storey school building has 225 instructors and an average enrollment of 5,000 students.

During 1950 more than 3,363,000 persons were enrolled in some type of U. S. vocational training. Their skill enable them to take an active part in the vast production drive that is helping to strengthen the free world against Communist aggression.

Norwegian Engineer Teaching in India on Unesco Technical Assistance Mission

Dr. Inge Lyse of the Norwegian Institute of Technology arrived in India last month to help organize a civil engineering department at a new Indian technological school.

Dr. Lyse's mission is part of an overall plan under which Unesco is supplying technical assistance to India to aid a large-scale programme to develop facilities for scientific research and training.

Dr. Lyse will head the civil engineering department, inaugurated last August, of the Indian Institute of Technology at Kharagpur during his one-year Mission. In addition to teaching classes, he will co-operate with Indian engineering setting up a civil engineering laboratory and organizing research.

Dr. Lyse is president of the International Association for Research and Testing of Materials and Structures, and a former member of the Executive Board of the Royal Norwegian Technical Research Council.

International Council of Social Sciences

A committee of experts from ten countries, representing international associations of social science as well as national research centres, has met at Unesco House, Paris, to discuss the setting up of an International Council of the Social Sciences.

The aim of the Council will be to foster the development of the social sciences throughout the world and encourage research into national and international social problems of today. The experts committee recommended that the future Council be composed of 15 members, representative of different national cultures, including specialists in sociology, political science, economics, law, cultural anthropology and social psychology.

M. Claude Levi-Strauss, professor of anthropology at the Institute of Higher Studies, Paris, and one of the members of the committee, declared at the close of the meeting: "Human cultures can only be treated as totalities; their various aspects are interdependent in the same way as our individual lives are interdependent with that of the community. Only in this way can we hope to understand and then to cope with the tremendous upheavals, so often creators of hatred and poverty, which mark the transition to modern life and industrialization in many parts of the world."

The president of the committee, Professor Louis Worth of the Department of Sociology at the University of Chicago, stated that the experts hope the Council will be set up, at the latest, by the end of 1952.

Technical Assistance and Fundamental Education

Recommendations for an expansion of the fundamental education and technical assistance programmes of Unesco were made by delegates of twelve

countries in the Asian and South Pacific areas attending the regional conference of Unesco national commissions which ended in Thailand, December 10, 1951.

The meeting, which opened in Bangkok on November 26, brought together delegates from Afghanistan, Austria, Cambodia, Ceylon, India, Indonesia, Laos, Pakistan, the Philippines, Thailand, Burma and Viet Nam. The United States, France, the Netherlands and the United Kingdom sent observers.

Delegates placed emphasis, while discussing technical assistance for economic development, on the "vital importance of moral and spiritual development" and recommended that Unesco, in its fundamental education programme, stress education for citizenship, the preparation of women for their roles both in the family and in society and, finally, the teaching and the organization of recreational programmes.

"Learn and Live"

A proposed Way Out of Ignorance for 1,200,000 People -

The story behind a unique "school" set up to teach better standards of living is told in "Learn and Live", an illustrated pamphlet just issued by Unesco.

This "school" is Unesco's first "regional training and production centre" in fundamental education—that is, education in the fundamentals of daily life. It was established in May, 1951, at Patzcuaro, in the heart of Mexico's Tarascan India a country.

The purpose of the centre is to train the teachers and develop the teaching materials needed to launch a campaign against illiteracy and low living standards in the region of Latin America.

"Learn and Live" describes the centre's international student body drawn from nine Latin-American countries and the problems faced by twenty Tarascan Indian villages in the Patzcuaro region, where these students are putting their training to practical test.

Unesco's centre at Patzcuaro, the pamphlet points out, is the first in a proposed network of six centres to be established over the next twelve years in Equatorial Africa, the Middle East, India and the Far East, as well as Latin America.

"Learn and Live", illustrated with photographs and with drawings by a Mexican artist, emphasizes the basic importance of combining education with technical improvements, no matter how elementary.

"It is no use teaching a man to read and write unless you can convince him, it will help solve his everyday problems of living", states Lucas Ortiz, director of the Patzcuaro centre and former head of rural education in Mexico in the pamphlet. "The four cardinal points of fundamental education are :

"Man must protect his health.

"He must make the best use of the natural resources surrounding him.

"He has the right to a dignified home life.

"He has the right to enjoy leisure time.

The Progress of Education

A Journal devoted to the discussion of Problems relating to the Theory, Practice & Administration of education.

(Founded in July 1924.)

A Trustful friend & guide of Educational Institutions, Guardians of pupils & persons interested in Educational development.

Annual subscription : Rs 6-9-0

Edited by :

N. V. KINKAR, M. A. & OTHERS.

A. V. G. PUBLICATION,

624, Sadashiv Peth, POONA 2.

(Approved as a Non-detailed Text-book by the Madras T. B. C.)

"A BOOK FOR WHICH THERE WAS A NEED,"
says Education, Lucknow.

WORK, WEALTH AND WAGES

BY

ERNEST F. ROW, B. Sc. (Econ.), L. C. P.

ADAPTED BY

P. C. WREN, M. A. (Oxon.)

LATE INDIAN EDUCATIONAL SERVICE

Pages, 103. 2nd Edition. Price, As. 12.

"An eminently readable book."

New Education,
Madras

"Within a small compass of only one hundred pages, the learned author has dealt with almost all topics of economics which are of daily concern."

Federated India,
Madras

"The book not only tells in an interesting manner of the principles of economics and the easiest parts of the subject of work, wealth and wages, but it also treats of the larger life of a citizen, with whom the working and making of money are not the only things that matter"

Progress of Education,
Poona

"The book deserves to be translated into the principal Indian languages."

Federated India,
Madras

"Gives valuable information to the budding citizen on questions which affect his daily life."

Educational Review,
Madras

"It can be prescribed as a non-detailed text in High Schools."

New Education,
Madras

"It explains everyday questions of life in as simple a language as possible."

Education,
Lucknow

"The book deserves to be widely studied by our school boys and girls."

Educational Review,
Madras

"Impossible to conceive of a more ably written handbook of Elements of Political Economy for beginners."

Federated India, Madras

K. & J. COOPER—PUBLISHERS—BOMBAY, 4

Agents for S. India :

THE CHRISTIAN LITERATURE SOCIETY FOR INDIA
Park Town, MADRAS

Approved by the Madras Text-Book Committee

THE NEW AGE INDIAN READER

Book I: (First Year Course) Re. 0-14-0

Book II: (Second Year Course) Re. 1-0-0

Book III: (Third Year Course) Rs. 1-6-0

By DUNCAN GREENLEES, M. A. (Oxon.)

WITH SIX SUPPLEMENTARIES

"Carefully designed by one who has had much teaching experience in all the Forms of Indian High Schools."

M. SESHACHALAM & CO.

MASULIPATAM

::

MADRAS

TO KEEP IN TOUCH WITH
The Latest Developments in Educational Methods

READ

"SHIKSHA"

The Quarterly Journal Published by the
DEPARTMENT OF EDUCATION,
UTTAR PRADESH, ALLAHABAD.

It is an excellent educational guide to teachers
as well as to the general public

Chief Editor :

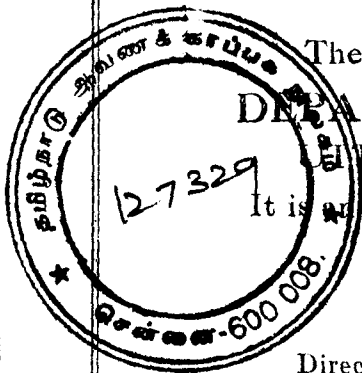
DR. I. R. KHAN,

Director of Education, Uttar Pradesh, India.

Managing Editor :

SHRI M. L. SRIVASTAVA, M. A., B. Sc., L. T., PES.

Annual Subscription Rs. 7/- - Single Copy Rs. 2/-



JL
Tm2, N34ED
NS2. 16.7.78

The
SOUTH INDIAN TEACHER

IS
THE OFFICIAL JOURNAL OF
The South Indian Teachers'
Union

*It is therefore the Journal of the
Teacher*

AND
No Teacher should be without it
Annual Subscription Rs. 4/-
Apply to :

The Journal Secretary,
520, High Road,
Triplicane, MADRAS

Adarsha Jivaniyan

Hindi Non-Detailed Text

*
BY
Sahitya Ratna
KOTA SUNDARARAMA SARMA
M. A., M. O., L., M. ED.

Price Rs. 1/-

*
Publishers :
M. SESHACHALAM & CO,
MASULIPATAM.

Educational India

A Monthly Devoted to Indian Education

EDITED BY
Prof. M Venkatarangaiya

EDITORIAL BOARD
M. Venkatarangaiya C. B. Krishna Sastry
M. Seshachalam V. Muthu Iyer
M. N. Rao

Educational India is published on the 1st of every month. But a Double Number is issued for May and June. Complaints for non-receipt of the Journal for any month should reach our office not later than the 10th of the month.

Subscriptions may date from any Number, but the year commences from July. Back numbers too will be supplied if available. The annual subscription, *always payable in advance*, is Rs. 4-8-0 Inland and Rs. 6/-Foreign, and it may be sent by Money Order or by Postal Order. If sent by V.P., Registration charges will be extra. Cheques will not be accepted unless the Bank Commission is added on to the subscription amount.

When Subscriptions expire an intimation will be sent along with the last number with which the subscription expires. Unless a renewal is received previous to the publication of the following issue, the Magazine is discontinued. All remittances are payable to the Manager.

Advertisement Rates are furnished on application. The payment for advertisements is strictly in advance, except where approved accounts are opened.

"Educational India Office"
MASULIPATAM (S. India)



"AMRUTANJAN"
 50 Years Old Pocket-Doctor
 Cures All Pains and Aches
 1933 Golden Jubilee 1943

Don't Scratch : Use
RISING SUN
 Ringworm Ointment
 The Product of
AMRUTANJAN LTD.



RASHTRA BHASHA

राष्ट्रभाषा

BY Sahitya Ratna KOTA SUNDARA RAMA SARMA,
 M. A., M. O. L., M. Ed., (Dip.) French and German

Book I: 0 12 0
 Book II: 0 14 0

Book III: 1 0 0
 Book IV: 0 12 0

"The rich and varied experience of the author, Sahitya Ratna, in teaching Hindusthani and other languages in High Schools and of lecturing on Psychology and Methods of Teaching Hindi - Hindusthani to Pracharaka classes in the Dakshina Bharata Hindi Pracharaka Sabha is really an asset."

PUBLISHERS—M. SESHACHALAM & CO.—MADRAS