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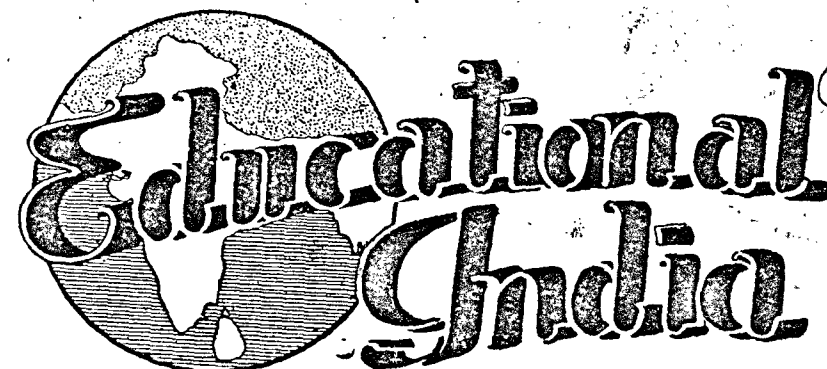
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PRINCIPAL CONTENTS

EDITORIALS

Regulation of Universities —  
Questionnaire On Secondary Educa-  
tion — Scales of Pay of Teachers.

EDUCATION AND SOCIAL WELFARE

Prof. A. N. K. Adalati

UNIVERSITIES IN INDIA, 1948—49

Prof. C. N. Patwardhan

THE GURUKUL UNIVERSITY,  
KANGRI

Prof. Indra Vidyavachaspati

THE UNIVERSITIES AND THE  
CENTRE

Sri R. Srinivasa Iyengar

THE PUPILS AND THEIR LEISURE  
HOURS

Sri V. Sankara Iyer

*For Detailed Contents and Special Features see inside.*

## DETAILED CONTENTS

|                                                     | PAGE |                                                                          | PAGE |
|-----------------------------------------------------|------|--------------------------------------------------------------------------|------|
| EDUCATION AND SOCIAL WELFARE                        |      | BOMBAY                                                                   |      |
| Prof. A. N. K. Adalati, M. A., B. T. ...            | 103  | Fillip to Physical Education                                             | 125  |
| UNIVERSITIES IN INDIA                               |      | WEST BENGAL                                                              |      |
| Prof. C. N. Patwardhan, B. A., (Hons.), M. Ed. ...  | 105  | Health Home for Calcutta Students ...                                    | 125  |
| THE GURUKUL UNIVERSITY, KANGRI                      |      | Study of History in West Bengal Schools ...                              | 125  |
| Prof. Indra Vidyavachaspati, M. C. S. ...           | 110  | U. P.                                                                    |      |
| THE UNIVERSITIES AND THE CENTRE                     |      | Indiscipline of Students U. P. Govt.'s Concern ...                       | 125  |
| Sri R. Srinivasa Iyengar ...                        | 112  | BIHAR                                                                    |      |
| THE PUPILS AND THEIR LEISURE HOURS                  |      | Ford Foundation Grant ...                                                | 126  |
| Sri V. Sankara Iyer ...                             | 114  | ORISSA                                                                   |      |
| EDITORIALS                                          |      | Secondary Education in Orissa ...                                        | 126  |
| Regulation of Universities                          | 117  | ASSAM                                                                    |      |
| Questionnaire on Secondary Education ...            | 119  | Social Service by Students                                               | 126  |
| Scales of Pay of Teachers                           | 122  | MYSORE                                                                   |      |
| THROUGH DIFFERENT STATES                            |      | Educational Reform in Mysore ...                                         | 126  |
| DELHI                                               |      | HYDERABAD                                                                |      |
| Reorganisation of Education ...                     | 123  | Osmania 'Varsity : Language Policy ...                                   | 126  |
| Pay Scale of Teachers ...                           | 123  | PUBLIC OPINION                                                           |      |
| Central University ...                              | 123  | Mr. S. Govindarajulu on Govt.'s Language Policy                          | 127  |
| Scholarships for Study of Cinematography ...        | 123  | Mr. C. R. on Students and the Cinema ...                                 | 127  |
| Science Prize for Indian Student ...                | 124  | Acharya Narendra Dev's Advice to Students ...                            | 128  |
| MADRAS                                              |      | Dr. S. P. Mookherjee on the Plight of Teachers ...                       | 128  |
| New Syllabus for Secondary Schools ...              | 124  | FOREIGN CURRENTS                                                         |      |
| Contributions to Colleges : Ban on Local Bodies ... | 124  | Educators from 35 Countries Attend UNESCO Seminar in the Netherlands ... | 129  |
| Physical Education ...                              | 124  | International Congress of Linguists ...                                  | 129  |
|                                                     |      | World Handbook of Educational Organisation and Statistics ...            | 130  |
|                                                     |      | CORRESPONDENCE ...                                                       | 131  |

Vol. XIX: No. 4

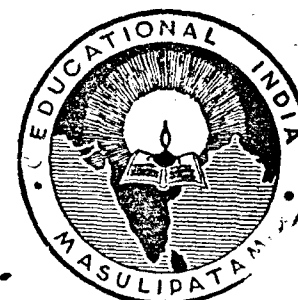
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EDITOR :

Prof. M. VENKATARANGAIA. M. A.



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## Education and Social Welfare

Prof. A. N. K. ADALATI, M. A., B. T.,

Govt. Teachers' Training Institute, Ajmer

EDUCATION in modern times is conceived of in terms of citizenship. It has come to be based upon scientific and sociological ideas of co-operation and mutual aid for a common purpose. Naturally it must equip the individual for the service of the society. Being a social affair, Education must relate at all points to life and should respond to all the forces that play on it. "To do this means to make each one of our Schools, an embryonic community, active and with types of occupations that reflect the like of the larger society, and permeated throughout with the spirit of art, history and science. When the School introduces and trains each child of Society into membership within such a little community, saturating him with the spirit of service and providing him with the instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely and harmonious."

The first problem, then, is to transform schools into 'labour' or 'Activity' Schools where the child learns through living. Here we will have to take resort to new arts of reading, writing and arithmetic. Theoretical knowledge alone won't do here but there should be practical methods to inculcate a sense of the dignity of labour in children and youth, and make them capable to work together for any constructive and socially worthy programmes. To build up this new social order, we will have to introduce new work,

activity and experiment in our Schools.

I think Activities and Practical doings alone will enable the school tomorrow to cultivate moral virtues in children. Thereby it will succeed to inculcate the sense of dignity of labour in children. Socially useful services can save us from corrupting the mentality of the educated classes, and can prove of great advantage to the society at large. This goal cannot be achieved by introducing "Craft" or "Activity" periods alone but other social welfare works as well should be taken up by the Schools in the spirit of adventure and happiness. So first of all let us take up some of the activities which the school of tomorrow can easily take up even inside the school. These activities are as follows:—

a) Sweeping up class-rooms, verandahs and lawns of the School. "Cleanliness Committee" should be held responsible to render this work in an organised manner.

b) White washing, decorating the school building and turfing the school lawn.

The above activities will give the sense in children, "This is our school because we have made it with the labour of our hands." Naturally it will give them attachment and affection towards the School. Children in this way will find an opportunity to do some useful labour, which is sure to develop their intellect and outlook as well. In the

same way many other activities can be taken up by the school to come in close contact with the community. Such activities are as follows:—

a) Cleaning up watering places like springs, ponds and wells etc.

b) Removing stones and glass pieces from the lanes and streets of the village.

c) Digging of manure pits and other filth ditches etc.

Besides the School can celebrate many days under the following headings to render noble services to the Society:—

a) *Labour day*:—Every fortnight, one day should be fixed to sweep the lanes and streets of the village. The Teacher should behave just like a leader and guide and shouldn't hesitate to work himself for, example is always better than precept. Moreover the drains of the localities should also be improved on this day.

b) *Cleanliness day*:—Any day should be fixed to take the boys at any watering place to wash their clothes and take a bath in the open. The boys should be acquainted with the substitutes of soap etc. This work will enable them to continue to practice even at their home and can thus pave way to build a new lovely society.

c) *Construction day*:—Boys in different groups should be entrusted with different works. Some of them should take up to build fair-weather thatched "reading room" in the village and the other group should take up constructing bridges over small drains etc. Some groups should set up centres where babies will be given daily baths and so on.

d) *Survey day*:—Boys in groups should be deputed to different localities to take the survey of the

village. Afterwards the Group leader should maintain this record properly and meeting should be called to overcome the main problems of the village.

(e) *Social Day*:—This day should usually be celebrated on any festival. On this day, processions should be organised and lectures arranged to propagate amongst the public regarding the importance of personal cleanliness and social sanitation in order to ward off common diseases. People should be acquainted with the use of manure pits, new agricultural methods and implements. Topics just like 'Grow More Food', 'Village Panchayats' etc. should be made clear to the people.

The above activities if worked faithfully are sure to give us peace and prosperity. No doubt they will have their own impediments in their train but to overcome them is the first and foremost duty of the teacher. The teacher in true sense should attain the position of leader and reformer in the village. He can attain it only by his true service and virtues. This work is sure to make boys village minded and afterwards they will take any "meanest work" even in the spirit of adventure and happiness. We will naturally bid farewell to the corrupted mentality of the Educated classes, who have so far proved detrimental to the society at large. This, will then be the fruit of our co-operative labour. It is said by Gandhiji "..... I am a firm believer in the Educative value of manual work. Our present Educational system is meant for strengthening and perpetuating the imperialist power in India. Those of you who have been brought up under it have naturally developed a taste for it and so find labour irksome. No one in Government

schools or Colleges bothers to teach the students, how to clean the roads and latrines. Here cleanliness and sanitation form the very alpha and omega of your training. Scavenging is a fine art, you should take pains to learn it ..... Useful manual labour intelligently performed is the means par excellence for developing the intellect. One may develop a sharp intellect otherwise too, but then it will not be a balanced growth but an unbalanced, distorted abortion. It might make of one a rogue and a rascal. A balanced intellect presupposes a harmonious growth of body, mind and soul..... An intellect that is developed through

the medium of socially manual labour will be an instrument for service and will not easily be led astray or fall into devious paths."

Lastly, I think morality must be based upon co-operative human labour. This can evolve ideas of truth, love, justice, peace, and self-discipline. Hence it is in the fitness of things that moral training should be imparted through any useful work. If that is done, we shall soon have a race than ever the earth has known—men with the light of knowledge, in their eyes and the flame of freedom and humanity in their souls.

## UNIVERSITIES IN INDIA, 1948—49\*

Prof. C. N. PATWARDHAN, B. A., (Hons.), M. Ed.,

*Head of the Department of Educational Administration, Indian  
Institute of Education, Bombay*

IMMEDIATELY following Indian Independence, "Universities in India were required not only to meet the increasing demand for every type of higher education, literary and scientific, technical and professional, but also to create knowledge and train minds who would exploit the material resources and the potential man-power of the country for its advancement and progress."

Dr. Tarachand, Educational Adviser to the Government of India, in his preface to this publication, observes "It is hoped that educationists, research scholars and others interested in higher educa-

tion will find the publication useful." This hope is more than justified.

Interspersed with relevant quotations from the Radhakrishnan Commission's Report—officially known as the Report of the University Education Commission, 1948-49—the publication has nine factual notes, supported by statistical data, two appendices and excellent statistical charts and one map showing location of universities in India.

The topics covered are General Summary, Institutions, Enrolment, Teaching Staff, Physical Education, Examination Results, Libraries, University Finances and Inter-University Board of India.

By the end of June 1951, within four years of Independence, the number of Universities in India rose from 21 of the pre-partition period to

\* Some Observations on "Education in Universities in India" 1948—49. A Statistical Survey, Ministry of Education Bureau of Education, India, Published by the Manager of Publications, Delhi 1952. Price Rs. 7/8 or 11sh, 6d.

29. The loss of two Universities (Punjab and Decca) was more than made up. One is happy to note that while partition took away these two Universities even from the recognised, common and helpful body like the Inter-University Board, the University of Ceylon and the University of Rangoon expressed their desire to continue to be members of the Board, even after their respective countries had attained complete Independence. "This," the editors rightly state, "is an expression of the sense of academic fellowship between India, Burma and Ceylon, and makes possible co-operation in all fields of University education and inter-university activity among the three countries."

To the existing universities will soon be added four more universities—one each, at Nabha (Pepsu), Meerut, Kanpur, and Gorakhpur. Plans for these universities are under active consideration. Before 31st March 1949 the total number of Indian Universities was made up by 5 residential, unitary and teaching; 3 teaching and residential; 12 teaching and affiliating and 5 purely affiliating universities. Of these 25 universities, 3 were Central, 17 Provincial (Part 'A' States) and 5 State (former Indian Princely States). To these were later added Baroda (State and unitary, and teaching), Vishwa Bharati (Central, unitary, teaching, residential) and Karnatak, and Gujarat (Provincial, teaching and affiliating). Very recently another Central University for Hindi is proposed to be developed out of the Osmania University at Hyderabad. This will not, however reduce the total number as Hyderabad will have a university of Hyderabad as a State University.

Independently of the Universities six Boards of Education were also functioning in the country at Hyderabad, Delhi, Madras, Nagpur, Allahabad and Ajmer. Of these, two Boards namely those at Allahabad and Ajmer controlled Intermediate Education in addition to Secondary Education. The other four Boards mainly concerned with Secondary Education but Delhi Board is described as "Board of Higher Secondary Education;" Hyderabad and Madras have "Boards of Secondary Education, and Nagpur has a Board of High School Education. If all the various nomenclatures mean the same thing a certain uniformity in terminology is desirable.

The State of West Bengal has also instituted a statutory Board of Secondary Education. Similar Boards will also be set up in other States and therefore the need for a common terminology is the greater.

The changes introduced in almost all the States in Secondary Education have necessitated the establishments of these separate Boards and the Universities will in due course concern themselves with university education proper without having to encroach on the sphere of Secondary Education. The finances of the universities, which were drawing a large benefit from the Matriculation Examinations, have consequently gone down.

The Indian Universities present a highly interesting variation in the finances necessary to educate their students. There is a wide range from the maximum cost per scholar at Rs 3,890.4, per annum per scholar at Roorkhee to Rs 192.8 at the University of Jammu and Kashmir. Considering affiliated colleges

alone, Delhi University tops the list with Rs. 952.1 per scholar and the lowest is given by Jammu and Kashmir i. e. Rs. 177.9. The overall annual cost per scholar at the university stage was Rs. 597.3 and for the constituent and affiliated colleges spent per scholar Rs. 452.7 and 451.7 respectively, every year.

The total income of the Universities, constituent colleges and affiliated colleges was Rs. 15,70,832. The Government contribution amounted to a total 39.9%, made up by Central's 6.4% Provincial 22.0% and former States 11.5%. Student's fees brought 34.9%, Endowments 7.5% and the remaining 17.6% were raised from other sources. This statement should not be taken to mean that the percentage was shared by all universities equally. The 'affiliating' type—Agra for example—received only Rs. 1,05,038 from Government and depend on fees for Rs. 4,51,148 out of a total income of Rs. 5,95,951. Aligarh's total income of Rs. 14,51,692 had Government's Rs. 7,56,622 and fees' income was only Rs. 2,75,626. 'Other Sources' gave Agra only Rs. 39,765 and Aligarh Rs. 4,10,279. Mysore received from Government Rs. 34,46,000 to make up the total of Rs. 45,39,709. Income from fees in Mysore was Rs. 9,49,598. Poona's income from fees was Rs. 2,79,400 to which was added Provincial Govt's Rs. 1,43,500. The total for Poona was Rs. 4,26,300.

### OBSERVATIONS

The finances of the Universities display a curious relationship between the type of the university and its relative income and expenditure. A close study of this chapter of the publication in the context of the present urgency of

selecting a suitable type for a poor country like India needs be undertaken. The points raised by these statistics are:—

1. How was it possible for the former Princely States to provide for University education, on modest but sound lines, almost entirely at State cost? Figures for Travancore, Mysore, and Osmania, indicate that the happy state of cheap, if not free, University education was almost reached in these States.

Whatever be the economics behind these State-supported Universities the like of them will not be seen again for many years to come. Even these established institutions will have a bleak future under the pressing financial demands of the new democratic set-up, where every administrative department shows a bulge in expense. We are used to see 'Education' coming under the first 'cut' when economy in administration has to be effected. The future of these Universities is therefore, of vital concern to all. By taking over the Osmania University with the view to working it as a Central Hindi University the Government of India have saved one university of the State supported type from abject neglect. We hope other State Universities may similarly be saved and their typical character of a State-supported university with almost 80% expenses paid by the State will be maintained. The nature and scope of their work may change, some of them may specialise in teaching certain subjects but the student who goes to the universities may not be taxed heavily for the education he receives. Here the healthy and beneficial tradition of the former princely states may scrupulously be main-

tained by their democratic successors not because it is an old tradition but because this is the end—as free and efficient university education as possible—which modern democratic countries are trying to reach and which quite a good number have reached.

2. The statistics presented in the Government publication shows a tendency towards Unitary, Teaching and Residential University type. This idea, which may be abridged for the sake of convenience to "UTRU", needs be studied in detail with great caution. Among some educationists the view seems to prevail that this "UTRU" type is the best of all universities in the world. Attempts are made at each regional university to convert the existing colleges and institutions into one UTRU type. If the financial liability of parents would be thus lessened and education better organized none would vote against the establishment of this 'UTRU' type of university but we find that wherever this type has been set up the financial complications created by this type have been too serious to be solved. There are reports of a grave financial crisis in many universities of the 'UTRU' type and clamour for more and more Government grants is heard; Government with their own financial commitments on other accounts do hardly find it possible to meet the 'UTRU' demands. The educational world is shaken by these constant tremors of financial crises rising everywhere. We cannot afford to allow an earthquake to devastate all that we have, if we can prevent it. And we can prevent the impending disaster, only if we change over from the 'UTRU' type to a more stable and generally useful type of 'affiliating' universities.

3. The data before us also reveals that a large amount of money is required for university buildings. Where laboratories are necessary, a special equipment is to be installed or where there is no room to hold lectures, the building expenses are legitimate. From the rules governing recognition of colleges by universities or the requirements of buildings as set out by many sections of Universities (including Humanities) it appears that each college is expected to have a permanent building of its own. In a college the first fund we require is for college buildings. This amounts to five lakhs of rupees at a moderate estimate. Colleges, which have to grow on local financial help, have thus to spend lakhs of rupees on brick and mortar while the students for whom these institutions are to be set up starve for want of financial help. Recently Government of India has given a lakh of rupees to a university for their building programme. Could this money not have been better utilised giving scholarships to students? The number in this university is hardly 500. This number is made up by such scholars as can afford to pay the fees and for those who can afford to pay, for them alone, the Govt. pays additionally for the cost of buildings. The competitive system of education which favours 'those who have' against 'those who have not' must be modified in time before it utterly destroys the faith which people have in education. Building up structures is less important than building up characters. These funds, at present marked for buildings should go to the payment of fees and maintenance of those poor but intelligent students who have to remain, today, outside the univer-

sity portals for no other reason than their inability to pay fees.

By way of general observation one regrets to note the absence of any university type except the commonly known types—teaching, affiliating, residential and unitary with all their permutations and combinations. What Australia had to do under similar conditions of vast expanse of land and a large farming population is probably one of the best solutions for India but this type—the Correspondence Colleges—are singularly absent in our system. What China developed over a period of twenty years under hard and trying conditions of a raging war we have not even thought of. That there could be an itinerant university is something improbable and impossible to us; we may have even discarded an itinerant university as a myth but for the very convincing proof we have from documentary evidence. It is high time we re-examine our convictions and re-assess the value of our commonly accepted

types of university education and change with the times as new democracies the world over have changed. Universities in India 'admit' students, if students can afford to go to university; the grave problem before the nation's universities is not so much of 'admitting' students but of advancing towards their students. First we have to reach our students before we teach them. This we can do and we have to do if our nation has to rise as a responsible democracy, where every person will have equal opportunities, common freedoms and fundamental rights not only in the Constitution but in the daily enjoyment of life. Educational institutions which do not help the citizens realise the fruits of these rights of a modern democratic citizen and perch themselves high above the reach of the common man are out-moded specimens which have a certain value as museum pieces. They can play no active part in a living and ever growing organism as a democratic society assuredly is.

### EIGHTH ALL-INDIA NAI TALIMI CONFERENCE, SEVAGRAM

It has been decided to hold the EIGHTH ALL INDIA NAI TALIMI CONFERENCE, at Sevagram from 27th October to the 1st November, 52. The first three days will be devoted to the special conference of the field workers of Nai Talim and the last three days to the General Conference covering Pre-Basic, Basic, Post-Basic and Adult Education. An Exhibition of the Nai Talim will also be organised as an integral part of the conference.

It is expected that the Prime Minister, Sri, Jawaharlal Nehru, will meet the delegates of the Conference on November 1, and also inaugurate the Sevagram Rural University.

The Ministry of Railways has been approached for necessary Railway concessions which will be sent in due time and the delegates to attend the Conference are asked to send a post card to the Conference Secretary, Hindustani Talimi Sangh, Sevagram, asking for the particulars and application form.

E. W. ARYANAYAKAM,  
Secretary

# The Gurukul University, Kangri

Prof. INDRA VIDYAVACHASPATI, M. C. S.

THE well-known Indian leader and social reformer, swami Shradhanand (then Mahatma Munshi Ram), being dissatisfied alike with the modern official system of Education inaugurated by the British Government and mediaeval pre-British Pathasala system, raised a voice of protest and emphasized the need of a revolution in educational methods towards the 19th century. To translate his idea into practice he founded in 1902 the Gurukula Kangri near Hardwar on the bank of the holy Ganga, at the foot of Himalayas, in an ideal environment of the natural sights and sounds, away from the pernicious influences of city life. The goal and aim of this institution was to revive the ancient system of Brahmacharya (continence) and the teachers home method of education prevalent in ancient India, to amalgamate what is best in ancient Sanskrit learning with what is highest in modern sciences and English literature for purposes of education, to make character-development an integral and indispensable part of education, to instal the national language, Hindi instead of English as the medium of instruction upto the highest College and University standards, to create a living contact between the teachers and the taught, and to generate in the minds of the students a love and respect for the indigenous culture of India.

The Gurukula Kangri is a strictly residential institution in which boys recruited and initiated at the age of six, according to ancient Vedic rites, are (with certain exception) not allowed to return

home for fourteen years till they become Snataks (Graduates). Throughout this period they are made to pass through a strict and regular daily routine (interrupted partly only during study-tours and recreation-tours in vacations), devised by experts to foster plain-living and high thinking consisting of religious and moral duties, physical exercise, studies and meals under the guidance and supervision of sympathetic and selfless teachers. The course of study extends over a fourteen years' compulsory course and a two years' post graduate optional course.

The compulsory course is divided into a ten years' school course and a four years' College course. The school course teaches English and modern subjects upto the matriculation standard besides Sanskrit and Hindi upto the Shastri standard of Government Sanskrit College. The college course makes students thoroughly conversant with all branches of Sanskrit and Hindi learning besides teaching English and one of the elective subjects Philosophy, History, Economics, Politics, Chemistry, upto the B. A. standard. This post graduate course carries the study of any subject chosen by the candidate upto the Ph. D. standard.

Conformably to ancient Indian ideals, the institution charges no education fees. Only a nominal fee is charged to meet the expenses of food, clothes, books, etc. All the students rich or poor, Brahmins or sudras live, play, study, and dine together and are treated strictly

alike in the matter of food, clothes, books, and all the other things.

This institution is an independent University. During the British rule it was supported exclusively by public contributions, and it persistently refused to accept any financial aid or official recognition of its degrees from the Government. The national Government of the country has now granted it some financial aid and has recognised its degrees for purposes of Government services. Official Universities like the Agra University too have granted its graduates permission to appear in their M. A. examinations directly like the graduates of any other official University of India. Besides a first rate school, the institution has at present three colleges, the Arts College, the Veda (Divinity and Theology) College, and the Ayurveda College which teaches Aurveda along with Allopathic subjects like Anatomy, Physiology, surgery, etc. It has a good library containing forty thousand books, and a reading room subscribing the best Hindi and English news-papers and periodicals, laboratories, dissection room, Operation-theatre, X-Ray plant, etc, besides all sanitary and hygienic buildings for schools, colleges and boarding houses. The numerical strength of the students, at any time is about six hundred. The teaching staff consists of about fifty members all living within the premises in order to be accessible to the students at all times. The annual educational expenditure is about five lakhs of rupees. It has

a number of feeder institutions (Gurukula's) situated at different places and also a Gurukula for girls at Dehra Dun affiliated to it.

The premises of the institution extend over half a mile square. The Government Power House on the Ganga Canal supplies electricity. There are cemented roads every where. There is an electric water tower supplying water throughout the premises by means of pipes. The institution has its own Electric Printing Press, its own electrically worked Pharmacy, having branches and agencies all over India, for the manufacture and sale of Ayurvedic medicines, its own chemical manufactory, its own gardens, and wells, its own corn and vegetable fields, its own stores and shops in fact it is a self-sufficient University Colony.

The students of this institution have several times won laurels in Inter Collegiate and Inter University elocution-contests and tournaments for games. Ninety-five percent of the alumni of this institution are public speakers, educationists, and statesmen. Dr. Rajendra Prasad delivered its convocation address only a few days after he had become the President of the Republic and announced a donation of a lakh of rupees on behalf of the Government on the occasion. Dr. Radhakrishnan had delivered the convocation address a couple of years earlier. This year the address was delivered by Justice Mukerjee, one of the judges of the Supreme Court of India.

## KASHMIR ARTS EMPORIUM FOR BANGALORE

The Government of Jammu and Kashmir has decided to open branches of Kashmir arts emporia at Bangalore, Shillong and Singapore in the near future. The branch at Bangalore will be opened next month.—

# The Universities and the Centre

Sri R. SRINIVASA IYENGAR

THE proceedings of the Conference of the representatives of Indian Universities held under the auspices of the Inter-University Board at Madras merit careful examination at the hands of those interested in University reform. The Conference decided that the provisions contained in the Bill drafted by the Union Government to constitute a Central Council for University Education were wholly contrary to the spirit of academic freedom and the healthy development of Universities and constituted a grave danger to the Universities, and requested the Government of India to withdraw the Bill. Resolutions on the above lines have been passed or are being passed by the executive bodies of the various Universities. A perusal of the resolutions leads one to the conclusion that something has to be done to improve the organisation of Universities.

The Conference admits the necessity for the coordination and maintenance of standards, and brings to light the fact that certain of the Universities now functioning were constituted under Acts which were not exactly in unison either with the recommendations of the Radhakrishnan Commission Report or with older Acts of many of the Universities. These Acts should be revised and brought in line with the general Acts of the country. The Conference of the Inter-University Board will tackle this problem.

The Inter-University Board was formed in 1925. It is a voluntary

association of the Vice-Chancellors of the Universities. The Conference is not fully satisfied with its composition and of its functioning. The Conference decided that one more representative of each university representing academic interest should attend the meeting along with the Vice-Chancellor and that the Inter-University Board should include as members nominees of the Ministries of Education and Finance and of the Public Service Commission. The Conference also resolved that the Board should function "in an intensified manner". The Government did not realise the limitation which the Board is functioning in, which is worthwhile to learn the views of the Sargent Committee on the Board. "It is a purely advisory board and does not possess the authority which would enable it to co-ordinate university education in the ways or to the extent which a national system will require. It is not within its competence to insist on the raising of standards where this is obviously required or on the establishment of the conditions of services which are necessary to secure teachers of the requisite calibre. Nor is it able to restrain unhealthy and uneconomic rivalry between universities in regard to new developments to prevent the creation of a purely provincial outlook. It would appear, therefore, that the authority to co-ordinate university education as a whole in the interests of the country as a whole. It is patent that the Inter-University

Board will, by itself, be not competent to discharge the coordinating function effectively. It is clear that the Board recognises its limitations.

The Madras Conference of the Inter-University Board has reiterated the formation of the University Grants Committee. The Centre's draft bill does not indicate that the Council to be formed under the bill will be empowered to distribute grants among the several universities, and will function as a University Grants Committee also. The proposed Council will discharge its function also, there could be no valid objection to the Bill; otherwise, the bill is highly defective. The Inter-University Board has objected to the University Grants Committee the privilege of visiting Universities, though the Grants Committee according to the Board, might be nominees of the Ministry of Finance in consultation with the Ministry of Education. I fail to understand the logical reasoning behind the Inter-University Board's resolution to oppose the bill and its proposal to constitute the Grants Committee as above. In any case, it is essential the Indian Universities Grant Committee should be constituted by the statute of the Indian Parliament. A statutory body is any day a more weighty body and invested with dignity and authority.

It is unfortunate that the Inter-University Board has not stressed the necessity for a statutory co-ordinating council of university education. Such a body will be able to offer advice and direction as to which university might embark upon advanced study in subjects like aero-engineering, naval architecture, nuclear physics etc. Again, the Central Government has set up National Research Laboratories;

and a *liaison* body for exchange of information and of staff between the Universities and the Research Institutions is an absolute necessity.

Again, in some quarters, the question has been raised as to what part or lot the Central Government has got to do in matters like education. The wisdom of the constitution-framers in enacting the section 66 of the constitution has been questioned. Constitutions are not made by book-writers; and India need not copy other countries in all matters of administration. Our leaders have had the unique distinction of adding a new chapter to the history of constitutions; a republic within the British Commonwealth of Nations could not have been dreamt of; but it is a live fact to-day. We cannot be guided entirely by precedents in a world of rapidly moving events. None of the State Governments have till now taken any positive step to reorganise the Universities on the lines of the University Commission's recommendations. The *Amrita Bazar Patrika* wrote sometime back, Constitutionally and administratively, education, like food, cloth and some other vital matters, may be a State subject. That is, however, no justification for the Centre washing its hands of the problem in extraordinary circumstances. In education, too, an emergency, though less spectacular, has arisen. The Central Government, therefore, would be shirking its duty in this vital matter if it continues in its present *laissez faire* attitude. The University Commission has pronounced the finding that even in purely academic matters such as the appointment of examiners and the awarding of degrees the procedures and standards of some Universities are suspect. The existence of such a state of

things is immeasurably damaging to our national prestige. The Union Government has a definite responsibility which the Inter-University Board, by its very constitution, cannot discharge.

The problem, therefore, is how to harmonise the autonomy of the Universities with the upholding of national prestige and honour. The Union Government should amend the present Bill so as to be comprehensive; a Statutory Central Council of University Education should be constituted which should look after not only the maintenance and coordination of standards but should discharge the functions that the University Grants Committee is expected to do.

As regards the autonomy of the Universities to safeguard which the Vice-Chancellors of the Indian Universities are rightly zealous, following the example set up in the British Universities, it has to be

noted that in U. S. A. the Congress interests always in probes and enquiries and Un American activities and that even in Britain, too, the potentialities of conflict between Government and Universities are beginning to occasion deep-seated anxieties. In Mysore already a conflict has arisen; and the Chief Minister of the State is not prepared to concede the autonomy of the University to the extent of the Government sitting with folded hands and not looking into the malpractices which are alleged to have taken place. The Report submitted by the three eminent American educationists on the Universities in Britain will serve as a valuable corrective to persons with inflexible views; and they should find wisdom in the admonition given by Sir John Anderson to the British Universities, "They must not regard themselves as isolated units, but rather as part of an articulated whole."

## The Pupils and their Leisure Hours

Sri V. SANKARA IYER,

*Assistant Master, Board High School, Tirupputhur (R. D.)*

THE problem of leisure hours has become increasingly important nowadays. So, it is necessary to bestow careful attention to this subject. We, teachers, have to consider this problem from the standpoint of the school boy. Should we not guide the youngsters in this matter as the children of today are the citizens of tomorrow?

The conditions of life both national and international have become completely modified by scientific progress. The increased

leisure period provides them with the opportunity for raising the general level of their life to the heights which none attained till now. Only firm foundations of knowledge and character can face and withstand the serious attack of today. We are Indians and so we have to maintain the Indian mode, ideal, and outlook of life and try to meet and master the modern world.

So, each pupil must be made to learn to help others and receive help from others. The teacher must

descend to the level of his pupils and instruct them according to their taste the undermentioned theories. All human problems can be solved by friendship, social feeling, and co-operation. All good habits must be cultivated. The joy that comes out of devotion to duty, service to human beings, and out of self-forgetting enthusiasm for a cause is the fruit of real culture. So real culture cleans our mind of all bad habits, its selfishness, greed, and fear, and clothes it with humanism and gives birth to the Joy.

In the present age when much physical energy is spent, we require some kind of activity which can recoup the same. So, we should try to cultivate some interest according to the individual's taste in such activities as:

1. Collection of coins, picture-cards, stamps, shells, original manuscripts etc.

2. Gardening, carpentry, fret-work, carving, drawing and painting, cooking, instrumental and vocal music, basket making, rattan work, tailoring, clay and cement modelling, knitting, spinning, weaving, Takli, block-making, small electrical works etc.

3. Study and appreciation of poems, sciences—like astrology, astronomy, botany, physiology, etc.,—research in literary pursuits, poetry and so on.

The Chief of Audh was an artist. He has written a book on "Surya Namaskara and its benefits." The late Prof. Srinivasa Ramanujam was really mad after the Science of Mathematics. The late Maharaja of Travancore, Sri Ramavarma Swathi Thirunal has composed several songs in Malayalam, Sanskrit and other languages.

Kalidasa, Bhoja, Valluvar, Avvai, Kunjan Nambiar, Eluthachan, Vallathol, Vedanayagam Pillai, Panditha Natesa Sastrigal, Sambanda Mudaliar, Bankim Chandra Chattopadhyay, Mithilijaran Gupta, Divijendra Lal Rai, Prem Chand, and many others have enriched their respective literatures by their original talents. It is needless to mention here how Thyagaraja Swamigal enriched the Sangeetha world with his precious songs. Let us think a little about our Bharathiar. He has composed many patriotic songs in Tamil. Rabindranath Tagore has written many thoughtful and highly philosophical books. He began to study painting in his seventeenth year. Lokamanya Tilak took very great interest in Sanskrit literature. He wrote the Arctic Home of Vedas and Gita Rahasya when he was in Mandalay Jail. He utilised his leisure hours in the study of Sanskrit. Sri Jagadguru Adi Sankara Acharya lived only for 32 years. He has composed many useful poems and written wonderful commentaries on several Hindu Sastras and Vedas within the short span of his life.

I know one of my friends used his leisure hours in washing his clothes by himself. He never approaches the washerman for this purpose. Another friend of mine, after passing S. S. L. C. class did not get any appointment for a long time. He knew cooking well which he learnt during his leisure hours from his uncle when he was young. He is now the proprietor of a big Lunch Home and has earned a lot.

It may not be out of place in this connection to mention a few of my personal experiences for the past forty years from my school age. I learnt cooking from my uncle when I had leisure during my school days.

So, when occasions come, I take pleasure to help others in cooking even during big functions. I have taste in carpentry, masonry, and smithy in which I improved myself when I was at Rajapalayam. Now I have got my own tools with me for there. I myself can make my own furniture, cement blocks etc. Besides these, I have increased my vocabulary in studying the languages such as Tamil, Telugu, Malayalam, Sanskrit, English and Hindi. Whenever I have leisure, I improve my knowledge by studying the religious, astrological, astronomical and medicinal books which I learnt during my school days. Book-keeping, Type writing, Shorthand, commercial geography, and tailoring also engage my leisure hours. Thus I never allow my leisure hours to go waste.

Anyone whose brain is interested in doing some special work, will never think it beneath his position when doing manual labour like gardening, cooking, carpentry, spinning etc. In a way, the study of these special items of work solves the problem of unemployment also. The timely diversion of the mischievous and romantic minds of youths will induce them to do any of these special items of work as hobbies with interest. They will forget the self and do them with joy and pleasure.

Further, such engagements during leisure hours will surely develop powers of observation, concentration and resourcefulness. He will forget the worries and anxieties

during that period. His mind will ever be active; evil thoughts will fly away, and sound health assured while at work.

Many pupils allow their mind to rust. They spend their leisure hours either in doing nothing or worrying their minds over trifling affairs. We know the proverb, "An idle man's brain is the devil's workshop." Nothing affects the health of a person so much as worry and anxiety, which can be avoided by these special items of work during his leisure hours.

We can do useful social work during our leisure hours. There are many persons who feel very happy and self-forgetful when they do service to others. Some feel that everything is going wrong with them and yet they do not know how to get over these disappointments. Such people must occupy their leisure hours with some social or religious or political work when they will find life so tyrannical.

Some people are in the habit of reading books, others of either hearing or singing songs or getting engaged in making things for themselves etc.

We, teachers, should try our best to inform our young pupils through stories and advise them that they should never waste their time, that 'Time once gone will never come back' that 'The idle man's brain is the devil's workshop' and that they should engage in some useful vocation during their leisure hours.

#### JAPANESE SCHOOL IN INDIA

Japan's new Foreign Office will spend a first appropriation of £ 250 000 to foster Japanese cultural relations with other nations, particularly South-East Asia and India.

Under the Society for Promotion of International Cultural Relations, Japanese language schools will be founded in India, Pakistan and Thailand.

## CHAIRMAN OF THE NINE-MEMBER

Secondary Education Commission

(Appointed by the Govt. of India)



Dr. A. LAKSHMANASWAMI MUDALIAR,  
Vice-Chancellor, University of Madras

The Commission includes Principal John Christie, Jesus College, Oxford; Dr. Kenneth R. Williams, Dean of Instruction, Air University, U. S. A.; Mrs. Hansa Mehta, Vice-Chancellor, Baroda University; J. A. Taraporevala, Director of Technical Education, Government of Bombay; Mr. Dr. K. L. Shrimali, Principal, Vidya Bhavan, Teachers' Training College, Udaipur; Mr. M. T. Vyas, Principal, New Era School, Bombay; Mr. K. G. Saiyidain, Joint Secretary to the Government of India, Ministry of Education (*Ex-officio* member); and Principal A. N. Basu, Central Institute of Education, Delhi.

## NOTICE

All communications concerning Editorial be addressed to:—

The Editor,  
'EDUCATIONAL INDIA',  
Haveli Road,  
MASULIPATAM



## EDUCATIONAL INDIA

MASULIPATAM, Oct., 1952

## Regulation of Universities

THERE is nothing surprising in the Inter-University Board composed as it is of the Vice-chancellorships of the several universities in the country condemning the Bill framed by the government of India to coordinate and determine the standards in universities of higher education. No individual or institution welcomes control. Every one wants freedom and autonomy. But the question is whether any one however high placed he may be deserves complete freedom. Freedom has always to be coupled with responsibility and it is to secure responsibility that limits have always to be placed on the exercise of freedom. There can be no exception to this. Even Vice-chancellors of universities—eminent as they are—have to bow to this universal rule.

WHY has this question of coordination through control become important today? It is because the universities have been found to exercise the autonomy conferred upon them without an adequate sense of responsibility. They themselves recognise that there has been a fall in the standards of university education. The Executive Council of the Nagpur University which has endorsed the views of the Inter University Board has confessed that "the academic standards of Indian Universities are, admittedly, not very high. To raise their standards should be a matter of national honour." This fall is not a recent phenomenon. It has been going on for several years. Several authoritative reports have repeatedly drawn attention to it. The Inter-University Board was aware of it. The public have a right to know what action has been taken by the Board or by individual universities to arrest this deterioration. No really effective action has so far been taken. The situation is much worse to-day than what it was five or ten years ago.

## WHAT about coordination?

There is for instance no uniformity in regard to the conferring of degrees. An Honours Degree in one Indian University does not signify the same achievement as that in another. The same is the case with regard to several post-graduate degrees. Similar differences exist in regard

to the marks on the basis of which first or second class is awarded. Take again the medium of instruction at the University stage. The Board has discussed this question but it has not so far had the courage to arrive at any definite conclusion with the result that the situation has become utterly confused and shows signs of becoming more confused.

**I**T is circumstances like these that has made the Government bring forward the Bill under which it proposes to set up a Central Council of University Education for the coordination of standards. The council is to consist of such persons as the central government may deem fit provided that at least one third of them shall be vice-chancellors of the Universities. The Council will have powers of inspection and of making recommendations with a view to raise and maintain standards. It is also to be an executive body with authority to see that the recommendations are carried out by the Universities concerned. If any University fails to comply with any direction issued by the council the council may advise the Central Government to refuse to recognise any degree conferred by such University for the purpose of employment under the central government or for any other purpose.

**I**T is to the institution of the central council and the powers that it is proposed to grant to it that the Inter-University Board

has taken objection. The Board however has recognised that there is need for some coordinating authority. It suggests that instead of appointing a central council for that purpose the Government should constitute a University Grants Committee on the lines on which such a Committee is working at present in Great Britain. The point to be considered is whether after all there is much difference between the Council proposed by Government and the Grants Committee proposed by the Vice-Chancellors. There is not much difference so far as the composition is concerned. Members on either body are to be nominated by the Central Government and not more than one-third are to be persons directly connected with the Universities. This means that the Universities will not have more representation on the Committee than on the Council. Either body will be dominated by the nominees of government.

**W**ILL the Grants Committee have less of control over the Universities than the proposed Council? It doesn't look as if it will have fewer powers. It will be the body through which government will distribute grants and the Vice-Chancellors now demand grants amounting to a larger amount than is the case at present. In making this distribution the committee is bound to see that proper standards are maintained and that coordination is brought about. It must have powers of inspection and

the power to make recommendation. No grant-distributing authority can remain indifferent to the way in which the grants are utilised.

**B**ETWEEN therefore the proposal made by Government and that made by the Vice-chancellors there is not any substantial difference. The difference is only in the name of the body exercising control and bringing about co-ordination. It does not matter very much whether it is called a Central Council or a Grants Committee. It should be composed of eminent persons and should be mostly independent of the Universities whose work it should inspect and review. A body like the Inter-University Board consisting as it does of the representatives of Universities cannot exercise any effective supervision over them. It can at the most be an advisory body. Now that the Vice-chancellors concede that their Universities should be subject to supervision by an outside body like the Grants Committee it does not matter very much if the Government substitutes such a Committee for the Central Council which is proposed in the Bill.

**B**UT the committee should have real powers. Conditions in India are not identical with those in Britain. The academic tradition in Indian Universities is neither so deeprooted nor so healthy as in Britain. Intrigue and undesirable political and

communal influences play a larger part in their working. Some external controlling authority is necessary in their case. The best course therefore is to constitute a University Grants Committee and confer on it such powers of control.

### Questionnaire On Secondary Education

**A**T a time when what is needed in the country is quick action the Government of India have chosen to adopt delaying tactics by appointing a Secondary Education Commission to make a report on all aspects of Secondary Education. No such Commission was needed to study the question as the subject has been in some form or other under investigation for the last ten or fifteen years and ample material in the form of reports is available in the offices of Government for carrying out changes in desirable directions. Moreover secondary education is a state-subject under our constitution. On many matters affecting it each state is free and ought to be free to pursue its policies. By appointing this commission the central government has taken upon itself a responsibility which doesn't belong to it. And this will result in state governments getting an excuse for their inaction. And how little they are interested in action is shown by the fact that after this commission was consti-

tuted by the central government the governments of Orissa and Mysore have announced the appointment of similar commissions by them to go into the same subject. They could as well have waited for the report of the central commission.

**EVERY** commission follows a routine and the first item in the routine consists in the issue of a questionnaire. The secondary Education Commission has strictly adhered to this traditional routine and the persons responsible for the issue of the questionnaire are congratulating themselves on its covering a wide field of enquiry touching all aspects of secondary education and omitting none. In this sense it is highly comprehensive.

**THE** point however is whether there was really a need to issue such a comprehensive questionnaire. In the first place most of the questionnaire relates to facts and figures about which there is no controversy or differences of opinion—facts regarding the duration of education, the age of admission into the course or into the examination, the types of management, the subjects actually taught, the present media of instruction, the existing scheme of examinations etc. Questions in regard to facts like these should have been addressed to Departments of Education in each State as they are in the best position to give the information needed. It should not have formed part of

the general questionnaire. Only questions on matters about which there is scope for difference of opinion or which have become controversial should have found a place in the general questionnaire. As it is, the result will be that every institution and individual to whom the questionnaire is sent will deal with questions of fact as well as questions of a controversial character and the commission will have before it a great deal of unnecessary material. It may be said by those responsible for the questionnaire that there is a clear indication that correspondents are expected to give their views and suggestions only on matters in which they are particularly interested. This is of course true but in practice the inclusion of a large number of questions on factual matters creates a good deal of confusion. This should have been avoided.

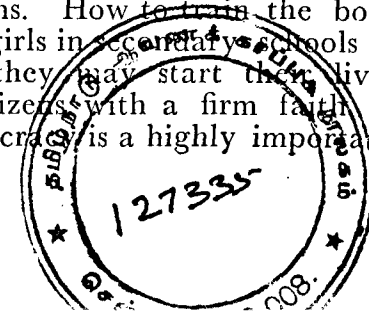
**THERE** is also another feature of the questionnaire to which attention has to be drawn. During the last few years certain aspects of secondary education have assumed relatively more importance than they had in the past. They should have been given a greater prominence in the questionnaire. It is about those aspects that information is lacking in the reports of earlier commissions and committees. Though there are a few questions in the present questionnaire on some of these aspects they have not been given the prominence which they deserve.

**ONE** such aspect is the growing indiscipline among students. This is today the fundamental issue in education. It is the one disease that is striking at the root of all educational progress. It is a much more basic issue than that of curriculum, courses and examinations. There is even need for a separate commission or committee to go into this subject. But the questionnaire issued by the present commission has not placed the kind of emphasis on it which it deserves. There is of course question 20 (c) bearing on it which is a part of the general question on moral and religious instruction. But more questions should have been included on it. It is to be hoped that the Commission will go thoroughly into this subject and give to the government the benefit of its conclusions. If students think that there is nothing wrong in their assaulting teachers in the class-room, in beating invigilators in examination halls, in entering into clashes with the police and in interfering with matters of public policy which is beyond their comprehension, where is the scope for education? This is the real problem of education—today. All others are subsidiary to this.

**SIMILARLY** the questionnaire has not given sufficient prominence to the subject of medium of instruction in schools and the languages. There are of course several questions in the

questionnaire on this subject but they are so mixed up with several other matters that there is a possibility of correspondents not paying adequate attention to them. There should have been a separate section on this subject and a larger number of leading questions should have been framed on it. This is one of the burning issues of the day. Even where it is accepted that the mother tongue should be the medium of instruction effect is not given to it. The policy regarding English and the Federal Language has not yet been clearly enunciated. An "Omni-sus questionnaire" has its own merits and it is perhaps necessary also when the commission has to prepare a comprehensive report. But it would have been better if in arranging the questionnaire a separate section has been devoted to matters referred to above so as to bring out their prominence today.

**THE** third question to which prominence has not been given in the questionnaire is education in democratic citizenship. This is a new problem which has cropped up after we became free. There are so many anti-democratic forces active in the country. Moreover democracy is not a part of our inherited tradition. We have however chosen to work democratic institutions. How to train the boys and girls in secondary schools so that they may start their lives as citizens with a firm faith in democracy is a highly important



problem for us. And the questionnaire has not laid sufficient emphasis on this.

### Scales of Pay of Teachers

THE Ministry of Education has rendered a real service by bringing out a Publication on the "Scales of pay of Primary and Secondary School Teachers in States in India 1950-51." This is a revealing document as regards the sad plight of the teachers in most of the state and some of the states where their plight is saddest are like Uttara Pradesh known to be progressive states in the country. As the Publication observes, "Improvement of their pay scales and conditions of service generally, in so far as financially feasible within the resources of each state, is basic to the success of the whole project of educational development which we are interested in working out". This has been long recognised but effective implementation of it has not been forthcoming.

ONE feature of the scales now existing in the country is that they vary too widely not only as between one state and another but also as between government schools, local Board Schools and schools under private management. The first kind of variation may be excusable to some extent but not the second kind. Economic conditions vary from state to state. Some are rich and others are not so rich. This difference in financial resources

makes it difficult to have the same scales of pay in all the states. But there is not much excuse for the second kind of variation. It is undesirable for instance that in the same town a teacher doing identical work should be setting a high salary if by chance he happens to work in a government school and a lower one if he works in a private school. This disparity produces a harmful psychological effect. It also makes teachers anxious to move from one school to another and results in unhealthy kind of competition and sometimes of intrigue. It is considerations like these that necessitate uniform scales of pay for all teachers in the same state having the same qualifications whatever be the management under whom they are employed. This can be brought about by the government making it a condition of the recognition of schools that the scales prevailing in government schools should be adhered to by all managements. Schools run by discontented teachers cease to be educational institutions.

EVEN as between one state and another it ought to be recognised that no teacher should be paid less than what enables him to get the necessities of life, food, clothing, house room, medical help and other essentials. This should be the basic minimum. Here lies a great responsibility on the central government. It must come to the rescue of state govern-

## THROUGH different STATES

### DELHI

#### REORGANISATION OF EDUCATION

The Secondary Education Commission, recently appointed by the Government of India, will start functioning from October 1, it was learnt.

Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor of the Madras University, is the Chairman of the nine member Commission.

#### PAY SCALE OF TEACHERS

Improvement of the pay scales and conditions of service of school teachers, in so far as financially feasible within the resource of each State, is basic to the success of the whole project of educational development which India wants to work out, states the publication entitled, "Scales of Pay of Primary and Secondary School Teachers in States in India, 1951," issued by the Ministry of Education, Government of India.

The publication gives the scales of pay prescribed for teachers in primary, middle and high schools in various states under different types of management. It brings out clearly the great variations in the salary scales of teachers working in Government, local boards and private schools. It also draws attention to the wide disparity in pay as well as allowances prevalent in different States.

*Continued from preceding page*

ments if after enquiry it is satisfied that they are unable to pay out of their financial resources this minimum. This ought to be the function of central subsidies to states.

The publication recommends to the State Governments that they urge upon the local boards the advisability of adopting Government scales as far as financially possible and that such scales of pay or approved scales of pay approximating to them should be regarded as one of the conditions for grants-in-aid to private institutions.

Higher scales of pay are recommended for head teachers of schools as the headship of a school involves special responsibility and as such it should carry a higher salary or an additional allowance which should be substantial rather than nominal.

To have an idea of the salaries of teachers in some of the foreign countries the publication gives scales of pay in the U. K., Burma and Australia.

#### CENTRAL UNIVERSITY

A meeting held at Delhi on 9th Sept., 1952, of the Chief Minister and Minister of Education from the Punjab and PEPSU under the Chairmanship of Maulana Abul Kalam Azad decided to set up a nine-man committee to explore the possibility of establishing a Central University for the Punjab, PEPSU and Himachal Pradesh.

#### SCHOLARSHIPS FOR STUDY OF CINEMATOGGRAPHY

The Italian Centre of Cinematography had offered a scholarship to an Indian student from November 1, 1952, to June 10, 1954, for training in any of the following sections: (1) Directors, (2) Cameramen and sound engineers, (3) Scenographers, (4) Actors and actresses, (5) Costume experts. Applications are to be sent to the Italian Embassy in New Delhi by September 15, 1952. Selected scholars will be paid a monthly allowance of 50,000 lire. The cost of the passage both ways will also be refunded at the end of the course.

### SCIENCE PRIZE FOR INDIAN STUDENT

Suli Lam, 17 years-old Indian student of Dulwich College in London, has won one of the science prizes awarded by the international scientific review, Endeavour, according to the London Press Service.

The prize was presented by the Duke of Edinburgh, outgoing president of the British Association for the Advancement of Science, which is holding its 114th Annual Assembly at Belfast. The prizes are awarded to stimulate interest of the younger generation of scientists in the work of the British Association.

### MADRAS

#### NEW SYLLABUS FOR SECONDARY SCHOOLS

The syllabus in English for secondary schools in Madras State is published.

The whole syllabus from Forms I to VI, states the Director of Public Instruction, aims at complete mastery (understanding, speaking, writing and reading) of a 2,000-word vocabulary, and of the phrases and idioms commonly associated with those words.

The teacher of English may make use of much general knowledge and the linguistic experience already gained by the pupil by the new realistic education. Greater and more persistent effort, however, is needed now than ever before to develop the fresh speech habits involved in the learning of English by pupils who have already acquired conscious speech habits in the mother-tongue. In teaching right pronunciation and articulation, the use of linguaphone records and A. I. R. and B. B. C. Broadcasts is recommended. In general, the necessity of improving methods of teaching English and of employing thoroughly qualified teachers from the earliest stage should receive the most earliest attention of every school.

It should be emphasised that in the learning of a foreign language,

mastery of structure is more important than the acquisition of vocabulary. The limitation inherent in the study of English due to lack of natural incentive, restricted number of periods for teaching and grammatical difficulties can be overcome only by intensive drilling in structure patterns.

### CONTRIBUTIONS TO COLLEGES BAN ON LOCAL BODIES

The Government of Madras have directed that in future local bodies in the State should not make contributions from their funds to colleges which are not under their management. They have however, ordered that the contributions which are already being made every year by certain local bodies in the Andhra districts to the Andhra University may be continued.

It may be recalled that in December 1951, when there was a demand for the opening of arts colleges in several places, the Government issued orders permitting District Boards, Municipal Councils, and the then existing Panchayats to contribute from their funds towards the opening of arts colleges with the sanction of the competent authority and to the extent to which their finances permitted. The Government have since reviewed the question and have decided that the existing policy should be changed.

The present order will not affect the one issued on December 27, 1951, by which the Government permitted local bodies in Andhra to contribute towards the Jubilee fund of the Andhra University after getting the prior sanction of the competent authority and subject to the conditions specified in that order.

### PHYSICAL EDUCATION

Schemes for the expansion of physical education in the State could not be undertaken this year because of financial limitations, said the Raja of Ramnad, Minister for Accommodation Control and Sports and Games, in a talk with Pressmen.

Asked whether it was not possible to encourage indigenous sports, which

might not be very costly, even they, the Minister stated, meant, financial commitment which the Government could not undertake at present. He also said that he was now in charge of the portfolio of physical education, in addition to sports and games.

### BOMBAY

#### FILLIP TO PHYSICAL EDUCATION

The establishment of a fullfledged National College of Physical Education and Recreation, to be affiliated to the Bombay University and for the present offering a four year degree course but gradually developing facilities for post-graduate courses leading to Master and Doctor Degrees, has been recommended by the committee appointed by the Government of Bombay last year to consider the question of conversion of the Training Institute for Physical Education at Kandvili into a National College.

Swami Kavalayanand was the Chairman of the Committee, and Mr. S. R. Dongerkerry, Registrar of the Bombay University, and Mr. P. M. Joseph, Principal of the Training Institute for Physical Education, were its members.

### WEST BENGAL

#### HEALTH HOME FOR CALCUTTA STUDENTS

A group of eminent Calcutta doctors announced that they had initiated a health home for students in the city and intended to set up a sanatorium in the near future.

The home had been started, they said, because about fifteen per cent of all students in the city required immediate hospital treatment, while the vast majority of the rest urgently needed treatment of various kinds.

The home has already been informed by the International Students' Relief Organisation that a stationary x-ray unit had been despatched to India.

### STUDY OF HISTORY IN W. BENGAL SCHOOLS

Secondary school students in West Bengal will from 1955 stop studying English history.

The West Bengal Board of Secondary Education has notified schools that from 1955 onwards a syllabus on elements of citizenship and Indian administration will replace English history in the School Final Examination.

The detailed syllabus is expected to be made known shortly.

### U. P.

#### INDISCIPLINE OF STUDENTS U. P. GOVT'S CONCERN

The Uttar Pradesh Government have taken serious notice of the growing indiscipline among students and are determined to drive the lesson home to the student body and teaching staff that "indiscipline, like crime, does not pay."

According to knowledgeable quarters, unruly agitation by students have become distressingly common. From Agra, Farrukhabad, Benares and other districts, reports are pouring in about such disturbances. The police authorities are said to have conveyed to the Government that unless the line is drawn somewhere, the law and order situation in the State will be seriously undermined by such clashes.

The authorities feel that the general situation has been aggravated by the irresponsible conduct of certain teachers, who incite the boys to take the law into their own hands at the slightest provocation. Action, it is believed, is likely to be taken on the following lines: (1) Teachers who foment indiscipline will be summarily discharged. (2) Students guilty of gross indiscipline will be either expelled or rusticated. (3) Such educational institutions as are patently unable to maintain discipline will have their grants withdrawn by the Government.

**BIHAR****FORD FOUNDATION GRANT**

The Government of India has allotted two educational extension training centres in Bihar for training extension staff required for community and other development projects under the Ford Foundation Grant. These centres which will cost over Rs 13.75 000 over a period of four years will be located at Patna and Muzaffarpur agricultural farms.

**ORISSA****SECONDARY EDUCATION  
IN ORISSA**

The Government of Orissa have appointed a 22 member committee with Dr. P. Parija, Pro-Chancellor of Utkal University, as the Chairman to examine the Secondary Education system in the State now considered as "the weak spot in the entire educational machinery."

**ASSAM****SOCIAL SERVICE BY STUDENTS**

250,000 Pupils to take Part

Nearly two and a half lakh students and 8,000 teachers of secondary schools throughout Assam will henceforth go out to their neighboring villages every Saturday to do social work with the introduction of compulsory social service for secondary school students in the State.

Compulsory social service inauguration day was observed throughout the State on 30th August with *prabhat pheris* of boys and girl students and meetings. There was mass drill demonstration in each centre.

Social service by students and teachers will take the form of cleaning villages and their surroundings, compost making assistance to poor villagers in constructing houses digging or cleaning ponds, etc., and impressing upon the villagers the need for clean and healthy living.

**MYSORE****EDUCATIONAL REFORM  
IN MYSORE**

The Chief Minister Mr. K. Hanumanthaiya, said that the work of this

committee would last only one or two months as what was expected of it, was not new ideas but only to make suitable recommendations and draw up the curriculum on the basis of the reports of the Universities Commission and the C. R. Reddi Committee. Financial implications would not be a limiting factor in regard to educational reforms, he added.

**HYDERABAD****OSMANIYA 'VARSIY  
LANGUAGE POLICY**

The Sub-Committee constituted by the Osmania University to review the language policy of the University has recommended that the "aim of the University should be to impart instruction in all branches of learning through Hindi and the regional languages of the State and study of English should be compulsory in examinations leading to the Bachelor's degree in arts and science."

Technical terminology shall be in international form though it may be adapted to the genius of Indian languages. The Committee also recommended that the University Council shall have power to decide which of these shall be the medium of instruction for any particular faculty or college and to prescribe the medium of English for professional faculties or colleges and to prescribe for faculties of arts and science either the medium of Hindustani with option to use Devanagiri or Urdu script or the medium of English, or both, but with English as a compulsory language in courses leading up to the Bachelor's degree.

The Committee recommended retention of the Translation Bureau of the University and the constitution of overall committee with two members each of the University Council, Senate and Academic council under the chairmanship of the Vice-Chancellor, to see that the objective of the University in respect of medium of instruction was achieved.

**PUBLIC OPINION****MR. S. GOVINDARAJULU ON  
GOVT'S LANGUAGE POLICY.**

Addressing the members of the Kumbakonam Educational Society on Aug. 31, Mr. S Govindarajulu Director of Public Instruction, Madras said that a new approach and a method were called for in the teaching of English in our schools.

The Director then explained the language policy in the reorganised system of secondary education. He said that there was no difference of opinion as regards the mother tongue being adopted as the medium of instruction. The word regional language had been unfortunately used to connote the mother tongue. If teaching through the mother tongue was the principle how in the same breath, could they compel pupils whose mother tongue was different, to study the regional language? Hence, the Government had decided to allow grants for the running of parallel sections.

Next came English, a certain quantum of which the boy had to learn before he entered the college. Then the classical language, Sanskrit or Arabic or Persian and then Hindi or a South Indian language. The cry for compelling boys to learn all the four or five languages was not sound. If they devoted so much of the pupil's time to the study of languages, could they teach him any other thing? Languages were learnt mostly because they were vehicles of expression and intended for the acquisition of ideas. Would we be justified in denying the benefits of education to a child which could not pass in all the four languages? Then the tendency would be to concentrate on words rather than on ideas. If these languages were simultaneously spoken languages in one area, there would be no difficulty, because the child would

be familiar with many words in the languages spoken and it would learn them in much the same way as it learnt its mother tongue. In Chittoor, Tamil and Telugu were the languages of the market place and the child could easily learn both. In Kurnool, Urdu and Telugu were freely spoken. It was often said that, on the European continent, boys learnt a number of European languages. In France, Switzerland etc. most of the languages were spoken daily all round and as such the child had little difficulty in learning them. Politics had invaded education and as such in the reorganised courses of study, the mother tongue and English had been made compulsory while facilities were given for the study of classical languages and the national language Hindi. The Director felt that in the coming years, Hindi would be studied in larger numbers by the pupils

**MR. C. R. ON STUDENTS AND  
THE CINEMA**

Addressing the students of the Pachaiyappa's college Madras, Mr. C. Rajagopalachari, Prime Minister of Madras State referred to cinemas and said:

Whatever anybody might say or write about the possibilities of the cinema, he had no hesitation in telling boys and girls not to attend pictures. They might remain at home and do any thing else they liked, but not see those pictures. If and when those pictures improved he would let them know. But that would take a long time. Conditions for film production were such and the cost, involved was such that they could not afford to make them instructive. They must make the film not merely entertaining, but of

compelling attractiveness. The only way they could make it so now was by appealing to the sex instinct. It would be better to attend a drama than to see a picture. In a play, the men and women on the stage were real and they had some inherent restraint. When a film was made, they acted in private with nobody to look at them and the whole thing was also made up subsequently. Pictures were produced in such a way as to attract crowds and to compel people to go not once, but several times.

Mr. Rajogopalachari made it clear that he was not against the cinema trade. Very good money was invested in it and very good friends of his were in it. Even pious men were employed in it. All of them had his blessings and he wished them very well. "But I must tell you young people, not to go to cinemas. Even if you neglect your studies, it does not matter, provided you do not attend these cinemas. It makes your mind rotten. It constantly makes you think of something which you should not think of. It undermines your spiritual strength. Let me warn those who want to be clever, intelligent and successful in life that going to the cinema not only undermines your morality, but also your intellect. A man who is after sex is a stupid man. He is not a man of culture. Even in the interest of your own intellect, do not go to pictures." Picture-Producers might think that he was persistently obstinate in saying something adverse to their interest. But this topic had come by the way and he had to say what he left in the matter.

#### ACHARYA NARENDRA DEV'S ADVICE TO STUDENTS

Acharya Narendra Dev, Vice-Chancellor of the Banaras Hindu University, told the students that the greatest need of the hour was self-discipline, self-dedication and self-knowledge among the students who were the future leaders of the country.

Acharya Dev, who was inaugurating the Patna University Socialist Club, called upon the students to wage a relentless fight against pessimism and inertia that were fast overtaking them.

He appealed to the students to study the various problems of the country as they were living in an age of "social awareness." Their aim in life should not be merely to pass the examinations. Even beasts managed to procure their food; the aim of the students should be something higher and nobler so that they could lead the country to the path of progress and prosperity. The social aspect of education had to be studied. Nobody could safeguard his personal interest unless he was prepared to safeguard the interests of society, he added.

#### Dr. S. P. MOOKHERJEE ON THE PLIGHT OF TEACHERS

Dr. Syama Prasad Mookherjee inaugurating the fifth session of the West Bengal Primary Teachers' Conference, said, the true foundation of Indian independence could not be laid until a sound policy of national education was implemented, consistent with the needs and aspirations of the people.

The greatest blot on the British administration in India was lack of literacy which affected nearly 90 per cent of the people. It was regrettable that in spite of the much-advertised plans and schemes since the achievement of independence, the percentage of literacy had shown no appreciable improvement, he said.

"If countries like Turkey, Japan and Russia can evolve and implement a satisfactory plan for widespread educational facilities in their countries within a short period, there is no reason why India should lag behind, specially after independence." Democracy and adult franchise would be meaningless if the foundation of the educational system remained weak, he said.

#### Educators from 35 Countries attend UNESCO Seminar in the Netherlands

Eighty educators from 35 countries have just concluded a 25-day Unesco-sponsored Seminar at Woudshouten near Utrecht in the Netherlands, to study and develop methods of education for living in a world community.

The participants discussed how, through education, children of all countries may grow up fitted to live in a world community which observes the obligations imposed by the maintenance of peace, and which respects and applies the principles of the Universal Declaration of Human Rights. The discussions covered active methods of teaching, that is, methods which involve the direct participation of the pupils, founded on the principle that in all countries every teacher will take as his starting point the traditions, beliefs and educational methods of his own country.

The teachers and professors attending the Seminar, all of them chosen by the governments of their countries, were concerned with the problem of educating citizens who will be both faithful to their duty to their own countries and loyal to the international obligations which these countries have undertaken.

The topics discussed included the choice of subject matter, educational practices and teaching methods, training of teachers and teaching materials and aids.

In his address to the Seminar, Mr. Torres Bodet, Director-General of Unesco, told the educators that "you are met to discuss how, through education, the children of all countries may grow up fitted to live in a world community which observes, in accordance with the charter of the United Nations, the obligations which the maintenance of peace imposes and which respects and applies the principles set forth in the Universal Declaration of Human Rights."

#### FOREIGN CURRENTS

"It has never been the purpose of Unesco," he said, "to turn citizens from their national loyalties. We are trying to do something quite different; to train citizens - since we are concerned with education - who will be faithful in their duty to their own country and who, for that very reason, will also be loyal to the international obligations which their country has assumed."

The Director-General stated that "for many people, collective security without the hope of economic and social improvement would be no better than the maintenance of an unsatisfactory order of society" and he added that "what helps to give collective security its noblest human significance is the progress which it enables all the peoples of the world to make."

Referring to Unesco's programme of education for living in a world community, Mr. Torres Bodet declared that "Unesco, being an inter-governmental Organization which in the nature of things respects all creeds and beliefs, is not qualified to profess any one of them in particular."

Its work must be founded on the principle that, in all countries every teacher and every family, if they so desire, takes at their starting point their own particular dogma and philosophy of life."

—Unesco News.

#### International Congress of Linguists

The seventh International Congress of Linguists, which has been meeting in the Senate House of London University, has concluded its main discussions.

The Congress, presided over by Professor Sir Ralph Turner, Director of the School of Oriental and African Studies, began on September 1 and is one of a series held under the auspices of the Permanent International Committee of Linguists and of UNESCO. It is the first to be held in Britain. Over 450 representatives of 45 countries, including India, attended the Congress.

ey included large numbers of official representatives of Governments as well as universities and learned societies all over the World, and of the Director-General of UNESCO. The majority of the delegates were university professors of language.

The purpose of the Congress was to bring together, for an exchange of views, experts whose concern is the study of languages from the theoretical standpoint. Subjects discussed included the theory of meaning, the place of language in such other sciences as philosophy, psychology and social anthropology, the most satisfactory methods of analysing and describing the sounds and the grammar of different types of language, the principles according to which languages change, the relationship existing between different language groups, and the history of various language-families.

Many of the papers read at the Congress dealt with the links between Asian and European languages and the discussion which followed the papers was generally devoted to seeking common sources and the influences of one on the other. One important phase of the Congress was directed towards the compilation of a guidance to language structures that could be used equally well in both East and West.

Besides India, other Asian countries represented at the Congress were Pakistan, Ceylon, Burma, Cambodia, China, Japan and Korea. — B. I. S.

### World handbook of Educational Organisation and Statistics §§

Unesco has just published "World Handbook of Educational Organisation and Statistics", a 470-page reference book presenting basic data on the educational systems of 57 countries.

The Handbook is the first world survey on the subject prepared and published since the International Bureau of Education issued in 1932 a smaller volume covering 53 countries. The present volume includes a survey on the problems of comparable educational

statistics. For each State the material generally comprises statistics on the essential facts of the educational system giving figures on such subjects as the number of schools, pupils, teachers, etc.

To make these quantitative statistics clearly comprehensible, particularly on a comparative basis as between the various countries, there are explanatory texts analysing the educational, administration, organization and budget of each country. As far as possible, these are set forth in similar terms. Specific details covered are for example, the legal basis of education and schools, administration, finance, or organization; adult, mass and fundamental education and status of teachers; youth groups; social health and physical education.

An international glossary of educational terms covers the current words and phrases, with brief definitions and translations, used in the various countries described in the Hand-book. This is divided into five sub-headings: pre-school, primary, secondary, vocational and teacher-training. There is a general index, and for each country a bibliography as well as analytical diagrams and tables.

The work of assembling the material for the Handbook began early in 1950 when Unesco sent out to the educational authorities of the various countries a questionnaire prepared with the advice of national experts. Some 38 States replied to the questionnaire while information from 19 further States was obtained from official statistics available in printed form. The material was prepared with the help of Ministries of Education, National Commissions for Unesco, Central Offices and many other agencies and individuals.

The Handbook is now published in English, to be followed soon by a French edition. — Unesco News.

§§ Cloth-bound edition: \$ 9; 50/6; 2500 frs.  
Paper-bound edition: \$ 6.50; 35/-; 1,700 frs.

## Correspondence

### Singaram Pillai High School Teachers' Association, Villivakkam

Dr. (Miss) J. F. Forrester B. A. (Hons) Ph. D. (London) of St. Christopher's Training College, Madras, delivered the Inaugural address of the above association on Wednesday the 20th August '52.

In the course of her address, the learned doctor spoke as follows:—

"We have to remember that English is now to be learnt as a foreign language and that we have therefore to adopt methods used by teachers of English as a foreign language. A distinction between a living language and a dead language has to be made. Pupils should be able to speak the living language, and the teacher should control and select the vocabulary and sentence structures he is using. There should be frequent drill in the use of those structures. The pupils should feel that they have learnt something definite at the end of each period. Each structure learnt should be built on those taught previously. There should be a grading of sentence structure. Experiments in such teaching have been carried out by Mr. C. C. Fries in Latin America, the scheme of which may be seen in the U. S. I. S. Library. In Wales also, experiments in the teaching of English are going on, as there are Welsh children who know no English until they come to school. The Welsh language is quite different from English.

In teaching English oral work should precede the teaching of reading, and the pupils need drill in the correct order of words in a sentence and in the correct structures. Statement and questions should not be mixed up and should be taught separately. The several types of questions also should be taught

separately. Pupils should have good drill in each of these.

The mother tongue need not be tabooed but should be used very sparingly, and in giving instructions to the class. The teacher should not use any words or structure which he has not taught to his pupils. In big classes, a half of the class may be made to practise handwriting, while oral work may be taken with the other half. For handwriting, charts showing the formation of letters may be used. The children should first learn the script, and learn to join the letters in due course. Reading material should be written only in the structures which the pupils have learnt orally.

In the high school classes there must be language exercises. Functional grammar is grammar in action, and this should be taught in graded structures up to the IV Form. Grammar topics should be illustrated liberally in the text. Complex sentences and sequence of tenses should be taught in the later stages. Different types of composition should be chosen, those involving narrative, dialogue, short description, working of machines, natural phenomena etc. requiring different tenses so that pupils may learn when to use different tenses. Poetry requires special treatment, but there should be common ground between prose, composition and grammar. Practice in reading aloud should be given, but silent and rapid reading for comprehending a passage should also be encouraged. Boys should be trained in this by being asked to find answers to questions given before the passage is read. Extensive reading need not be based only on the old vocabulary, but the matter may have new words also, so that pupils may have chances to expand their vocabulary.

At the end of the lecture, Sri V. S. Krishnaswami Iyengar, Headmaster, thanked the learned lecturer.

S. VAIDEESWARA AIYAR,  
Secretary.

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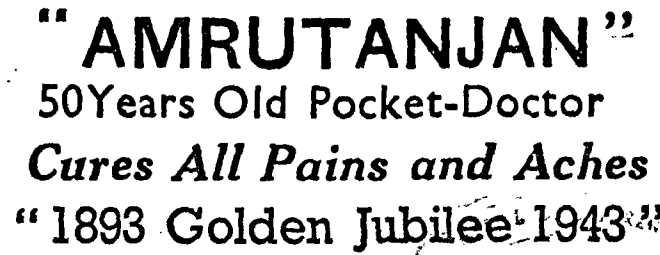
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