

329

EDUCATIONAL INDIA

VOL - XIX NO - 11 and 12

MAY June 1953

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N53.19.11812
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Educational India

A Monthly Forum of Educational Theory and Practice

Vol. XIX

No. 11, 12

May & June 1953

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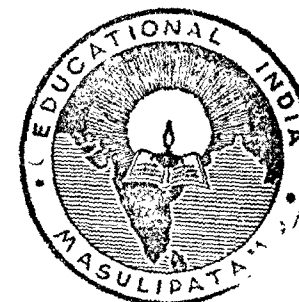
Vol. XIX: Nos. 11 & 12

May & June, 1953

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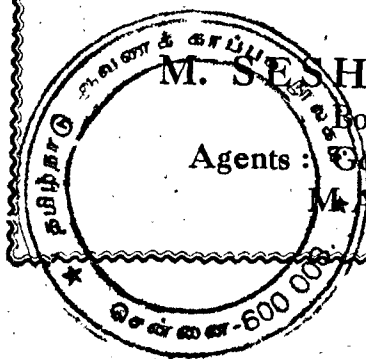
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BASIC NATIONAL EDUCATION

"Gandhiji said."

By Ramkishore "Pashan"

Managing Editor, 'Nai Talim.' (Sewagram)

WRITING an editorial under the above caption, in the Basic Education Number of CHRISTIAN EDUCATION of March 1953, Mr. Donald E. Rugh criticises the "Sevagram Pattern of Basic Education." His criticism in brief surrounds round three points:

1. 'The Sevagram pattern of Basic Education' stops at the village. It is not suitable for an industrial community. And therefore it is not worthy of nation-wide application.

2. One has to renounce the world for accepting this basic education and be an ascetic.

3. The pioneers of Sevagram basic education follow blindly every word that Gandhiji had said. (And therefore, the title of the article 'Gandhiji Said'.)

It is, however, satisfactory to read that the writer believes that the "principles behind the movement are sound" and that "the Basic Education of Sevagram plan is revolutionary in that it turns its face away from the exam-ridden educational system and puts the programme in terms of village needs rather than the demands of the University."

It is a surprise to read that while the writer supports basic education being put in terms of village needs and at the same time criticises it saying that it stops at the village.

In fact, if one has to understand the plan of basic education as initiated by Gandhiji one has to understand first the social set-up as

imagined by him. Gandhiji did not aim at the so-called (centralised) 'industrialised community' in Indian villages, as the writer puts in. On the contrary, in the terms of Gandhiji the Sevagram community itself is an industrialised community working for a part of the day on agriculture, Khadi textile and other cottage industries which serve also as the means of education. If the writer cares to read "Educational Reconstruction" which contains writings and thoughts from Gandhiji on education, many of his doubts will be cleared. Along with Gandhiji many other experienced educationists have agreed that the cottage industries afford the best medium of instruction. Those who criticise the small scale industries as the crafts for basic education forget that the crafts are not the end there but the means of education. Gandhiji had clearly stated that Charkha (the spinning wheel) has the greatest potentiality as a craft for education. Take for instance, the mill-spinning and weaving. Can these be the medium of education throughout India? The students will only learn the mechanism of the spindles and looms but will not have the joy of knowing the world through the work of one's own hands, nor the creative joy as experienced by the hand-spinners and weavers.

The pioneers of basic education here, however, do not claim that only these crafts which are practised at Sevagram are the only and best means of education. No doubt there may be others; and the individuals

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and institutions who want to start basic education are free to introduce new crafts which, they think, may be better useful as basic crafts, and which may be conducing to the truthful, cooperative and non-violent society as envisaged by this basic education. This is more an education for learning and working together for the good of the whole society rather than working or learning in isolation with a view to compete with others and thus make them fall down in life. This social back-ground is an essential part of the Nai Talim, which can never be forgotten but which is often not understood by those who are accustomed to live and think in terms of competitive society based on selfishness. The principle of the 'good of all' (Sarvodaya) is the basis of the Nai Talim community which the writer of the said editorial calls "asceticism."

As Pt. Nehru puts it, when we think of the nation-wide application of the basic education we shall have to think of the necessary changes in the details of the working (rather than in the basic principles of it) that might be necessary according to the circumstances. The pioneers of basic education at Sevagram fully recognise this fact and never deny it.

Regarding the third point of criticism, "the devoted persons of Sevagram giving all of their energies", really do not want to go away from what has been said by Gandhiji. It is not simply blindly following what Gandhiji had said. They have lived for years with

Gandhiji and Tagore and have understood the full ideology behind this new educational plan. To a great extent, it is they who have evolved this new plan after due consultation, deliberation and experimentation with Gandhiji. And therefore whatever "Gandhiji Said", it was not only what came from his brain alone, but what was realised and experienced by all of them. They did not only understand what Gandhiji Said, but they also fully knew the background of what he said and what he was going to do in the near future. It is therefore a sheer display of one's own ignorance about the ideology and the background of basic education on the part of one who criticises these pioneers of basic education as blind followers.

The atmosphere of Sevagram, the loving and co-operative Nai Talim family and the joy of doing with one's own hands are the things which can only be realised and felt after a period of sincere residence and work here. A visitor for a couple of days may miss the sacred love and brotherhood prevailing here and the memory of long association with Gandhiji of this place. And here we agree with the writer that to gain this new vision *One has to forego many attractions (and evils) of modern society.* (italics ours). It is not renouncing the world if one goes and settles in a village like Sevagram, prays God morning and evening, works with one's own hands and thus gets the clothes dirty.

"Science, democratic beliefs, and humanitarian feeling are at one in rejecting the condemnation of any man on the grounds of his race or colour or of his chancing to be in a state of slavery".

Significance of Basic Education

By V. S. MATHUR M. A. (London); P. E. S.

Government Training College, Jullundur

AT a recent gathering of educationists at Jullundur, doubts were expressed as to the desirability of making Basic education compulsory at the elementary stage. Some speakers were rather vehement in their criticism of the scheme and wanted the question to be reopened by the Central and state governments.

While I sat listening to these critics, I had a persistent feeling that most of them were quite ignorant about the various aspects of the system and quite a few seem to have a lingering though erroneous feeling that there is more of sentiment behind the Basic Education movement than real academic worth. My idea is to reply to the point raised in a purely academic perspective and thus prove why the Basic System of Education is the most suitable for India specially during the present period of national regeneration.

The greatest charge against the Educational system introduced by the British in India, was that it did not fulfil most of the aims of liberal education, and sought largely to produce English-knowing natives able to occupy junior positions in the Government offices, and thus help run the administration. Education as preparation for complete living was no-where to be seen. The educated Indian became a stranger to his own people and to his own soil, and thus proved a dead loss to the country. It was with the help of such people that the British rule could survive for two centuries. Mahatma Ji further felt that the

education given was purely academic and there was no attempt at creating love for manual labour. It was also not the 'education of the heart.'

Basic education as first conceived by Gandhiji in 1937 seeks to remedy all these defects. It is, therefore, largely for these reasons that I insist that Basic Education is not a technique of teaching but a philosophy of education based on the cultural, social, spiritual and economic needs of the country. It will, therefore, be very wrong to put it in line with the Dalton Plan, the Montessori Method or the Project Method. Gandhiji defined 'Nai Talim' or Basic Education as 'Education for life' and 'Through Life'. The objective before us is not merely 'a better individual' but a better 'individual in society'.

The whole scheme as first suggested has undergone a lot of modification. Some of the main points of the modified version are detailed below:—

1. Free and Compulsory Education from 6 to 14 years of age in two stages — a *Junior* stage covering the first five years and a *Senior* stage covering the remaining three years.
2. The medium of instruction to be the Mother-tongue.
3. The process of Education should centre round some form of manual, productive work and all teaching is to be, as far as possible, integrally related to it. The central handicraft be

chosen according to the environment of the child.

4. The sales of finished products should be able to help the school to some extent.
5. No external examination need be held.
6. Books to be avoided as far as possible.

In a time-table for $5\frac{1}{2}$ hours, nearly $2\frac{1}{2}$ hours are to be given to craft work which includes not only practical work but also the teaching of other subjects through that craft. Besides, other points to be emphasized are cleanliness and health, citizenship, work and worship, play and recreation. And all this is not as so many different subjects but as inter-related processes for the development of a harmonious and balanced life.

It must be realised at once that in such a scheme of education the teacher has been allowed a wider field for activity, imagination and experimentation. Learning through doing and no fear of examination give the basic school children wider scope for free development. Such freedom was hitherto denied to both of them.

The narrow minded educationist is perhaps afraid of this freedom to teach and to learn because it imposes greater responsibility on the basic teacher. Teaching in the routine manner is easy and mechanical, but the success of the basic method depends on the initiative, originality and the enthusiasm of the teacher. One has to find ways and means to correlation. The quality is not judged by means of a few questions answered in the examination by students but by means of the total personality of the student. It is, therefore no wonder that the timid

pedagogue indulges in criticising basic education. Let me meet his main criticisms.

(A) *Why a craft?* 'Playway', 'Learning through doing', are now no longer empty slogans. All the latest methods centre on them. Making a model is a good activity and so is using a charkha or following agriculture. Such activities result in production. On the quality of the product depends the degree of efficiency achieved in the craft. Lessons through a craft remain no longer abstract but assume some lively interest and significance. Activity reduces boredom of the child and arouses his interest. He enjoys learning. It is not necessary that spinning and weaving should be followed everywhere. Any suitable craft is good enough. The idea is to create in the child love for 'doing'.

(B) *Is correlation possible?* Correlation is the soul of basic education and yet it is not a very new idea. Herbart and other educators have emphasized the need of co-ordination in studies for the sake of creating "unity and consistency in the individual's mental life". The idea is that while he is engaged in some craft the teacher introduces to the child knowledge about some other vital topics or subjects. Carpentry, for instance, may provide opportunities for introducing lessons on language, arithmetical, geography, science etc. How and when it is to be done depends on the initiative of the teacher. But it has been made very clear that correlation is not to be forced. It should be used where it comes natural. Sequence or time sense are not to be distorted. With this safe-guard correlation sheds off any harmful features.

(C) *Isn't criminal to turn children into wage earners?* If a child develops

sufficient skill to make a thing that can 'sell'! then there should be no possible objection. If things that can be used in schools or that can fetch some money which the school can utilise, are made by students during their lessons, it should give them confidence and self-respect. A careful planning of activities may bring sufficient money for use in schools, but this is only a means to an end and its main significance lies not in the few rupees that can be earned but in the feeling of achievement that follows a successful mission. The economic aspect is, however, not to be exaggerated. Self-sufficiency, however small, is good, but that is not the only or the main reason behind the basic education movement and its importance should in no case be over-emphasized.

It may be of further interest to learn that actual researches go on to indicate that achievements in basic schools are much better than ordinary primary schools and that in the former students also develop better character traits. In this connection work carried on under the auspices of the Governments of Bihar, Madras and Bombay has produced useful data in favour of basic education. I am, however, quite sure that love for basic education should not blind us to the good points in other systems and that opportunities should always be available for further experimentation in the realm of education. Education I believe, is a dynamic science.

Compulsory Education in South Asia and the Pacific

By Dr. MATTA AKRAWI,

Head of the Division of Extension of Education, Unesco.

II

Seven years was recommended as the minimum duration of compulsory education—not without considerable discussion. Many states expressed themselves unable to bear the financial burden that would be imposed. Since the birth rate in this region is very high, the educational load in terms of children to be put in school may be approximately double the load carried by some countries of Western Europe which enjoy a much higher standard of living, and a higher national income, and can therefore afford to keep their children in school for much longer periods. Some South Asian

countries at present have to be content with a four-year compulsory school; in most the period of compulsory schooling is five or six years. It must be recognized, however, that these schools are often not efficient because a large proportion of the children drop out in the early years, so that scarcely half the children complete the full course. The Conference was therefore compelled to recommend that states might consider a shorter period of compulsory schooling as a provisional measure, the period to be lengthened progressively in due course. At the same time it recommended the study of the problem of retardation of

children and why so many drop out of school, so that remedies might be prescribed.

The Conference expressed the hope that states would consider expenditure on compulsory education as a first priority and that in cases of retrenchment compulsory education would be the last item to suffer reduction in funds. All sources should be tapped, central government allocations, local government allocations, supplementary and special education taxes, private sources, etc. In countries where plans are being made for economic development part of the funds should be allocated for the development of compulsory education, especially for capital expenditure on school buildings and equipment.

Thirty-two of the ninety recommendations deal with the education of primary school teachers. Conscious that many countries expand their primary school systems without having taken the steps to provide them with qualified teachers and therefore recruit a large number of untrained teachers, the Conference insisted that as part of the planning of compulsory education there should be also the planning of adequate teacher training facilities. Such plans should also have in view the raising of the level of professional competence of the present teachers. Most of the countries of South Asia being rural, special attention should be paid to the training of the rural school teacher. He should be prepared to assume a position of leadership in the village community. He should be trained in the methods of the social survey and should acquire practical skills in agriculture, handicrafts and health. Since there is a large number of one-teacher schools the village teachers should

also be trained in the technique of teaching several classes simultaneously. All means should be used to attract a good type of student teacher, particularly women, into the training colleges. For this reason the granting of free tuition, free board, and out-of-pocket expenses, might be considered.

The Conference made a number of explicit recommendations with regard to the status of primary school teachers, covering security of tenure, promotion and appointment by merit, adequate salaries comparable to those received by other salaried employees of similar qualifications, a single salary scale for both men and women teachers of the same qualifications, special provision for married women teachers including maternity leave, special allowances and housing provisions for teachers living in remote districts. All these provisions were considered essential if able men and women were to be attracted to the primary teaching profession.

As regards the curriculum of the compulsory primary school, there was a general feeling that present curricula, mostly borrowed from western countries did not meet the needs of the countries of South Asia. There was some evidence that school attendance, especially in rural districts, was irregular partly because parents felt that the type of education given bore little relation to the life or future careers of their children. Besides emphasizing certain technical aspects of curriculum making, the Conference recommended that local authorities as well as individual schools and teachers should be allowed a sufficient amount of freedom in adapting curricula to their own needs. Curricula should utilize the interests and energies of the pupils and should, on

the whole, be activity curricula in which the maximum participation of the pupils is encouraged. On the other hand curricula should be related to the needs of the environment and to the improvement of the standard of living, and of community life. Community spirit among children should be encouraged. The work of the school among children and the work of fundamental education among adults should be related and directed towards the improvement of the community. Moral and religious values should be stressed. Instruction in the primary school should ordinarily be in the mother tongue. The Conference recommended that the problem of retardation be studied so that it may become normal procedure for pupils to be promoted from class to class regularly. All available agencies should be utilized for the reconstruction of the curriculum such as teachers' organizations' training colleges and institutes of education, educational research departments, special curriculum committees, experimental schools and various official and private agencies.

Finally, the conference broached the subject of international assistance in the field of free and compulsory education. A special paper detailing the type of assistance which could be offered by the United Nations and its Specialized Agencies was set before the conference. On the basis of this document and statements by delegates during the discussion, the Conference declared that while the development of free and compulsory education is primarily the responsibility of States and administering powers of non-self-governing territories, it is also of international concern and calls for co-operative

regional and international action. The extent of the problem and the backwardness of the region of South Asia impose the acceptance of this view. It considered that free and compulsory education is fundamental to all plans for economic development and should be given the requisite priority in any development plan. Schemes for education and economic development must necessarily go hand in hand and reinforce each other.

With this in view the Conference recommended that States and administering powers of non-self-governing territories should, in 1953 and 1954, draw up detailed plans for the extension of compulsory education, which should be costed as closely as possible. Those plans should include short-term schemes containing specific projects of high priority, the expenses of which cannot entirely be met from national budgets. Appreciation was expressed of all forms of technical assistance being offered by the United Nations and its Specialized Agencies by other inter-governmental organizations and by some States, but unless some form of financial assistance in the form of grants or low-interest long-term loans is forthcoming, the Conference's hopes for the realization of free and compulsory education within a reasonable period of time would remain unfulfilled.

The Conference then set forth in some detail the types of technical assistance which can be offered by the United Nations and its Specialized Agencies, by inter-governmental organizations and by certain individual states, and called on the States of South Asia to avail themselves of these facilities. It suggested the establishment of one or more

Bureaux for compulsory education to act as a clearing house for information and ideas, to encourage consultation between states and to conduct research on compulsory education. It called on Member States of the region to enter into bilateral or multilateral cultural agreements for the exchange of assistance, information, teachers, supplies and experts. Unesco was requested to co-ordinate all such activities.

The Geneva Conference of 1951 and the Bombay Conference of 1952 exemplify Unesco action on the international and regional planes respectively. compulsory education, however, is a national affair which can only be applied by a state within its own territory. Assistance by Unesco to its Member States on the national level is needed, if states ask for it. Unesco did not wait for the results of these conferences before taking action. Already it has missions of experts in six countries of the region, with experts to be sent to two more countries during 1953, in the fields of compulsory primary education, teacher training and the curriculum. Such experts may be called upon to help in the drafting of compulsory education schemes, in advising on administration and finance, in the drafting of legislation, in the improvement of teacher training, in the revision of primary school curricula, in establishing pilot projects in compulsory education within limited areas, or in the production of text-books and other teaching materials. They may assist also in school experimentation or in holding workshops and seminars for the training of personnel in matters connected with primary education and teacher training. No less than 25 fellowships and scholarships have been granted during 1953 on the

Technical Assistance programme alone for the training abroad of educational personnel in the fields of primary education, rural education, teacher training, the curriculum and the preparation of teaching materials.

Unesco will continue activities in these fields within the limits of its normal and Technical Assistance budgets. However, although this programme is developing and requests from Member States are multiplying the recent economy moves have tended to limit the scope of Unesco action and to render problematic the offering of more extended assistance. All the countries of South Asia are expending their educational facilities and some of them are straining their resources to the limit in order to establish more and yet more schools. Double shifts and crowded classes are common. Most schools are poorly equipped, almost by any standard, while school buildings are often dilapidated, or merely rented houses, or non-existent. In his tour of some parts of South Asia, the writer saw a large village school with more than 260 girls and boys and 12 teachers but no classrooms. There was only one room, in which the children's work and the teaching materials made by the teachers were exhibited or stored. The teaching took place entirely out in the open, with the children squatting on mats on the ground in 18 groups, with a black-board here and there on which a teacher or a child was writing. Such a ground, in rainy weather would be extremely muddy, while in the hotter season the children will be exposed to the heat and the dust. Yet in spite of all this, expansion is taking place with a great deal of enthusiasm. In most of the training colleges of India today the prospective teachers are being trained to

make their own charts, maps, reading materials, illustrations and other materials of instruction, because governments cannot afford the heavy load of equipping schools with prefabricated materials.

It is this plucky spirit, so admirable a feature of the educational scene in South Asia today, that is a challenge to the advanced countries of the world. Lacking financial means, educators and statesmen are nevertheless going ahead. How far they can go is a big question. One thing is sure the popular demand for education is increasing and the people in authority are acutely conscious of the role of education in their national revival as well as in the economic development of their countries. They have therefore repeatedly appealed in the various conferences for some form of financial assistance.

Technical assistance in the field of primary and compulsory education is good, they say, but what is the use of training personnel and laying down plans if no material help is forthcoming to make possible the execution of these plans?

Financial assistance has been forthcoming in many countries for economic development projects such as the establishment of new industries, irrigation schemes, roads, railways, etc. Educators in recipient countries are pointing out that the execution of such schemes depends on skilled labour and on intelligent public. The lack of education in general and vocational education in particular is a serious obstacle in the way of economic development. It is a sad commentary on our times that educational development has to be tacked on to, and justified by, the plans for economic development. That economic

plans are meant for the good of human beings, that they are instruments for the comfort and happiness of mankind seems to have been forgotten. It is education that forms the good citizens who will be able to carry out such projects, benefit from them and ensure their continued maintenance and development.

The inequality that reigns today in education as well as in the economic status of the various countries of the world is a source of danger. Some things are being done to remedy the economic situation and to help underdeveloped countries to increase their incomes and raise their standards of living. Not enough is yet being done in the field of educational development.

The under-developed countries feel that as their income increases they will be able to afford more education but this is a long-term affair. In the meantime, that is, in the next ten years, they ask whether anything can be done to give them some form of financial assistance for the development of a minimum programme of education.

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Some Sparks to promote Healthy Discipline

By N. S. NATARAJAN, M. A.

When cobras are charmed, lions are trained, elephants are tamed, Nature's laws are conquered—all by the ingenuity of man to please his whims and to promote the happiness of the race—is it too baffling a problem to evoke a healthy response in the human youths? The UNITED NATIONS by an overwhelming majority will have to sanction and support my stand when I declare war on those who speak slightly of our dear students. The aggressors will be instantaneously put down with all the vehemence that my pen, commands and mine will be the crowning victory as my case bristles with justice and fairness, clearness and correctness. Indecent expression of any kind against our promising students would generally be more conducive to curb the budding enthusiasm and manufacture mischief than ensure a healthy response. The world of the youth is a happy place—ever bright with the sunshine of juvenile energy, ever ringing with challenging laughter, ever restless with incessant activity. Often tactless elders display their unwisdom in delivering their ill-conceived verdict to the utter detriment of the self-respect of the sensitive students. Should not a cool and clear diagnosis necessarily go before a hasty prescription? How a moment's pause would bring in a flashing revelation!

With the dawn of freedom the awakening of self-respect has become so clearly pronounced in the youths that they brook not the slightest offensive tone. And the gigantic blunder that the conservative teacher cheaply commits is his rash attempt

to force an environment a decade or two old into the jubilant life of the modern youth revelling in and overwhelming with the surfeit of civilisation. When fashions change matching with fleeting fancy, when courtesies put on varying colours of hypocrisy, when prices grow mighty wings overpowering the purse of the millions, how deplorable it is to expect the promising builders of the nation to revere and respond to age-worn antique codes of morality and discipline, in exact duplication of the teacher's cold experiences of the remote past! For a happy sweet response it is incumbent on the part of the teacher to deal with the modern students with a first rate up-to-date equipment of dynamic thoughts with widest latitude for progressive adjustments, with infinite love and benevolent sympathy, and above all with absolutely no bias harbouring suspicions of misbehaviour in them—as suspicion begets sure mischief.

With the least fear of opposition it may be said that the active students of a class are in no way less competent to judge the real worth and sincere work of a teacher. Do they not in all eagerness repeatedly hammer and harass him with a battalion of "What's", "How's", and "Why's"? Does not an outburst of anger on the part of the teacher make him look small and shallow, stupid and silly in the shining eyes of the inquisitive youths? A minute's introspection—a dose of self-analysis is always an effective "First Aid" remedy, the marvellous penicillin for all the ills that eclipse the correct impression of the lovely citizens of

to-morrow. A timely "Conditioning" of the "Stimulus" would effect a very desirable response. With what depth of wisdom Gandhiji has said, "It is a bad carpenter who quarrels with his tools"!

The verse "Life is colour and warmth and light" is equally true with a lesson, for a lesson with life wins the heart and soul of the youths. Their instinctive craving for a homely introduction is to be fed to their heart's content. There is no need for canvassing for attention nor for discipline. There would be a unanimous spontaneous rousing reception to the lesson. The jerkless launching, the cheerful development and the natural growth of the lesson produces ecstatic joy in their glorious acquisition of knowledge. Dignified humour in a carefully measured quota, well-trimmed and adjusted to suit the age and mood of the class would relieve the symptoms of fatigue and subscribe more charm to the success of the lesson.

May it be remembered that the all-pervading divine unity in the subjective and the objective phase of the individual sheds refreshing beams of light on the various correlating links of his knowledge and the lack of unity between the old and the new, the home and the school makes the student look hostile to the lesson as he is being deprived of his right share of enjoyment in the lesson and boredom soon holds its sway with its active patron "MISCHIEF". The continuity, the uniformity and utility of knowledge ever keep the embers of enthusiasm warm. The school should be a part of life and not apart from it and every bit of knowledge gained should be ultimately turned to national use.

The sovereign aim of a genuine teacher is to inculcate an abiding interest in and promote an ardent love for the subject he handles. Education is not a "TAKING-IN" process; the very etymology of the word education is against this idea—"e" means out, "duco" means to lead and to suggest a process which unfolds the powers and capabilities of the individual. Each student is a gem, highly precious, highly valuable with infinite possibilities enshrined in him. The teacher should supply the proper cue, create the favourable atmosphere and stimulate interest that would surely and effectively bring out all the latent powers into the field of progressive knowledge. Grave and morose, sober and moody, if a teacher drags his reluctant physical frame into the class-room, it is no wonder that he rings death-knell to the interest of the pupils and time hangs with awful cruel heaviness on them. Smart and active, brisk and brimming with joy for expression, a cheerful teacher wins the love and appreciation of the students, electrifies with dynamic interest the whole class and time slips away most pleasantly with a feeling of abrupt disappointment with the stroke of the intruding bell. "Interest is the long-arm lever of education" is not an empty saying.

The students are our Nation's energy. And they are live electric wires, very cautiously to be approached and very intelligently to be handled as ignorance would do more harm than good. Our dear Nation pins her warm hopes in them as they are the trustworthy custodians of our Nation's integrity, the able architects of our Nation's destiny. The promise held out by our National Plans offers a rich

field of their activity and it is they that have to work for its happy and successful fulfilment. No national problem is too baffling to the youths as they can face with confidence and courage, and solve with ease and grandeur any gigantic problem if only their energy is properly tapped and gently harnessed, carefully pooled and ably guided. The youths often need a timely word of encouragement as they can do infinite superhuman wonders under the magic wand of praise and humour.

Our dear students are our Nation's assets. They will never

fail us in our rising hopes that without fussing about petty things they would rise to the pressing call of the Nation and subscribe their hard work with heart and soul, explore ways and means to bring about the long-cherished Universal aim- THE WORLD ECONOMIC FREEDOM- which alone would effectively wipe off the misery of man. And in winning the coveted title "Citizen of the World" our dear students would be making worthy contributions in the achievement of World Peace, as worthy sons of Bharat enhancing her age-long glorious tradition. JAI HIND.

New Scheme of Elementary Education

Introduction in Madras State from 1st July '53

The D. P. I. explains the scheme—Mr. S. N. Agarwal welcomes—Mr. S. Natarajan criticises on practical, and psychological grounds.

Mr. S. Govindarajulu, Director of Public Instruction, on 23rd April explained to members of the Madras Headmasters' Conference the details of the modified scheme of work and training of pupils under elementary education proposed to be introduced in Lower Elementary Schools in the rural areas of the State, excluding basic schools. Mr. K. Kuruvilla Jacob presided.

Mr. Govindarajulu said that what they were now attempting was something on extremely moderate lines. While under secondary education they had been able to put into operation some of the things they had been contemplating for years, in the matter of elementary education what was now holding the field was only basic education. They

might say it had Gandhiji's blessing behind it. The authorities had accepted it as an extremely useful method of teaching young children, but progress had been extremely slow. Out of about 38,000 odd elementary schools in the State, they had only between 600 to 700 basic schools and they found it extremely difficult to increase the number. "We are not interested in window-dressing and in saying that we are adherents of basic education and we have expanded rapidly. We are interested in improving the quality of the basic schools and demonstrating what they are really capable of rather than numerically expanding them. We believe in all sincerity that those schools are capable of producing good results but that is a slow process." The question there-

fore was what they would do with the remaining 33,000 elementary schools, whether they would wait for the slow process or whether there was anything they could do for them.

REDUCING SCHOOL HOURS

The idea was that because a person was going to school, he should not break away from his family and village environment. This again did not mean that a boy who was born in a village and had gone to a village school should be tied down for life to that village. The aim was to see that the burden of long school hours which impaired the health of young school children should be reduced and they should have opportunities for usefully engaging themselves in village activities, so as to improve their general knowledge and their usefulness to the community. The modifications proposed would, for the present, be limited to lower elementary schools excluding basic schools, and would be confined to rural areas, that is, those not included in municipalities or major panchayats.

A discussion followed, in which suggestions were put forward that the scheme might be tried in a few select districts and extended to other places on the basis of results achieved. It was pointed out that the scheme which appeared all right on paper was difficult to carry out in practice in view of the fact that conditions in many villages did not lend themselves to provide occupation for the villagers on the lands in those villages or in crafts. If it was found difficult to find adequate teaching personnel now with a limited number of pupils going to schools, it would be more so, under the new scheme.

The Director explained that he was not unaware of the difficulties involved in the working of the scheme. One thing, however, he would say. He personally felt that it was incapable of doing any harm. It was not intended to introduce the scheme in villages where there was not enough number of students to work with their parents at home. While it was not within his province to announce what exactly would be the conditions of service of teachers employed under this scheme he had every hope that those who were asked to work the scheme would be given good conditions of service. The thing uppermost in his mind about the scheme was that it would enable them to have an integrated society in their villages and the central feature of the scheme was to enable children to be with their parents for the greater part of the day and to be at schools for shorter hours than now.

MR. S. N. AGARWAL WELCOMES

Mr. Agarwal said, "There is considerable discussion about the new scheme of education in primary schools that is to be launched from June 1. Personally I welcome the decision of the Government to introduce part-time work and part-time education in educational institutions. But I am definitely of the opinion that it will be wrong to start this educational reform only in rural areas. I would have been happy if the Government had started it in urban areas first. It is not proper to perpetuate the distinctions between city and village. I had a talk with Rajaji in this connection and he agreed that the scheme should be introduced in urban areas also as early as possible. I earnestly hope that he would pursue this matter and see to it that whatever

reforms were introduced in the State were introduced uniformly in both rural and urban areas. If that is done I am sure the educational reforms of Madras State will pave the way for similar reforms in other parts of the country. The present system of education has become too bookish and academic and the introduction of productive activity to any extent should be welcomed in general."

Mr. S. NATARAJAN CRITICISES

At the Basic and Primary Education sectional conference of the State conference held on 7th May at Mangalore, Mr. Natarajan observed that if the new scheme prepared the way for the introduction of Basic Education, he would whole heartedly support it.

Some said it was likely to bring more children into schools and there were 37 lakhs more of children to be brought into schools. If by spending the same amount as now they were able to bring all children to schools, teachers were prepared to do the extra work realising that they were doing national service. But the more he examined the scheme, the more he felt that it was not likely to prepare the way for introducing basic education nor was there evidence of a desire to bring in more children to schools. He feared that the scheme might result in throwing some teachers out of employment. Parents had not been consulted. He did not know whether they would like their children to be with them in their work. It was said that the scheme was to be tried in villages. He must say that the sponsors of the scheme had not taken into consideration life in the villages. From the census, they found that 80 per cent of the people in the

villages had to go out to earn their bread. It was very doubtful whether the employer would allow the child to be with the worker, even if it be merely for the purpose of observation. It seemed to him that the scheme was thoroughly impracticable.

As teachers responsible for the teaching of children they must tell Government that the scheme was impracticable and against psychological principles.

The idea underlying the proposed scheme was not a new one. The Madhya Pradesh Government had appointed a committee with Dr. Tarachand as the Chairman. The Committee considered the question from the point of view of economy in education and the doubling of the number of school-going pupils. They said that the purpose of primary education was not merely the imparting of knowledge but also the training of the children for democracy. They should have physical and mental development and when they grow up should be persons who would realise their responsibilities.

The new scheme might have good ideals behind it, but he must say that they were impracticable, unreal and visionary. At the age when regular habits had to be formed the scheme made it impossible for children to acquire those habits.

Concluding, Mr. Natarajan strongly objected to the method of introduction of the new scheme. Nobody was consulted. The Legislative Assembly was in session and the matter was not brought before it. There was the Advisory Board of Education but it was not consulted. It was wrong for a Government to introduce a scheme of education without previous consultation and proper planning.

NOTICE

All communications concerning Editorial be addressed to:—

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



EDUCATIONAL INDIA

MASULIPATAM, May & June, '53.

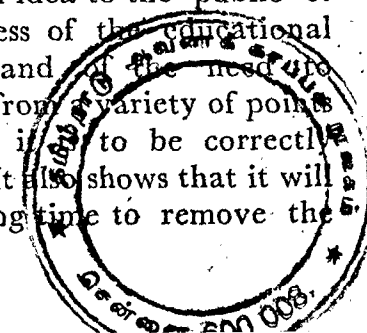
Education and the Five-Year Plan

AMONG the notable achievements of the Government of Free India a deservedly high place is given to the Five Year Plan which it has framed and which is in the process of being put into effect. Those interested in education will naturally ask themselves what the significance of the plan is in the field of education.

THE plan approaches the question from a variety of points of view. In the first place it refers to the existing shortcomings in the educational system of the country. It next lays down an order of priorities in removing these defects. Finally it apportions a certain amount of financial resources for being spent on education in the course of the five years during which the programmes as embodied in it have to be executed.

SO far as the reference to existing defects is concerned there is nothing new in the plan. The defects it points are the defects with which educationists and the general public have been familiar for nearly two decades. Among them are the general inadequacy of educational facilities at all stages, the top heaviness of the system, grave disparities between state and state and between rural and urban areas in the provision of educational facilities, lack of balance in the provision of facilities for different sections of society—especially for women and for members belonging to scheduled castes and scheduled tribes, the failure to mark out clearly and rationally the various stages of the educational system, the large wastage at all stages, inadequate facilities for technical and vocational education, the highly unsatisfactory position regarding teachers, the high cost of education in general, the undue stress on examinations and memory work, lack of facilities for building up the physical and mental health of students, a general neglect of the study of our own culture and the absence of an effective system of social education. This is a formidable list of defects. The purpose of cataloguing them is to give an idea to the public of the vastness of the educational problem and of the need to tackle it from a variety of points of view if it is to be correctly solved. It also shows that it will take a long time to remove the

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defects and it will be a mistake to expect quick results.

THIS naturally takes us to the question of priorities. If all the defects cannot be removed simultaneously and if the resources available are very limited the question as to which of the defects should receive prior attention has to be answered. The plan gives some answer to this, but it is not a satisfactory answer. It has listed a number of targets which it proposes to achieve. The provision of educational facilities for at least sixty per cent of all children of school-going age within the age-groups 6—11, similar provision at the secondary stage so as to bring 15 per cent of the relevant age group into educational institutions, provision of social education for at least 30 per cent of the people within the age groups 14 to 40 are among the priorities. But no quantitative estimates have been made regarding targets in University education or in the field of technological and vocational education. This is a serious defect in the plan partly because expansion in these fields has been going on in an aimless manner in the past resulting in an increasing intensification of the problem of middle class unemployment, and partly because such an estimate is needed if government is to get the right kind of persons for the execution of the plan itself, especially in the field of industry and agriculture.

MOREOVER primary and basic education should have been given a greater priority. The constitution lays down that by 1960 complete provision should be made for the free education of all up to the age of 14; and provision of this kind is not given the significance which it deserves. There is no need to spend anything on the establishment of new universities or on the expansion of the activities of the existing universities when the plan itself recognises the top-heaviness of the present system.

FOR the execution of the contemplated educational programme the plan allots a sum of 151.66 crores of rupees for the five year period or an average annual expenditure of 30.33 crores. The total expenditure on education in 1950-51 was Rs. 63.16 crores of which Rs. 19.55 crores was development expenditure. The new development expenditure marks an increase from Rs. 19.55 crores to Rs. 30.33 crores—an increase of nearly 55 per cent. Another way of measuring the significance attached by the plan to educational development is to note that the amount of Rs. 151.66 crores earmarked for educational development constitutes 46 per cent of the total proposed expenditure on social services and 7 per cent of the total expenditure of Rs. 2,069 crores on all schemes during the five years period. It has to be confessed that at this rate edu-

cational progress is bound to be slow.

THERE is no complete demarcation between the spheres of central and State Governments in regard to the field for which they are responsible. Some attempt at demarcation is found in the plan but there is also a lot of mixed responsibility. This is a defect which should have been removed. There is no reason why the centre should not spend all the funds it has on maintaining the central Institutes of Technology and of Research instead of diverting part of them to primary and basic schools, the maintenance of which is the special responsibility of the states. This may adversely affect the actual execution of the plan.

The New Madras Scheme of Elementary Education.

WITH effect from July 1953 the Government of Madras is introducing a new scheme of education in all lower grade elementary schools in rural areas outside the Major Panchayats. Under this scheme children will attend school for only one session of three hours a day instead of two sessions of six hours at present. When they are not attending the school they are expected to work alongside of their parents or of other craftsmen in the village and learn some craft or other. In school they will get training in reading and writing, in arith-

metic, in history, geography and other subjects included in the courses for elementary schools. It has been made clear that there will be no modification or reduction in these courses. Outside the school they will learn either agriculture or some craft.

THIS scheme has been introduced with a number of objectives. One of them is to make the services of children available to their parents in carrying on their normal and usual occupational activities. This is considered necessary in view of the fact that many parents are unwilling to send their children to schools on the ground that by so doing they will lose the benefit of their children's work in looking after the cattle or attending to some domestic work or other. This objection, it is thought, will lose its force if attendance at school is restricted to only one session a day. The other objective is to make the children skilled in some craft or other. It is with this view that the scheme insists on children of parents who themselves are not engaged in agriculture or in some handicraft should be attached to some person in the village who carries on agriculture or is a craftsman. It is also considered that this compulsory learning of a craft is in complete consonance with the Wardha Scheme of education.

ANOTHER advantage of the new scheme is that it will give facilities for education to

double the number of children in a village without the doubling of the number of teachers, or buildings or equipment. This will facilitate the expansion of elementary education at a quicker pace.

THE new scheme has however received only a mixed reception at the hands of the educationists and the public. The general feeling is that government is only tinkering with the problem and that the scheme should be regarded only as an emergency measure. It is really the outcome of government's failure to implement at a rapid pace the scheme of basic education. From many quarters criticism has been levelled against the want of vigour in government in starting and working basic schools. The schools already started have not been working satisfactorily. It is in this atmosphere that the new scheme is being introduced as a sort of compromise between the old type of elementary school and the craft centred basic school.

BUT it is not a happy compromise at all. Spending three hours a day in the company of parents can never be a substitute for craft centred education. In the case of children who should get themselves attached to some craftsman or other various difficulties are bound to arise. There is no possibility of a craftsman being compelled to receive a child whom he does not like. And it is not easy to persuade craftsmen to migrate to villages

if the villages have no craftsmen of their own. This aspect of the new scheme is essentially a make-believe or a face-saving one. The sooner it is so understood by government the better it will be. This part of the scheme is sure to fail. Perhaps the government is conscious of it. No one will take it seriously.

IF government has no money to put the scheme of basic education into effect the only course is to be content with making children literate. Elementary education for pupils in the age-group 6-11 should be defined as education in the three R's. With such a limited and unambitious objective a three-hour session a day will be a success. Otherwise the whole scheme will result in disappointment.

GOVERNMENT is wanting in vision. It has not been able to harness the immense manpower available in the country for educational purposes. Middle class unemployment is on the increase; and among the unemployed are large numbers of graduates and under-graduates who with a year's training will become excellent teachers in basic schools. Instead of approaching the question from a standpoint like this it continues to pay lip smpathy to basic education while in actual practice it does everything to sustain the traditional system. The new scheme does not even maintain the old system in full vigour. It has considerably weakened it.

Indian tradition in Education

THE Keynote to the address delivered by Sri K. Hanumanthaiya, Chief Minister of the Mysore State while inaugurating the 43rd Madras State Educational Conference at Mangalore recently was the emphasis he laid on the need for reviving some at least of Indian traditions in education. Among them he gave a primary place to the spirit of the old Gurukula system—a system under which there was a completely harmonious relationship between the teacher and his pupils, a relationship based on reverence, love and affection—reverence for the teacher and love for the Student. He stated with the greatest regret that today these feelings had no place in their education. The relationship had now become completely reversed and there was no living current of ideas flowing between the teacher and the taught. "The Student was just talked at. It did not occur to the teacher that he should take an interest in the mental and spiritual adventures of the student; and on the other hand it did not occur to the student to rush to the teacher for solving his problems." Another aspect of the Gurukula System was the recognition by the teacher that his pupil was a member of his family, that he should be under his paternal protection while at the same time the pupil by his hard and willing work should contribute to the material

needs of the teacher and his family. Referring to this he observed: "I envisage a system of manual work in educational institutions in which the teacher participates not only in the work but also in the income thereof. This was the practice in our old Gurnkula System of education. We have to revive those of our ancient traditions that we find beneficial".

A second feature of Indian tradition which deserves to be revived to-day is the approach to all education from the moral and religious angle. The essence of morality is the recognition by each individual that he is a Member of Society and therefore has duties and responsibilities towards other members and that he should so conduct himself that he consciously does no injury to others. Religion teaches him humility and the need to realise that he is dependent on unseen powers for his happiness. Morality and religion are as essential today as at any other time. In our Scheme of present day education they do not however find any place. As Sri Hanumanthaiya observed, "India had a rich heritage of religious and moral teaching. They were embedded in our great scriptures, epics and other works. They had to be recited and explained to the students... when everything was said and done religion remained the highest moral force in society... Education without morality was like a body without a soul."

Therefore moral education should find an honoured place in our educational system."

WE are attempting to-day to make the masses of people educated. And it becomes all the more necessary that education should not depart very much from our tradition and that it should be based on sound principles. It should not result in the demoralisation of the whole nation. Statesmen at the helm of affairs as well as educationists should keep in mind the words of wisdom spoken by the chief Minister of Mysore and see that education becomes a real blessing instead of a curse to society.

Autonomy of Universities

THE controversy which has been going on in regard to the proposed legislation of the Government of India to create a statutory body to see that Universities maintain high standards of work and that there is proper co-ordination in their activities may be said to have come to an end as a result of a conference recently held in Delhi. State Education Ministers and Vice-Chancellors of the various universities in the country took part in the conference which was presided by Maulana Azad, the Minister of Education at the centre. The conference agreed with the government of India in the view that the standards of university education in the country have considerably

fallen in recent years, that courses are being unnecessarily duplicated and that there is a good deal of waste in the limited financial resources now available. Maulana Azad pointed out that in the name of autonomy it is not permissible for the universities to work in isolation or to ignore the interests of the community and that government is the best interpreter of these interests. From this the conclusion was drawn that government should have some control over them and it was to ensure that control that the new legislation was proposed.

BOTH parties came to a compromise as regards the body to be set up to exercise this control and to effect the needed co-ordination. As we pointed out several months ago the University Grants Commission was considered to be the appropriate body for the purpose. The commission will have on it a number of Vice-Chancellors (limited to one-third of its strength), a number of eminent educationists and others with administrative and financial experience. It will be the channel for the distribution of government grants among the different universities and these grants will depend on the view it forms of the standards which universities maintain and the appropriateness of the activities they undertake. Subject to this it is that Universities will enjoy their autonomy.

THROUGH different STATES

DELHI GOVTS. ATTITUDE IN ALLOWING TO START NEW UNIVERSITIES

The Government of India have advised the Madhya Bharat Government not to proceed with its proposed legislation for setting up a university till the expert committee, now set up to go into the question of new universities, submitted its report.

This was disclosed by Maulana Azad in a written reply in the House of the People recently. The Education Minister said that recently there had been a tendency to multiply the number of universities in India without adequately considering the need for such new universities of the resources available for their establishment and development. This problem had a bearing on the maintenance of standards of higher education for which the Government of India had a direct responsibility. The Government of India had accordingly appointed an expert committee to investigate generally the need of establishing new universities and the conditions, academic, financial and administrative, that should be satisfied before they were brought into being.

The committee is headed by Dr. S. S. Bhatnagar and its members include Acharya Narendra Deva, Dr. Syama Prasad Mookherjee, Dr. V. S. Krishna and Mr. Humayun Kabir.

UNESCO CENTRE OF FUNDAMENTAL EDUCATION

The Government of India have accepted a proposal from the UNESCO concerning the location in India of a centre for giving training in fundamental education.

The seventh general conference of UNESCO decided that in order to meet the acute shortage of specialists in fundamental education and exploit the keen interest of young persons wishing to enter this field of activity, a training scheme to train future experts in fundamental education should be organised in one of the UNESCO associated projects.

The purpose of this scheme is to give advance training to persons with appropriate educational back-ground and some experience in relation to activities in their own country. Under this scheme training is to be provided to 16 to 20 fellows of the age group 25 to 30. These fellows, after receiving advance training for about eight months, will be utilised by UNESCO for specialists posts in their projects on fundamental education.

The centre, whose entire expenses will be borne by the UNESCO will be established in Mysore and is expected to start working by about October this year. Apart from the fellows from the European countries, there will also be two Indian specialists at the centre.

DELHI UNIVERSITY

The Vice-President, Dr. S. Radhakrishnan and Mr. Justice Patanjali Sastri have been elected Chancellor and Pro-Chancellor respectively of Delhi University at the 31st Annual Meeting of the University Court. No other nominations had been received.

SCHEDULED CASTE SCHOLARSHIPS

The Government of India have decided to continue in 1953-54 the scheme for scholarships to students belonging to the Scheduled Castes, Scheduled Tribes and other Backward Classes.

Announcing this, the Ministry of Education, in a Press Note, says that these scholarships are tenable in recognised institutions in India including Jammu and Kashmir and Sikkim States imparting education beyond the Matriculation stage.

Application forms and full particulars regarding rules and regulations can be obtained from the Secretary, Scheduled Castes, Scheduled Tribes and other Backward Class, Ministry of Education, New Delhi.

The last date for receipt of application is July 31, 1953.

MADRAS

The principal, Madras Institute of Technology, writes:

In the Faculties of Electronics and Instrument Technology, girl students with necessary qualifications (B. Sc., Physics Main) are eligible for admission for the academical year beginning July 1, 1953. They will be provided with hostel accommodation quite separate from the Male Students' Hostel with a Lady Deputy Warden in charge of girl students.

MADRAS INSTITUTE OF TECHNOLOGY

The Government of India in the Ministry of Education are meeting two-thirds of our deficit under recurring expenditure and also giving us two-thirds of the capital expenditure as estimated by their Visiting Committee. The balance of our requirements under recurring and capital expenditure has to be met by grants in-aid from the other States and the public.

We are glad to announce that the Government of Travancore-Cochin have been pleased to give us a grant-in-aid of Rs. 20,000 per year for recurring expenditure. As we still have a large deficit of nearly Rs. 1.4 lakhs to meet under recurring expenditure for 1953-54 and require also large sums under capital expenditure for further development, we request the Governments of the other States in the Union

and the public to give us adequate financial aid.

TRAINING OF FARMERS:

Madras Govt.'s Scheme

It is understood that the State Government have sanctioned a scheme to train 20 young farmers in agriculture, animal husbandry, dairy farming, etc., for a period of six months. These trainees, who will be between the ages of 16 and 25, will be selected on a regional basis. Three centres have been selected for the purpose, namely, Coimbatore, Bapatla and Taliparamba in Malabar. Trainees from the Tamil area will be given training at Coimbatore, those from the Andhra area at Bapatla and those from Malabar and south Kanara at Taliparamba. It is further learnt that the Indian Council of Agricultural Research, New Delhi, have agreed to meet the estimated expenditure of Rs. 21,500 for the purpose. The scheme has been sanctioned for a period of three years and the question of granting stipends to the trainees is stated to be under the consideration of the Government.

TRAINING CLASSES UNDER BASIC EDUCATION SCHEME

The Madras Government have, it is learnt, directed the holding of training classes under the basic education scheme at the Seva Mandir basic training school at Ramanattukara near Feroke, the Gandhi Seva Sadhan Basic School at Perur, and the Grama Seva Kendram Training School at Kalapatti in Malabar district. Each centre is to have 50 trainees for the present and the course is to last for 3 months from May 15. This order is in pursuance of the Government's compact area scheme for the development of basic education.

It is understood that 1,200 teachers in the State are to undergo re-training during this summer and on completion of the course, the teachers would be sent back to their schools to convert the existing schools into basic ones. The new primary education scheme of the

Government does not affect the basic schools.

DR. RADHAKRISHNAN

Dr. S. Radhakrishnan, Vice-President of the Indian Union, is one of the three delegates who will represent the Andhra University at the ensuing Commonwealth 'Varsities' Conference, Dr. V. S. Krishna, Vice Chancellor, announced. The two other delegates are Dr. Krishna himself and Dr. T. Kanakara, a Member of the Syndicate.

SANSKRIT CHAIR IN ANDHRA UNIVERSITY

Mr. K. D. Malaviya, Deputy Minister of Education, informed that the Government of India had given to the Andhra University a Silver Jubilee grant of Rs. 3 lakhs for the establishment of a Chair of Sanskrit.

The Deputy Minister said that other universities including Benares, Delhi, Allahabad and Madras, had approached the Central Government for help for the promotion of Sanskrit study on a five-year plan basis. All those schemes were being considered.

UTTAR PRADESH

U. S. I. S. OFFER REJECTED BY LUCKNOW 'VARSITY'

The Executive Council of the Lucknow University virtually passed what is, on the face of it, an ordinance, when it rejected a USIS offer to place with the University a sum of six and a quarter lakhs of rupees for starting a course in clinical psychology.

The consensus of opinion was that no grant should be accepted from a body associated with propaganda and that freedom of opinion and autonomy of the University should be zealously guarded. Apart from the general question of policy, another consideration that weighed with the Executive Councillors was the heavy financial commitment that the University would ultimately have to shoulder if a clinical psychology department on the lines suggested in the offer was opened.

Mention was made of a still bigger offer, not from the USIS but from the United States Government through the Government of India, to provide better facilities for the promotion of study and research in Public Administration in the University. The sum offered is Rs. 12½ lakhs. The proposal was referred to a Committee by the Executive Council for detailed consideration.

MANUAL LABOUR BY STUDENTS

Every student studying in the Universities of Uttar Pradesh will have to put in at least 50 hours of manual work in an academic year of 32 weeks, according to a decision arrived at the Vice-Chancellors' Conference which concluded its two-day session at Lucknow on 22nd April.

The conference also decided to examine the possibility of reducing the present high cost of university education. It was attended, among others, by the Education Minister, Mr. Har Govind Singh, Health Minister, Mr. C. B. Gupta Vice-Chancellors of two Universities, Prof. A. C. Banerjee (Allahabad) and Dr. C. V. Mahajan (Agra) and the Pro Vice Chancellor of the Roorkee Engineering University, Mr. M. C. B. Awat.

STUDENTS' UNIONS

The conference discussed the question of membership of the students' unions and decided that while the membership of the union might remain compulsory for all students, the character of union formation and constitution should be carefully reviewed.

Representatives of the Universities and the students' unions who were given a hearing by the Chancellor, admitted that too much money was being spent on election activities of the students' unions. It was felt by the conference that such activities reacted unfavourably upon the academic life and discipline of the University.

In order that these primary objectives of University corporate life might not be undermined, a plan for co-ordi-

nating the various activities of the students through different academic societies and associations was formulated for consideration by the Universities.

HYDERABAD

SPREADING BASIC EDUCATION CENTRAL AID

Hyderabad's Education Minister Mr. Devi Singh Chauhan, told Pressmen that the Government of India had agreed to contribute 30 per cent of the expenditure the State was likely to incur in starting basic schools. In view of the fact that Hyderabad was a backward area in the matter of basic education, the State Government have represented to the Centre for contribution to the tune of 50 per cent of expenditure for basic schools. The Centre was likely to agree to the demand particularly in view of the fact that the number of schools that might be opened in Hyderabad in the near future would be limited.

The Minister said there were only 100 teachers trained in basic education now and therefore, about 20 basic schools would be opened in the next academic year.

ANDHRA UNIVERSITY SENATE

The Andhra University Syndicate has accepted the principle of postponing election to the Senate from the graduates' constituency scheduled to be held in August for implementing the C. R. Reddi Committee's recommendations which will have to be implemented immediately after the formation of the Andhra State when Rayalaseema Colleges will come under the Andhra University. The C. R. Reddi Committee recommended the increasing of the number of representatives from the graduates' constituency from 15 to 20 and earmarking eight seats on the Senate for Rayalaseema. It was feared that if once elections to the Senate and thereafter to the Syndicate were to be held in August, it would not be possible to implement the Reddi Committee recommendations for another three years.

Dr. V. S. Krishna, Vice-Chancellor, has already addressed the Madras Government on this matter and the Syndicate has ratified his action. The question whether the Chancellor can extend the term of the present Senate members and the necessary amendment to the Andhra University Act are being examined by the University authorities.

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PUBLIC OPINION

Mr. T. P. SRINIVASAVARADAN ON APPRENTICESHIP FOR TEACHERS

Presiding over the sectional session of the 43rd State Educational Conference held at Mangalore Mr. T. P. Srinivasavaradan stressed the importance of teachers undergoing a course of training, before they actually engaged themselves for work in any institution.

They should undergo a period of apprenticeship in a school under a senior teacher before regular training. Candidates should be interviewed before selection to assess their personality, quality of voice, mental agility and the defects they had, if any.

If the tests could not be conducted, he said, at the time of admission, then they should be done in the course of three or four months during training. Since the education of the teacher did not end with training in training institutions, he suggested that refresher courses should be organised by the Universities and the department of education which collected a large amount by way of examination fees.

The relationship between the management and the staff should be one of understanding, sympathy and harmony. The Headmaster should have a free hand in the internal administration of the school and should have a voice in the selection of assistants. The service conditions of teachers should be improved. The relationship between the Department of Education and the managements required improvement. In conclusion he appealed to the teachers to remain loyal and faithful to the institutions to which they belonged.

Prof. HUMAYUN KABIR ON 'TASK BEFORE TEACHERS'

Prof. Humayun Kabir, Secretary to the Education Ministry, Government of India, presiding over the Educational Conference held at Quilon on 28th April, said that in regard to the question of education it was the teacher who was going to matter and not the system.

The quality of teachers during the past thirty or forty years had been deteriorating, he said, partly due to the fault of the government, partly due to the fault of society and partly due to the fault of the teachers themselves. The teacher had lost his respect, because he had ceased to be a student. It was for the teachers to build up their lost reputation and regard. A beginning had, however been made to re-establish them during the past few years. It was for them to rebuild the dignity and honour of the teaching profession and to make their future really happy by helping to reconstruct the system of education.

The purpose of education was to develop human personality, he said and to mould an intelligent and responsible people by shaping them, ready to face a changing world. It was necessary with the advance of science that the process of progress should be tremendously accelerated.

Dealing with the question as to why the Government gave more importance to the reform of university education, he said that the reason was simple. "If we want to improve primary and secondary education system, we must have trained teachers. That is why the Government appointed a University Education Commission

before appointing a Primary Education Commission.

Replying to the criticism of the present system of education, he said that though there were defects, there were many virtues also in the system, and its contribution to our country was of course, tremendous. It had opened a new Window to the world for us; it had also helped us to learn Western science, outlook and their history.

THE RAJAPRAMUKHA OF TRAVANCORE COCHIN ON ADULT EDUCATION

Addressing the S. I. Adult education Seminar at Ernaculam on 20th April at Ernaculam the Rajapramukh of T. C., said that those who were engaging themselves in this branch of highly desirable and necessary educational activity ought to do something to dispel a misconception that existed in the public mind regarding the purpose and need for adult education. It would be of great advantage, he added if the public were made to understand that adult education did not confine itself to adult literacy. The scheme consisted in equipping such of those as had not had the benefit of a good education in their early years to develop qualities which would enable them to live as useful citizens of India.

The Rajpramukh mentioned that in many countries, where conditions had been more backward than in many parts of India, quick progress, in all spheres, had been achieved by making the adult generation properly educated to be conscious of their responsibilities and to shoulder them with courage and willingness. It was clearly envisaged by those in authority that to wait for the younger generation to come up would be retarding the pace of progress considerably and generally jeopardising the interests of the State.

Emphasis had been rightly laid on adult education in the Five-Year Plan and tackled with sympathy and understanding it would not be difficult to get the people of India, who had a rich heritage of culture and a high sense of values, properly educated and efficiently trained to discharge their duties and responsibilities creditably in the building up of the future Indian nation.

SIR C. P. RAMASWAMY AIYAR ON EDUCATIONAL REFORM

Presiding over the Annual Day of the Municipal High School, Ootacamund held on the 14th May, Sir C. P. Ramaswami Aiyar, Vice-Chancellor, Annamalai University, emphasised the need for reorientation of the present system of education at the elementary, primary and secondary stages in such a way as to enable the child to develop its reasoning faculties and cultivate discipline of the body and mind.

Continuing the speaker said that children should be encouraged to develop the habit of logical thinking without relying on slogans while pursuing their studies. In the past, all attention and care were concentrated on the study of mathematics and the languages. But too much of it had resulted in the neglect of other aspects of education and that was why emphasis was being laid now on the third aspect of education, namely, teaching by discipline. This should be aimed at through regimented sports, scouting and other extra-curricular activities in which the children learnt to get on with others and imbibed the principle of "live and let live". In this sphere the children could see and tolerate the personal shortcomings and angularities of each other.

The Role of International Youth Organisations in Unesco's Programme

Unesco is called upon by its Constitution and by the Basic Programme adopted by the General Conference in Florence in 1950 to help stimulate the enthusiastic interest of young people in the ideal of international understanding and co-operation. The activities of the Organization in this field have evolved from the plane of occasional or exceptional measures to that of concern with general and permanent problems. At the start, it co-operated only with the International Voluntary Work Camps. But since this period of post-war reconstruction, the Organization has moved toward the broader conception of associating all of the international youth organizations with its activities.

By convening large conferences at regular intervals—such as the Advisory Meeting of Representatives of International Youth Organizations in Paris from 23 to 28 February 1953—Unesco has given the various youth movements the chance to exchange views and work out methods of co-operation. Unesco helps these organizations—of which 25 have consultative status—and also the appropriate national bodies to prepare courses for the training of cadres at which leaders of youth movements learn practical methods of contributing to the development of civic spirit and of giving an international type of education to the young people under their direction.

The first international course for the training of youth movement leaders took place at Rangoon in October 1952. Thirty-three youth leaders from the countries of southern Asia and the South Pacific region studied activities of young

people and the programmes of their organizations in this part of the world. They also took up the problems presented by the role of these movements in education for living in a world community as well as the participation of young people in fundamental education campaigns.

This kind of education is intended to give the peoples of under-developed countries the minimum of theoretical and technical knowledge needed to lift their standard of living. The role of youth organizations—which is by no means confined to southern Asia—can take the form of campaigns of information or mutual aid. It can also be placed within the framework of programmes of training fundamental education experts—anthropologists, teachers, doctors, nurses, film and social workers. Unesco has already given a number of youth organizations the necessary documentation; it has also provided technical advice to organizations which want help in establishing fundamental education programmes. This is the preface of a large programme of international solidarity in which all youth organizations will be invited to co-operate.

In 1953 Unesco is organizing in Japan a similar training course. The youth movements of south-eastern Asia have been invited to take part. Another course of the same kind will be held next year in Havana, Cuba, for the benefit of the countries of Central America.

Unesco also helps the educational activities of youth organizations by granting fellowships and by sending them teaching materials. Travel in foreign countries, which is especially encouraged, allows the young people

to take university or technical courses; to take part in international conferences, seminars or workshops; to study and to learn how better to understand the people and the way of life of the country visited. During 1952, Unesco distributed 42 travel fellowships for a total value of \$ 34,000, to 12 international youth organizations. The fellows, who came from 32 countries, participated in 15 different activities of an international and educational character. Twelve countries were represented at a seminar organized last December at Marly-le-Roi, France, on the educational role and the training of leaders of groups making tours abroad. Moreover, Unesco issues every year three publications of special interest to young people on the opportunities for foreign travel: "Study Abroad", an international guide to fellowships; "a supplement on vacation courses"; and "Travel Abroad", a guide to travel regulations and the facilities afforded by youth organizations for international travel.

Unesco continues to participate in the functioning of the International Volunteer Work Camps, which are a concrete expression of international mutual aid. During the past year, 10 new libraries were put at the disposal of the work camps in Japan and Germany, and packages of leaflets were sent to the workshops of 21 organizations in 15 countries. A large number of documents on the work of the United Nations and the Specialized Agencies was sent to 60 international relation clubs or groups of young people in 19 countries.

At the same time Unesco facilitates international exchanges of correspondence. It supports the activities of the International Federation of Organizations for School Correspondence and has

entrusted this organization with a study on the extension of correspondence to young adults not attending schools, particularly young industrial and agricultural workers. A meeting of experts held in Paris in October 1952 was devoted to the development and improvement of the education young workers.

A new experiment should also be mentioned: the creation in Germany of an International Youth Institute. A seminar intended to draw up the programme of the Institute was held in Sontheffen last June. More than 50 delegates from 18 countries, including representatives of youth organizations, educators and social science experts took part. The Institute, to be located at Gaunting, near Munich, is to be a centre for international contacts, documentation, information and experts about youth activities, as well as a centre for studies of methods of education for living in a world community. It works in close co-operation with the Unesco Institute for Education at Hamburg and the Unesco Institute for the Social Sciences at Cologne.

All of Unesco's activities are designed to promote better international understanding in the fields of education, science and culture. They increase the number of contacts and exchanges of persons and ideas. They also seek to help every individual person to learn how to live in the world community: at the same time he learns how to use his rights and how to fulfil his obligations as a citizen. Young people are particularly interested in this kind of new education. Nothing can better serve the development of this education than the steady strengthening of the ties between Unesco and the international youth organizations.

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