

# EDUCATION

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## CONTENTS

	PAGE
1. O Child ! Sri Avadhesh Dayal	1
2. Editorial	1
3. Need for a Cross Cultural Study for South East Asia Dr. L. Mukherjee	5
4. Teachers' Requisite Qualities R. P. Kurl	23
5. Catalogue of Expansion of Education in India During the Last Century Sri Shamsuddin	27
6. Notifications	33
7. Emotions and Commonsense P. K. Mukerji	35
8. गिरते हुए शैक्षिक स्तर का विश्लेषण राम खेलावन चौधरी	39

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( प्रारम्भिक जीव विज्ञान—भाग २ )

( Recommended by U. P. Board for High School Examination, 1960 )

लेखक

जगदीश नारायण राय, एम० एस-सी०, पी-एच० डी०

तथा

पुरुषोत्तमदास गुप्ता, एम० एस-सी०, पी-एच० डी०

पृष्ठ संख्या २१६

मूल्य २ रु० ५० न० पैसे

जीव विज्ञान पर हिन्दी में समुपयुक्त पाठ्य-पुस्तकों का अभाव और उनके निर्माण में जो कठिनाइयाँ हैं वे शिक्षा-शास्त्रियों से छिपी नहीं हैं। फिर भी लेखकों का यह प्रयत्न रहा है कि भाषा, शैली और विषय-विवेचना की दृष्टि से सरलता, रोचकता और स्पष्टता का अभाव न हो। मुद्रण की अपनी प्राचीन परम्परा के अनुसार हमने छपाई सम्बन्धी भूलों से इस पुस्तक को दूर रखने की सफल चेष्टा की है। आशा है विद्यार्थी वर्ग विद्वान लेखकों के ज्ञान और अनुभव से अधिकाधिक लाभ उठायेंगे। पुस्तक आवश्यक चित्रों द्वारा चित्रित है।

## बुनियादी शिक्षा के सिद्धान्त

लेखक

के० सी० मलैया, एम० ए०, एम० एड०, साहित्यरत्न, लेक्चरर, गवर्नमेण्ट पोस्ट ग्रेजुएट  
बेसिक ट्रेनिंग कालेज, जबलपुर

तथा

श्रीमती विद्यावती मलैया, एम० ए०, लेडी सुपरिण्टेण्डेण्ट, शासकीय महिला बुनियादी  
प्रशिक्षण विद्यालय, जबलपुर

इसमें बुनियादी शिक्षा के सिद्धान्तों तथा इसकी उपयोगिता पर प्रकाश डालते हुये लेखकों ने इसकी सफलता का दिग्दर्शन कराया है तथा अपने अनुभव के आधार पर उपयोगी तथा आवश्यक सुझाव भी दिया है। यों तो इससे प्रायः सभी वर्ग के लोग लाभ उठा सकते हैं पर नार्मल स्कूल के छात्र अध्यापकों के लिये तो यह अत्यन्त महत्वपूर्ण है।

पृष्ठ संख्या १२०

मूल्य १ रु० ७५ न० पैसे

मैकमिलन एण्ड कम्पनी लिमिटेड

(इंग्लैण्ड में संस्थापित। सदस्यों का दायित्व सीमित है।)

२९४, बहुबाजार स्ट्रीट, कलकत्ता १२

# Registers & Forms

Cash Book	....	....	6	8	0
Classified abstract of Income	....	....	4	0	0
Classified abstract of Expenditure	....	....	4	0	0
Contingent charges Register	....	....	2	0	0
Free and half rate a/c Register	....	....	2	0	0
Fee Receipt Book	....	....	0	10	0
Hostel Fee Receipt Book	....	....	1	5	0
Examination Result Card (Per 100)....	....	....	2	0	0
Attendance and Fee Register	....	....	2	0	0
Games Fund a/c Register	....	....	2	4	0
Games Material Stock Register	....	....	1	8	0
Issue Book and Games Material	....	....	1	8	0
Refreshment Fund a/c Register	....	....	1	8	0
Guard Files	....	....	0	12	0
Ink account Register	....	....	1	8	0
Blank Register (Bound of 2 qrs.)	....	....	1	0	0
Peon Book	....	....	0	8	0
Lecture Register	....	....	1	4	0
Hostel attendance and Fee Register	....	....	1	8	0
Attendance and Fee Register (Small size)	....	....	1	0	0
Provident Fund Account Register	....	....	1	8	0
Grant in Aid Register	....	....	1	8	0
Admission Forms	....	....	1	8	0
Withdrawal Forms	....	....	1	8	0
Scholar Register and T. C. Forms	....	....	1	8	0
Fee Concession Forms	....	....		2 %	
Heads Agreement Forms	....	....	0	3	0
Asstt. Agreement Forms	....	....	0	2	0
All Leave Register	....	....	1	8	0
Scholar Register (Bound of 100 Pages)	....	....	4	0	0
Gram Fund Account Register	....	....	1	8	0
Lorry and Thelawise Register	....	....	1	8	0
Teacher's Diary and Mark Register	....	....	0	15	0

# A CHILD

( AVADHESH DAYAL )

O lovely child ! thy innocence divine  
Pure perfect and adorned with charming smiles  
Quite numerous parents' cares it beguiles  
All pleasant, through it heaven's grace doth shine.

Unknown to rage, content with inner joy  
Free from the painful pestering worldly cares  
Free yet from pitfalls temptations and snares  
Fond of a toy and yet thyself a toy.

The nation's hope, of future great store  
Treading unknowingly the path of life  
Of unknown greatness possibly an heir  
Fresh, free and active, lovely ever more  
Hath love for all and knoweth not strife  
Is not there godly grace in thy stare ?

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## *Editorial*

### **U. P. Intermediate Education Act :**

The Intermediate Education Amendment Act of 1958 has been passed by both the houses of legislature and has received the assent of the Governor.

Sri Kamalapati Tripathi has succeeded where both Sri Sampurnanand and Sri Hargovind Singh had failed, for though they might have had honest intentions to improve the service conditions of teachers and

also to improve the examining body, the Intermediate Board, yet their bills were sabotaged by forces behind the scenes. It is therefore the reason perhaps that Sri Kamala Pati has taken a limited objective namely merely to improve the service conditions of teachers by adding certain provisions to only one clause of U. P. Intermediate Education Act of 1921 namely clause 16. Thus he did not face two fronts simultaneously, managements and the U. P. Board.

Perhaps in keeping with this view, the government opposed the amendments of teacher M. L. Cs. whereby representation had been sought in the Board of Intermediate Education for Assistant masters. It is a grave omission and the U. P. Board needs reform in various other directions too for it has been outmoded and rickety and has provided opportunities for power politics to play, yet nothing has been done so far to remedy it. Nor has the present bill done any thing in that direction. To the extent the Act has failed to reform the Board, the main issue of U. P. Intermediate Education Act of 1921, it may be considered a failure.

But while this has been the weakness of this act, it has done some

good in making the position of teachers more secure. So far the only security that was provided was through arbitration boards, which were constituted under U. P. Education Code. Obviously the code is a departmental circular and has no legal basis to stand. The awards of the arbitration committees were openly flouted by managements and the only thing that the government could do was to enforce the decision by stoppage of Grants in Aid. For one thing, it affected only the aided institutions, and left the unaided recognised institutions free. Secondly, there is something wrong with the practice of enforcement by stoppage of grants, for the persons directly affected are the teachers of the institution who do not get their pay or the boys whose education suffers when an adamant Management, by refusing to surrender, denies its teachers their legitimate pay and thus forces them to quit the institution. The provisions under the clause 16 of the older act of 1921 were rather vague and though a committee of inquiry had been envisaged therein, its constitution was kept vague.

Then the awards of the arbitration committees, it unfavourable to the

## EDITORIAL

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managements, could be questioned in a court of law and since the orders of the code were departmental orders, they had no legal bindings as has been established by several rulings. The only protection that the teacher had under the circumstances was the agreement form, if executed ; for it had a legal sanction under the law of contract. But this the management knew and evaded the obligation of filling up agreements wherever it was possible for them to do so.

The present act has prevented this, for it is open to the administration to take the control of managements whenever it finds the managements defective either in structure as revealed by the scheme of administration or by their functions. For instance when the scheme of administration is not provided, within six months, a warning with a further time limit of three more months will be issued. On the managements failure to supply the scheme even during that period, the orders are to be issued. What will actually happen is that the managements will send a defective scheme and a lengthy correspondence will start between the management and the depart-

ment, obviously with the intention to delay.

As a concession to the managements, it has been further conceded that expert to be appointed in the selection of heads of institution should not belong to the district and that he should be approved by the management of the particular institution concerned. This obviously reduces the scope of independent judgement that such experts any exercise.

The limit imposed on the supercession for one year only is another concession to the management. But we are afraid that there are many managements where the appointment of a controller for only one year will not remedy matters.

So far only two demands of the teachers have been accepted. One is the retention of the arbitration committees which will now be called appellate courts. Their powers, are more or less the same as the bodies they seek to replace. The second is the provision of appointment of two teachers in place of one in the Boards of Management. But the appointment will still be in the order of seniority by rotation. It is not

clear what the criterion of seniority, will be, length of service or rank. In the former case, we fear that almost all the junior teachers with long service records will never get a chance. In the latter case, i. e. one from the senior services and one from the junior, one wonders where will middle grade teachers go. An Intermediate college has three grades of service, Lecturers, Trained Graduates and undergraduates including J.T.C. The senior most man moreover will in many cases be one who is verging on superannuation and will tend to be a 'yes' man for the favour of recommendation of an extension of

services. Only when a teacher is elected by the entire staff, can he be really responsible to his fraternity and be capable of exercising some independence of judgment.

No heed has been paid to the demand of selection of teachers being made with the help of an independent expert as in the case of the Head.

To sum up therefore, while the Act has provided certain remedies, it has not been able to remove all the long felt grievances and the promised comprehensive Secondary Education Bill is called for.

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### **Change of Venue of All India Educational Conference :—**

The next All India Educational Conference will be held at CHANDI GARH and not at Kerala as announced earlier, as Kerala Teachers Association could not organise. The dates remain unchanged from December 28th to 31st.



# Need for a Cross Cultural Study for South East Asia

By Dr. L. MUKHERJEE, Representative for India at the Unesco Experts' Meeting of Cross Cultural Study on Child Psychology held at Bangkok from August 26 to September 6th 1958.)

Although there is some truth in the claim that the pattern of human behaviour is same all over the world, one can not deny that regional variations exist. We all feel 'happy' at a situation that provides us comfort and security and all feel worried at a situation which threatens us with insecurity. But our interpretation of the sources of security differs considerably. Perhaps one single instance will suffice to illustrate my point.

Love is a common human instinct and one way of showing endearment common to most of the cultures is by kissing. The sentiments expressed by the Scottish Poet Robert Burns :—

"Humid seal of soft affections,  
Tenderest pledge of future bliss,  
Dearest tie of young connections,  
Love's first snow drop, virgin  
kiss"

are shared by many persons in different parts of the globe who feel certain assurance and security when two lips join together. Yet there is one place where instead of producing security, this very act is likely to produce insecurity.

The representative of Japan (Dr. Yoshida) will correct me, if I am wrong, I am told in certain parts of Japan this very demonstration of security is abhorred and that too for sound hygienic reasons. The fear there is that the practice is likely to spread infection. In our calmer moments, judging strictly from medical considerations, we may be inclined to agree that perhaps the Japanese way of looking at this act is more rational. But that is not the point I am driving at now. What I want to show that an act which pro-

## EDUCATION

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duces a sense of security in one culture is likely to threaten us with insecurity in another. Our sense of security and insecurity are entirely derived from the cultural environment to which we have been conditioned to speak.

The impact of social and cultural patterns bring out different sets of responses to the same stimulus in different areas and a particular type of behaviour to the same situation has been conditioned by the cultural heritage of that area which is quite different from the behaviour found in another land.

Dr. Boesch has shown on page 6 of his Research Bulletin how he was struck with an apparent lack of harmony and monotonous phrasing of *Thai* music. I can inform him, to a certain extent this feature is shared by all Eastern Music. *Burmese* music resembles *Thai* music considerably and even the *Sinhalese* and Indian music may appear as somewhat monotonous to a new comer from the West whose ears are tuned to the striking contrasts of iambic and trochaic metres. The rhythm of our eastern dances with their static poses may appear equally

monotonous to those who have been accustomed to more dynamic movements on western dances reaching their peak in Rock and Roll. I do not say which one is better, all that I would say is, that it requires an acquired taste, a special type of learning, in other words, to appreciate one form or the other.

Dr. Boesch would excuse me, but I can not help following my eastern method of coming to my point through a circuitous way. But let me tell him at the first instance, that with the little knowledge that I have of these countries, India included, there is a vast difference in the outlooks, in the modes of life and perhaps in the very philosophy of life of the eastern people and the people of the most industrialised areas of West Europe and North America. It is possible, perhaps more similarities may be found between the people of these regions and those that live in warmer agricultural regions of Central or South America, but that is beside the point.

The industrial developments in West Europe, Canada and U.S.A. produced a new mode of urban life which is no longer confined to the



big cities, but which has enveloped the country-side as well with all the mobility, both physical and intellectual, which high roads and automobiles, radio and television, have provided and fostered. This is not confined to industry only, for agriculture has been industrialised and an urban life is noticed in the dairy farms of Denmark as well as in the pastures of American Prairies.

Here in the South Eastern Asia, the population is still rural in its outlook. True, large cities have sprung up here too, and industrialization has started. But the industrial civilisation has merely touched the periphery of rural life. The labourer in a factory here saves money in order to invest the same in lands in his village, where he hopes to retire one day or the other, not much unlike the Englishmen in the East who did not colonise but earned here and retired in England. A sort of cultural dichotomy has started no doubt in spite of this between the rural and the urban life, and it is not strange to find street cars (tram cars) and bullock carts co-existing within a few miles of each other. It is difficult to predict what will be the ultimate result of this strain of dichotomy,

whether ultimately the villages will be urbanised as they have been in the West, or cities ruralised. The impact of science and the cult of revivalism are pulling in the opposite directions just at present.

I do not want to say that this revivalism is desirable, but my point is that any plans that overlook this vast rural population, its culture and outlook, its traditions and aspirations, will be doomed to failure, for the urban population, though it may appear to be more vocal, do not exceed some fifty millions and even this is not completely urbanised yet, while the rural population of India and South Eastern lands would number well over five hundred millions, exceeding half a billion in the American sense.

Once upon a time we were prone to feel that learning process of the child progresses from savagery to barbarism and thence to different stages of civilisation. If that were the case, then perhaps we could continue the Western methods of education in the East, for the transition from hunting, nomadic, agricultural and handicraft stages are common grounds and the Western

child would have only one more stage to cover, namely machinocraft to which the Eastern child could be slowly initiated. But this Cultural Epoch Theory which was once held so effective is losing ground. We can not simplify matters so easily. I agree with Aronold Gessel and Francis Ilg when they say "Modern Culture presses so closely upon the child that he is scarcely out of his diapers when he begins to press the electric buttons and operate the ratio dial (1)". It is natural that the entire approach to learning will have to be some what different for a child living in an industrial culture and for another, may I say, more primitive environment.

Speaking with this rural population of S. E. Asia, including India in my view, I may say that some of our behaviour patterns may appear quite strange to Western eyes, and some of the great psychological truths evolved in the West will have to be modified when applied to Eastern conditions. I quite agree with Dr. Boesch when he says that with the high incidence of what appears to be

*schizophrenia* in Thailand, we may perhaps have to change the entire diagnostic criteria of this maladjustment (2). I would go one step further and say that perhaps the Freudian concept of *Libido* will undergo considerable modifications, if applied in these lands. The general conditions of temperature in the west will produce a more pleasant sensation of drawing two human beings together in a dance hall and the sweltering heat and perspiring bodies in the East will act as repellent forces except at the peak of biological urge. Who knows if this has also produced more static poses in our Eastern dances, for dynamic movements are likely to produce more heat? The very idioms of languages differ. 'Cold reception' is abhorred in the West which prefers welcome to be "warm" enough. In our Eastern languages, we like a speech that "cools our hearts" and detest any thing that suggests heat, having had a surfeit of it from our tropical sun.

The family life in the East differs considerably from what one is accustomed to see in the West. The typi-

(1) Arnold Gessel & Francis Ilg, *Infant & Child in the Culture of Today* (Harper Bros, New York 1950) page 45.

(2) Dr. Boesch Research Bulletin page 14, also *Problems & Methods of Cross Cultural Research* pages 36-37.



## NEED FOR A CROSS CULTURAL STUDY FOR SOUTH EAST ASIA

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cal Western family consisting of the father, the mother and the growing children would help to build the child's *Super-Ego* round the father and perhaps *Oedipus* complex centred round the mother. But the family structure of the East is different. Joint family system prevails here, generally patriarchic though sometimes matriarchic (as in Burma or Thailand), and the borders of the family life extend to group living as in New Guinea or in *Nagas* of Assam in India, into castes and subcastes in India and into clans at many places not much unlike the tribal organisations of Africa. In such a structure the father's authority over the child is subordinate to the family or group headman and the mother's role is inferior to that of the chief lady. The kind of *Super-Ego* that the child will develop will naturally be fashioned by the type of headman he sees and the entire group will show certain stereotyped behaviour patterns. *Oedipus* complex in a Freudian sense is not possible (3) in a structure where the mother is inhibited to show her affection for her offspring even to the extent of giving a second helping of food, lest

she may be accused of being partial to her own child in preference to nephews and other relations living together in a joint family. Very often after weaning it is the grandmother or some other elderly lady takes care of the children rather than the mother.

The structure is authoritative, but while it makes a child more submissive, it should not be taken for granted that it makes him less vocal. Professor Udai Shanker of Delhi in India has perhaps given a correct assessment of the delinquent behaviour found in such a structure when he says :—

"A more camouflaged expression may take the form of laziness, bedwetting, truancy and disobedience (4)".

It is not my purpose to say that aggressive delinquency does not exist east of Suez, but generally behaviours are more covert and when overt behaviours are seen, they spring from sources which the psychologists in the west would not expect to be the causes of such behaviours. In the west, the child

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(3) Dr. Boesch—Problems and Methods in Cross cultural Research p. 35.

(4) Professor Udai Shanker ; Problem Children (Atma Ram & Sons Delhi 1958 Page 85.

## EDUCATION

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is off his moorings, both socially and economically, when the home is broken due to divorce and desertion. It is not surprising therefore that half the delinquents come from broken homes as Merrill has shown (5). In the east, the joint family structure is more stable, the child is not stranded when either or both the parents die or when one member deserts the family responsibility. It is the general poverty of the entire family, perhaps caused partially by a structure which prevents an accumulation of wealth that is more often the cause of such overt behaviours.

Shree S. S. Srivastava has made a study of three hundred vagrants at Kanpur and Lucknow and found that 57 per cent, i.e. 172 of them came from homes that may be called quite normal with both parents living together. In 41 families the child's mother had died or deserted, in 53 the child's father had behaved similarly and in 34 the child had neither the father nor the mother. It is the poverty of the entire family that has

prompted the child to become a vagrant (6). Even this sample is not typical of the rural areas, for these were cases taken from two industrialised cities where the joint family structure has already shown some signs of cracking. The same issue of the journal has another study of a more rural population, though not of children, but of adult offenders. This is a joint enquiry undertaken by eleven cadets of Lucknow Jail Training School who studied fifty convicts of Model Jail all of whom came from rural areas. This report observes :— "On the whole the case history material collected, clearly shows that the lives of the offenders and the circumstances under which they committed offences were very similar. This is due mainly to the fact that all the persons interviewed came from villages. Life in rural areas is more stereotyped and institutionalised than in cities. The hold of age old customs and traditions is much stronger in villages where family life is rigidly patterned, on account of which the scope for development of

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(5) M. A. Merrill, Problems of Child Delinquency (Houghton Mifflin) N. Y. 1947 Page 122.

(6) Dr. S. S. Srivastava. The Social circumstances of 300 families of Juvenile Vagrants, 7-18, in Kanpur & Lucknow : (Journal of Correctional Work, U. P. Govt. Jail Training School, Sept. 1957) Page 104.



## NEED FOR A CROSS CULTURAL STUDY FOR SOUTH EAST ASIA

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individuality is restricted, and consequently ideosyncratic deviates are uncommon (7)".

As many as forty (80%) of the offenders have reported that they had harmonious relations with their family members and either they had no leisure or their leisure time activities before their conviction were wholesome (8). What prompted them to commit crimes one may ask. Well a majority of offences were thefts or robbery committed some times out of greed due to dire poverty. Sometimes they might have committed graver offences like murder or arson, but these are often due to long standing family feuds not much unlike those of Capulets or Montagues of Shakespeare's Romeo and Juliet, though the Juliet in this case may be a portion of standing crops.

So far, I have mentioned the deviates only to show that the causes of deviations in our lands are in many cases different from those in more industrialised areas. Let us

now consider some of the problems with the normals.

I feel that in their learning abilities, the children of the East differ considerably from those of the West. Dr. Vernon of London has studied the vocabulary of 200 children from Scotland belonging to the age group  $4\frac{1}{2}$  to  $5\frac{1}{2}$  years and found that their vocabulary varied from 50 to 200 words (9). Unfortunately I do not know of reliable studies made in our countries with Pre-School children of similar age group, but I have a shrewd suspicion that when such studies are made, it will show a higher average with less wide variations.

Why I hold this view is based on a small study that I made some six years back. Dr. D. McCarthy has shown that at the age of eighteen months an average American child uses twelve words to answer ten questions or to respond to situations that evoke a vocal response (10). In

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(7) Same Journal - Next Study. Page 143.

(8) Ibid Pages 147 & 148.

(9) Dr. P. E. Verman. Studies in Reading, Scottish Council for Research in Education (reprinted in University of London Press Vol. I 1949).

(10) Dr. D. McCarthy Language Development of Pre-School Child Reported in Charni-chael's manual of child Psychology (Wiley & Sons New York 1944 Chap. X.)

## EDUCATION

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November 1952 I had an occasion to examine 17 children all of whom were between  $17\frac{1}{2}$  months (76 weeks) and  $18\frac{1}{2}$  months (80 weeks) old and I had full opportunity of ascertaining their ages correctly. They all happened to be Bengali children and I put them eight simple questions and placed them in four situations (like dangling some food or toys before them) so that they could express their desires by vocal responses. All the cases were such as had learnt to speak, and the questions or situations were well within their experience. I found a variation of their responses no doubt, but it was not four times as Vernon found, but only two and a half times from eight (4 questions unanswered) to 20. The mean was 15.9 and the standard deviation as will be seen from Appendix B was 3.345, the distribution though slightly negatively skewed did not show any significant skewness. But the higher average of 1.32 in place of McCarthy's 1.2 is to be noted. I admit owing to the small number of cases studied with a biased sample of such cases whose age I could ascertain correctly, my finding would not go much beyond the amateur level especially when I have missed

the follow up studies as most of these children have dispersed to different cities. But with slightly grown up children and with adults, it has been the experience of many, that an Easterner is more vocal. He learns a larger number of words, some times unnecessary words to express his ideas. Perhaps this develops in him the habit of coming to his point through a more circuitous path which Dr. Boesch complains.

But all this goes to show that we must have different yard stick to measure the achievements and shortcomings of the Eastern child and perhaps an Eastern Adult than the one which we have so confidently used in the West.

I must admit that my interests are more for Education than for Psychology. Psychology to me is a mere means to an end, for without sound psychological studies acting as foundations, we can neither build our educational principles nor devise our educational methods, but the end with me is educational progress.

I do not claim to possess an expert knowledge of *Thai* children. It is true that I have seen many *Thai*

children during my twelve years' stay in Rangoon from 1930-1942 and have taught a few of them in my classes, but those were the flowers of pre-second World War Age, grafted into a cosmopolitan city of Rangoon and must have in the process lost some of their native hue of the *Menam* valley.

When I first heard a Burman friend claiming that Thailand is the oldest *Shan* state and as *Shans* belong to Burma, Thais are really Burmans, I took that claim with a pinch of salt. I know that every country prides in considering itself the fountain head of the culture of all its neighbouring lands if not of the whole world, and it is not the New Englander of U.S.A. alone who can be accused of such parochial loyalties as to assert that "Boston is the hub of the Universe".

Yet, on later contacts, I found certain striking resemblances between Thai names and names found in India or Burma. In *Thailand* there is a place *Ayodhya*, this bears a striking resemblance with the city of Ayodhya mentioned in the Hindu mythology of Ramayana and which still exists in the very state I hail from. In older maps we used to

find another name *Aranpradesa* which sounds strikingly Indian and so are the names of telegraph (*Dura Lekha*) or telephone (*Dura Satta*).

Such similarities are found in Burma also. Two districts *Tharawaddi* and *Hanthawaddi*, are nothing but *Sarawati* and *Hansawati* when we remember that *Tha* in Burmese alphabet occupies the same position as *Sa* in most of the Indian languages derived from Sanskrit and that when placed in the end, it tends to be *Da*. A couple of hundred miles from here stands a more objective example of a common culture in the shape of *Angkor Wat*. All this would point to a common heritage. I would not say Indian, though I am such inclined to do so, lest I may be accused of parochial loyalties myself, but at least a common culture prevailing here.

From the Research Bulletin supplied, I find a striking resemblance, at least outwardly between *Thai* script and some of the South Indian scripts. Burmese alphabet resembles Telegu not only in the external form but also in the arrangement except the following :—

(1) In place of Telegu *Sa*, the Burmese has *Tha*.

(2) In place of **Cha** and **Chha** in Telegu, the Burmese have two forms of **Sa**.

(3) There is another **Tha** in Burmese which tends to become **Da** when used at the end of the sentence.

(4) The Burmese has no **R** but uses two forms **Ya**.

Dr. Gray of Chicago, I know has made some study on comparative philology. I heard him speaking at Harvard in December 1956, but naturally in a large meeting I had very little chances of clearing my doubts. When I visited Chicago in January 1957, I could not meet him as he was away. I have therefore to rely mainly on his book which he has published in 1956 under a Unesco Scheme.

According to Dr. Gray, it seems in **Thailand**, there is a tendency of words running together so that the entire sentence becomes a compound word (11). Instead of a sentence :—**A Boy Hitt a Ball, a Thai child** would write **Aboyhitteball**. This tendency, it appears to me, to be just a degree ahead of the tendency

of forming compound words out of two adjacent words in our Indian languages, where the last portion of the first word and the first portion of the next suffer some changes. In the following two words **Deva** and **Archana**, the end **A** of first word is short and so is the first **A** of the second, but they combine together forming **Devarchana** where the first sound of **A** formed by joining two short **A** s is long. In **Upari** and **Upari** the compound word is **Uparyupari**, the **I** of the first and **U** of the second have turned into **Yu** in the compound word.

Though I am not quite certain about the **Thai** script, but I find some definite similarities in all Indian scripts and the scripts of Ceylon and Burma. These are :—

(1) There are no capitals and small letters to confuse the learner, as in European scripts. The opening letter of a sentence or a proper noun has no pride of the position in anyone of these languages of S.E. Asia. This is also true of Urdu derived from persian.

(2) Though when expressed

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(11) Teaching of Reading and Writing (Unesco 1956) page 41, by Dr. Gray.



alone, the vowels have their regular forms, yet on joining a consonant, they lose the form and are expressed as peculiar prefixes or affixes. In English for instances **BA**, **BE**, or **BO** show both the vowels and the common consonant in their original forms. In the S. E. Asian languages on the other hand, while the consonant retains its form, the vowels have their peculiar signs and are attached to the consonants, their original form being lost.

(3) In these languages, each vowel has more than one component, in Northern and in Western India there are two components, short and long, and in Southern India as well as in Burma and in Ceylon there are as many as three components, Short medium and long. Thai forms have sometimes two and sometimes three.

(4) In all the Indian languages though noted much in Burmese, there is a tendency to form double consonant out of the consonants. These resemble the English diphthongs in a way, though differing in two respects: namely an English diphthong is formed out of two vowels rather than two consonants, and in the fact that in a diphthong the origi-

nal form of two vowels are more or less retained, which is not always the case with compound consonants in the languages of India or S.E. Asia.

(5) There is a tendency of two adjacent words running together to form a compound word according to certain well set rules where the ends suffer some change.

I deal with these in detail to show that people in S. E. Asia have some common things. They not only have the same fundamental social structure having more or less the same kinds of normal behaviours and deviates but their language forms have some common features. I do not say they have no differences, (differences there are and some times fairly, wide enough) but on the whole, we find more things in common which as a group differ from those of Western Countries.

Perhaps the problems facing educators in these lands are similar and because of the many facets, the entire problem will appear very complicated. On the one hand, an educator here has to provide education to so many; on the other, he has only limited resources at his

disposal ; and finally he can not utilise the tested experience of the West immediately, considerable adaptations have to be made in them before they can be employed here at least at present.

In the West, particularly in West Europe, Canada and U. S. A., efforts to enforce compulsion in Education started in the 19th century and those countries do not have to bother about the paucity of buildings and equipments (except in War devastated areas) or of training teachers. Above countries have not many illiterates to educate. Efforts of the educators in these lands can therefore be profitably directed towards the raising the age of compulsion so that fundamental education consists not only of the elementary but secondary education, at least partially. High schools for all is perhaps their target. In the field of adult education, they can direct their energies towards devising suitable leisure time activities and the initiative for this can be left to voluntary agencies with or without contribution from the State funds.

This is not so in S. E. Asia. We have not yet been able to provide minimum schooling to all our children and we cannot at the same time

remain indifferent to the problem of educating our adult illiterates. Socially, it means that conservatism and superstition, pantheism and witchcraft will persist unless light and learning spreads. Economically, it means that economic backwardness will continue because of inadequate exploitation of natural resources. Politically, as these countries are now experimenting in democratic administrations, they feel adult franchise is a necessity, but the fickleness of an illiterate adult population may create unstable regimes and frequent coup de etats. This is not only a local problem, but a world problem, for over one quarter of the total population of the globe lives in this region.

But adult education, which by itself is difficult to provide on account of limited resources will not solve the problem, unless we stop the supply of future illiterates by providing schooling to every child of school going age.

The number is simply appalling. I estimate the population of S. E. Asia including India and Pakistan to be something like five hundred and fifty millions living on the mainland only.

## NEED FOR A CROSS CULTURAL STUDY FOR SOUTH EAST ASIA

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If Indonesia and the Phillipines be added, the total number will be about six hundred and fifty, at least four times as many individuals as U. S. A. has and nearly 12 times that of U. K. in 1956, after the first Five Year Plan, India provided schooling to 42 percent of children of the age group 6—11. Today it is estimated to be 48 and more than half the children of the age are going without schooling. I am sure the position in other countries like Pakistan, Ceylon, Burma, Malay, Cambodia or Vietnam is still less satisfactory. From the reports supplied to us at Bangkok it appears that 2,867,174 children were receiving education at the elementary schools out of a total estimated population of (12) 3,239,177 (vide reports pages 48 and 29) of the age group. At the first eight it appears as of 90% of the compulsory age level are receiving education. But compulsory age in Thailand begins at 8 plus, and some of the children are receiving education at ages 6 and seven. Thus the percentage of children who are denied education at the compulsory age level is perhaps 20%. Added to this is the problem

of the age group 6—8 who are not yet in the orbit of compulsory education presumably owing to a paucity of arrangements made for them. From this group only 6,036 children are in the Kindergarten class (page 48) (13) and a few have joined elementary schools as mentioned already. By for the large majority are being denied schooling though judging by our Eastern standards of maturity this appears to be an educable age for receiving formal education. Phillipines are perhaps in a better position, but it must be noted that both Thailand and Philippines are under-populated accounting for not more than forty out of six hundred and fifty millions of the population mentioned.

To this problem, immense as it is, must be added the problem of inadequate funds because of low national incomes which again is partly the result of poor educational attainments.

I therefore feel, that our Cross-Cultural studies, useful as they may be for widening our horizon of information, should not rest contented

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(12) Reports supplied to Experts By Thai Govt. Pages 48, 29.

(13) Ibid Page 48.

with a mere discovery of these differences in our social outlook and in the ways of life. We must make use of our findings for a more effective educational planning. While these studies will make our plans more realistic and show us that we can not transplant the experiences and methods tested in the West without considerable modifications and pruning, they must further help us to plan our schemes with a certain amount of economy. Because the needs are so vast and the resources are so limited, that any wastage may prove disastrous. I therefore view these Cross-Cultural Studies as means to an end, the end being effective educational planning.

Perhaps in the East, we have the same problem which faced France at the tag end of the last century. We have to provide education to a large number of illiterates, adults as well as children. These are all unlettered, but there are different stages of reading readiness, and therefore the most economical method will be to group them into batches of approximately similar abilities. The only difference is that

here we are confronted with larger numbers. With the population and the state of literacy that France had at the close of last century, we have at least thirty times as many illiterates to educate here in S. E. Asia, adults and children put together.

Effective grouping may be possible after assessments being made through suitable non-verbal tests. I am afraid, I can not quite agree with Dr. Boesch when he says (14) "Testing in the field of problem solving has evolved in the West in highly competitive atmosphere and may not prove quite suitable in the East.

Life itself is confronted with problems everywhere, and problem solving is not confined to a particular culture pattern alone. The well known lines of the poet Longfellow—

"Pass through this life  
as best they may,  
This life is full of  
anxious care".

is true not only for young men and women of the State of Massachusetts alone, but for all people. In different cultures the nature of the problems will of course differ, but some sort of

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(14) Dr. Boesch Research Bulletin Dec. 1957 page 12.



problems every one has to face, some sort of hurdles all have to overcome, every where.

Our method of assessment of the potential abilities of a learner in the East must be based on suitably devised tests which for the unlettered has to be of a non-verbal type and they have to be group tests rather than the individual when we deal with larger numbers. I am not much enamoured of the so-called intelligence tests, for I find that they measure something more than what is known as general intelligence. I. Q. of Binet's test would have remained constant, if it merely measured general intelligence. But Verson and others have proved that I. Q. can be raised by quite a few points with a superior environment, a fact which itself shows that it measures something more than general intelligence, something that can be acquired. Let us be less ambitious, let us measure reading readiness, that is the state of preparedness to profit by a formal type of learning than what has been offered to the subject so far. This measures both general intelligence and acquired abilities no doubt, but it is only this that is required by us to group children profitably.

We can not import Western tests directly into the East, especially when we are thinking of non-verbal tests for the illiterates. However useful these tests have been for the children of the locality for whom they have been originally devised, they lose their validity when used in another culture. A picture completion item of Wechsler Bellevue test has a felt hat without its band. Of course for a child who has seen many such hats, this will measure general intelligence ; but can we be so emphatic when a child who has not seen many such hats fails to recognise this commission ? The recognition of cents, dimee and nickles are measures of common intelligence for an unlettered American child and as such Devid and Ellis are perfectly justified to use it in their American tests, but what to speak of an unlettered child, even graduates of our Eastern Universities who have not been to U. S. A. will fail to say what is meant by a dime and what a nickle signifies.

Tests suitable for the East will have to be devised in the East itself, and workers well acquainted with the situation in the East must be associated with the construction and

standardisation of such tests. Perhaps we may feel somewhat discouraged owing to a multiplicity of sub-cultural differences, and differences in the scripts. To construct different tests for each area may seem a Herculean task. But luckily for us, there is some broad similarity in our cultures and in our outlooks in life and even in our language forms. These may come to our rescue. We may try to pool out some items of common experience and use the same in our initial try out. Item analysis has of course to be made separately for each region. It will not be surprising to find a particular item having a high item validity in one region yet show such a low item validity in another as to be rejected in the latter. It is when such precautions are taken, that we shall be able to devise economically suitable tests for each region and with the help of test records group our learners in a manner so as to prevent wastage.

To sum up my arguments therefore, I would like to stress the following points :—

(1) We can not take for granted that cultural heritage of all human

beings is the same. Heritage differs in different regions and there are wide differences between rural and urban population of S. E. Asia, India included, on one bend and the more urbanised population of Europe and North America.

(2) Because of these differences Western findings have to be considerably modified when applied to the East, as our Cross Cultural studies will reveal.

(3) So far as the Eastern Countries are concerned, especially the over populated areas of India and S. E. Asia, Cross Cultural studies will prove particularly helpful, if the findings are used in planning educational developments for that happens to be the most urgent problem in the region at present.

(4) Our Educational schemes for S. E. Asia must be realistically planned considering the immensity of the problem and the limited resources available. Wastage of any sort should be avoided.

(5) This leads us to a scheme of proper assessment and evaluation of the potential ability of the learner for an effective grouping of the children for the purposes of instruction.

# NEED FOR A CROSS CULTURAL STUDY FOR SOUTH EAST ASIA

(6) These tests, if they are at all to be suitable to Eastern conditions, will have to be devised in the East, workers need not all be persons of these countries, but they should be familiar with the conditions of these lands.

(7) Even if we pool out a number of common items for devising an initial try out, the sandardisation and item analysis will have to be done separately for each region with due regard for sub-cultural differences.

These seven cardinal points, I submit, should determine the course of our Cross-Cultural study, which should not be limited only to Thailand, but to the entire S. E. Asia, and let us hope that by our earnest efforts we shall be able to evercome the appalling state of ignorance and superstition, poverty and want, by spreading light and learning to the children of this region where as many people live as there are in Europe and North America put together.

## APPENDIX

Details of the Writer's findings with the vocabulary of 18 month old children (Bengali) assembled in Lucknow in 1952-53.

Pupils	Age	Stimulus	Response.		Remarks
			Words (x)	(x) <sup>2</sup>	
A	17½—76		12	10	100
B	18—78		12	16	256
C	18—78		12	12	144
D	18—78		12	13	169
E	18½—80		12	8	64
F	18—78		12	16	256
G	17½—76		12	15	225
H	17½—76		12	14	196
I	18—78		12	18	324
J	18—78		12	18	324
K	18—78		12	16	256
L	18½—80		12	20	400
M	18—78		12	20	400
N	18½—80		12	19	361
O	17½—76		12	17	289
P	18—78		12	20	400
Q	18—78		12	18	324

## EDUCATION

$$\Sigma(x) = 270 ; \Sigma(x)^2 = 4488$$

Total number of unanswered stimuli 10 ie only 0.6 per subject.

Total number of double word responses 74 plus one of treble words.

Average number of multiple response 4.47 per subject.

Average number of responses per subject (taking the unanswered stimuli)  
 $270/17$  that is 15.9 per subject.

$$\text{Standard deviation is } \sqrt{\frac{4488}{17} - (15.9)^2} = \sqrt{164 - 152.81} = \sqrt{11.19} = 3.345$$

$$\text{Median by the formula of Score of } \frac{N+1}{2} \text{ position} = 16.00$$

$$\text{Nintieth percentile score} = 20, \text{ tenth percentile score} = 9.4$$

$$\text{Skewness by using the formula } \frac{3(M - \text{Mdn})}{s} = -0.9$$

$$\text{Skewness by using the formula } \frac{P_{90} + P_{10} - P_{50}}{2} = -1.3$$

$$\text{Standard deviation of the skewness } \frac{.5185(P_{90} - P_{10})}{\sqrt{N-1}} = \frac{.5185 \times 10.6}{\sqrt{16}} = 1.374$$

$$\text{Critical Ratio } \frac{1.3}{1.374} = 0.95$$

Skewness is not significant.

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# *Teachers' Requisite Qualities*

R. P. KURL. M.A., L.T., Sahitya Ratna,  
P. B. Municipal Inter. College, Haradwar.

(WITH APOLOGIES TO ALL MY CO-WORKERS)

Teaching is an art of which all can not be the masters. Many are more unsuccessful in teaching than they would have been in any other profession. For them, teaching of which they had never had an idea before, becomes a cause of failure and the pupils in the class and out-side are seen clapping and making fun of them. There are some whom we regard as trained, but who are worse than some of the untrained the latter being more fit for the profession by birth. One is made ; the other born. Hence, for what good do they adopt this profession ? Neither are they benefitted themselves nor benefit those whom they teach. They can any day be heard saying to the class that of 'Grammar' at least they do not know any thing, or even if they guide, they mis-guide, and the class may be on strike against them with change in their so-called English-teacher as their demand. Are they not the cause of indiscipline in schools ? Assistants

they are, not to the Head-masters and Principals but only to add insult to the teacher-world. And of the fate of pupils, they are not educated on true lines, but are encouraged to pass their examinations by the leakage of Examination-papers to them. Besides, such teachers encourage the examinees to use even unfair means in the examination-hall. This they know well that the criterion of their success in teaching, is the percentage of the pass candidates. During examination-days, one approaches the other and cases are recommended to one-another. No stone will be left unturned so that the marks of their taught be doubled and in particular cases be even trebled. The world knows that out of their taught 95%, have passed. What more could the school expect of them ? So far as local-examinations are concerned, such things are neither impossible nor impracticable. They are the setters and they are the examiners and they are the co-

workers. Whose character is blotted and who is more responsible for the failure of the Examination-system? Are they the pupils—the boys and the girls? No, they are the cheats in disguise of teachers whose job it is to rob the innocent children, of both-their morals and mind. They call themselves the 'Nation-Builders' but are not what they show themselves to be. The Nation does not require their service but is rather afraid of such builders that they may not axe it.

Have they learnt the Science of Psychology to practise it in relation to the children? No, that they learnt only to pass their L. T. or B. T. Examination and then to forget. That is why they fail in teaching.

Teaching is a personal relationship between the educator and the educated and one of the chief elements in educating is the personal character and personality of the teacher. His success depends on his personality, on his knowledge of the subject he teaches and on general attributes of life, specially his character along with his unique method of introducing a new chapter to the class and in relation to his work and

discipline, at the end of the year he should by the Head-master be reported 'Good'.

Here are some qualities which a teacher must necessarily possess otherwise it is better that he may work as an agent rather than as a teacher. He must be just to the children. Nothing is more harmful to destroy a teacher's real influence with his children than his injustice and partiality. This tendency will destroy all their faith and respect in him and it can be replaced by disrespect and disregard.

With Justice, must be the spirit of sympathy and understanding. It is this quality which enables a teacher to win influence over his pupils. But then he must see that he does not do anything against their real interests as they have once begun to believe in him. As for control, a teacher can establish it more by love than by fear and that is possible only if his relations with his pupils are pure and sympathetic so that ever if he punishes a boy, it should be with a view to reform him. And I can say why it was felt necessary to make it a rule that 'Beating a boy is not permissible'. The teacher while

## TEACHERS' REQUISITE QUALITIES

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beating the boy, beats him with the spirit of punishment already killed. So a youngster of even eighth standard has to-day got the courage to speak, "Hallo! you can not do it, and you are perhaps unaware of how you behave. And there were occasions, when matters were reported to the Education Authorities, teachers were tried in courts of law, found guilty and themselves punished. This, a teacher should never forget that his best judges, his strict critics are his own pupils and they are the sources of his reputation or dis-reputation; and they may well distinguish one from the other, that good teachers' voice is welcome while the bad is treated as only a market-man, that one teacher may break even his head and the boy will keep quiet, while if the other touches even his skin, he begins to howl. Spirit plays its part and that is well felt by the boy.

Of the other qualities of a good teacher, I will say that he is always anxious to increase knowledge of his subject to give fresh and upto-date information to his pupils. At the same time that I request all principals that they should not keep their teachers so heavily engaged in du-

ties other than those concerning teaching, that they may not get time to read and to write which is a necessity, without which no development of mind is possible and without which one begins to move within a limited circle with nothing new, fresh, charming and appealing to children.

A good teacher should have vitality, to take enthusiasm and interest in his work. He must be a live figure for a dead teacher calls death for the class, and if he is uninterested in teaching, the more uninterested is the class in learning. A teacher is the action of which the class is the reaction.

In dealing with the class, he must pay attention also to the neatness of his clothes. I don't believe in every day change in a teacher's uniform. It affects the character of the children. Their attention is diverted more towards the bright and gaudy clothes of their teacher than to what he teaches. There is a discussion more about his shirts and shoes, shape and shave, fashion and form than about his subject. The teacher's tone and his way of speaking pay him much while shouting never helps him.

## EDUCATION

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In the end a teacher should to some extent be humourous as well. Humour is something that he should cultivate in his teaching to regain his lost energy and that of the class. Humour should be refreshing but restrained, decent and suited to the purpose of teaching.

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# Catalogue of Expansion of Education in India During the Last Century

SHAMSUDDIN

## UNIVERSITY EDUCATION

1854—Creation of colleges in India.

1857—No. of colleges then existing  
27. Establishment of Calcutta, Bombay and Madras Universities on the model of London University.

1882—Incorporation of Punjab University. Appointment of Indian Education Commission (Hunter Commission) to review of Primary and Secondary Education in India but the main object was to consider role of the Government in the field of education. On University Education also the Commission made recommendations. No. of colleges existed 72.

1882 to 1902—Considerable progress of education. Establishment of many institutions by Indians. These were constituted on "Chiplunkar Plan". There was all round develop-

ment in University Education.

1887—Foundation of Allahabad University.

1902 to 1917—Lord Curzon came as G.G. He was much interested in Indian Education. Educational Conference of Directors of Public Instruction was called and it was thought out to have qualitative improvement.

1902—Appointment of Indian University Commission to prepare reforms in University Education.

1904—Indian University Act was passed. Functions of Universities were enlarged. Stricter conditions raised efficiency of collegiate education. Colleges 179, Universities 5, Students 17000.

1905—Government of India gave a recurring grant of Rs. 15

## EDUCATION

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- lakhs p. a. to Universities. At first it was for 5 years and then it became permanent.
- 1913—Creation of Osmania University. Government Resolution suggested to have small teaching and Regional Universities.
- 1916—Organisation of the Universities of Mysore and Benaras.
- 1917—Appointment of Calcutta University Commission under Sir Michael Saddler. Establishment of Patna University.
- 1919—Submission of valuable Report of the Calcutta University Commission after visiting all University centres.
- 1920—Establishment of Aligarh, Dacca and Lucknow Universities. Creation of the Central Advisory Board.
- 1921—Colleges 248, Universities 12, Students 54000.
- 1921...1937....Period of Dyarchy.
- 1922—Organisation of Delhi University as Federal type of University.
- 1923—Central Advisory Board was abolished. Nagpur University was created.
- 1924—A conference of Indian Universities was held at Simla.
- 1925—Formation of Inter University Board.
- 1926—Foundation of Andhra University.
- 1927—Establishment of Agra University, the only affiliating type of University. Appointment of Symon Commission to report on educational, social, and economic progress of the country. It was authorised to appoint an auxiliary committee (Hartog Committee).
- 1929—Foundation of Annamalai University.
- 1937....1947....Provincial Autonomy.
- 1937—Regional languages were introduced as media of instruction. Organisation of Travancore University.
- 1943—Establishment of Utkal University.
- 1944—Central Advisory Board published a consolidated report known as the 'Sargent Report' under the name, 'Post War Educational Development in India'.
- 1946—Creation of Saugor University.
- 1947 and onward.....Post-Independence.

## CATALOGUE OF EXPANSION OF EDUCATION IN INDIA

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- 1947—Creation of Punjab and Rajputana Universities.
- 1948—Appointment of University Education Commission popularly known as Radhakrishnan Commission. Creation of Poona, Gauhati, Roorkee and Jammu and Kashmir Universities.
- 1949—Establishment of Baroda University.
- 1950—Foundation of Gujarat and Karnatak Universities.
- 1951—Creation of Visva Bharati and Shreemati Nathibai Damodhar Thackersey Indian Women's Universities.
- 1952—University of Bihar was created.
- 1953—The University Grants Commission came into existence.
- 1954—Shree Venkateswara University was founded.
- 1955—Sardar Vallabhbhai Vidyapeeth and the Jadhavpur Universities came into being.
- 1957—University of Jabalpur started.
- Besides, Institutions which have University standing are as follows :—

Serampur College (near Calcutta). In the faculties of Art and Science it is affiliated to Calcutta University but in the faculty of Theology it fun-

ctions as an independent University. Others are Jamia Millia at Okhla near Delhi and the Gurukul at Hardwar.

According to the latest census the statistics is as follows :

Universities 35, Students 7,20,000  
Total No. of Graduates 30,000.

### **Progress of Secondary Education**

1854—Wood's Despatch suggested network of schools in different parts of the country. No. of High Schools and Pupils.  
169 18000

1856—Training Institute at Madras was opened.

1882—Training Institute at Lahore was established. 1363 High Schools and 45000 students.

1902—No. of High Schools 5000 and the No. of students 600000. All provinces had started S. L. C. Exam. but it did not become popular. In 1902, 23000 appeared for H. S. C. Ex. but only 2000 for S. L. C. Out of this 1200 took both the examinations. There was no comparative quantitative expansion.

1902 to 1906—Lord Curzon adopted a policy of Stricter Control and qualitative improvement. His Policy is recorded in Government Resolution of

## EDUCATION

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1904. Stricter conditions for recognition were imposed on private schools. Only Institutions satisfying the conditions were given grant in aid. Recognition by University was imposed. All private schools were pressed to secure recognition by University and by Government. Government gave liberal grants. Large amounts were spent on Government institutions. Inspecting staff was strengthened. Vernacular was allowed as medium of instruction in middle schools

1913—Government of India proposed to improve Government Institutions and to have new High Schools. Government endeavoured to introduce vocational education through S. L. C. examination but the same were unpopular because Government schools did not have vocational courses.

1921 to 1937—High Schools 7500, Students 110000. There was considerable expansion during this period. It was not due to efforts of Government but due to efforts of private

enterprise. They wanted to impart National Education to the young generation.

1928—Appointment of Hartog Committee.

1938—Submission of Wood and Abbott Report on Vocational Education. The report could not be implemented due to II World War. Some recommendations of the same have been incorporated in Sargent and Mudaliar Reports.

1952—Appointment of the Secondary Education Commission.

1954—Appointment of the International Team to report on education.

1956—Conversion of 500 selected existing High Schools into Multipurpose Higher Secondary Schools.

### **Progress of Primary Education**

1813—The Parliament of directed the East India Company to take responsibility of educating the children and to spend a sum of Rs. one lakh per year on Indian Education.

1813 to 1854—Appointment of the general committee of the

## CATALOGUE OF EXPANSION OF EDUCATION IN INDIA

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- Director of Public Instructions by the Governor General. Controversies arose between Oriental Learning and Western Education. Raja Ram Mohan Rai pleaded for western education and the promotion of English learning. Elphinstone, the Governor of Bombay, organised the 'Bombay Native Education Society' for the Province of Bombay.
- 1823—Submission of Elphinstone's minute to the Governor General requesting the Governor General to establish different schools in different parts of India. Minute was not accepted by Governor General's Council.
- 1824—Munroe, the Governor of Madras wrote his minute.
- 1826—Submission of the above minute.
- 1828—Acceptance of the above minute but Munroe died in 1827 so there was no progress in Education.
- 1833—Macaulay declared his avowed intentions of establishing upon the soil of India, "The imperishable Empire of our Arts and Morals".
- 1835—Macaulay recommended that the Western Education should be imparted and English should be medium of instruction. Lord William Bentinck's proclamation for the promotion of European Literature.
- 1839—Submission of report of William Adams on Primary Education and suggestion of many means of improvement.
- 1845—Lt. Governor Thompson planned the expansion of Primary Education.
- 1854—Famous Wood's Despatch came to India.
- 1859—Mr. Stanley wrote the despatch. It was introduced in all the Provinces between 1861 and 1871.
- 1882—Hunter Commission suggested that Primary Education should be handed over to the local bodies so Primary Education became the main responsibility of Municipalities and other local bodies.
- 1902 to 1921—Lord Curzon proposed to give larger funds for promotion of education. He discontinued grants on examination result basis.

During this period the expansion of education was fairly satisfactory. But the rate of literacy was very slow. So the educated Indians wanted the Government of India to introduce compulsory primary education on nation wide basis.

1906—Scheme of compulsory Primary Education was introduced by Mr. Gaikwad in Baroda. Next Mr. Gokhle started. His views were that we should have quantitative expansion first and then qualitative.

1910—Mr. Gokhale moved his bill in the Legislative Council to make Primary Education free and compulsory throughout the country.

1911—He introduced small private bill in the Imperial Legislative Council. King Emperor George V visited India and gave Rs. 15 lakhs and declared that major portion of it should be spent on Primary Education.

1912—The bill came up for discussion and it was opposed by the official members, against

37 votes for 13 votes. As a result of his efforts there was considerable activity.

1913—Government Resolution on Primary Education was issued.

1918—Vithal Bhai Patel introduced his bill of compulsory Primary Education in the Bombay Legislative Council. It was accepted and changed into Patel Act being the first Compulsory Primary Act in India. The above act was copied by Punjab, Uttar Pradesh, Bengal, Bihar and Orissa.

1920—Central Provinces and Berar adopted the above Policy.

1928—Publication of Hartog Committee Report. Practically in all the provinces single teacher schools were closed down but the report was not warmly accepted by the educated Indians.

1937—Mahatma Gandhi advocated a scheme of a Rural National education through village handicrafts. A committee of distinguished educationists under the chairmanship of Dr. Zakir Hussain recommended the Basic Scheme of Education.



## CENTRAL GOVERNMENT NOTIFICATIONS

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1950—According to our constitution all the states were to introduce universal, free and compulsory education scheme for children from 6 to 14 in ten years.

For the development of Primary education during last 20 years Gov-

ernment appointed several committees to report on Primary education. But the implementation was delayed for want of funds. Now Primary education is being given top-priority in the Five Year Plans and most of the schools are being converted into Basic Primary Schools.

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## Central Government Notifications

### Payment of Dearness Allowance to Primary School Teachers

New Delhi, *September 4, 1958*

Bhadra 13, 1880

Replying to a question by Shri Maheshwar Naik in the Rajya Sabha today regarding dearness allowance admissible to the Primary School teachers in the Union Territories, Dr. K. L. Shrimali, Union Minister of Education, said that teachers in Government Primary Schools in Union Territories were entitled to Dearness Allowance at the rates admissible to other Central Government employees.

In the case of Delhi and Andaman

and Nicobar Islands, the Minister further said, the teachers were entitled to dearness allowance from the same date as admissible to other Central Government employees.

In the case of Manipur, Tripura and Himachal Pradesh, they were entitled to dearness allowance from the date of integration in Indian Union and in the case of Laccadive, Minicoy and Amindivi Islands from the date it became Union Territory.

## UNION GOVERNMENT NOTIFICATION

### Non-Payment of Salaries to Teachers of Private Aided School in Delhi

#### DIRECTOR OF EDUCATION TO MAKE DIRECT PAYMENT

In order to mitigate the hardships of teachers of private-aided schools in the matter of non-payment of their salaries by the managements, the Government of India have authorised the Director of Education, Delhi to draw the grants due on the salary of teachers and other staff at his discretion and disburse them direct to the teachers on a *pro-rata* basis.

For some time past Government of India have been receiving complaints from the teachers of private aided schools about non-payment of their salaries for long periods by the managements of the schools concerned. In order to mitigate the hardships of the teachers, the Government authorised the payment of grants-in-aid in advance to the school managements in relaxation of the normal rules, to enable them to pay off the arrears of salaries to the teachers.

It has, however, been, found that some of these institutions, for one reason or another, have not come forward to take advantage of this

concession and the salaries of the teachers have remained unpaid. This has tended to increase the hardships of the teachers and also to affect the education of the children under their care.

Where a management of a school defaults in the payment of salaries to the teachers for two consecutive months, the Government of India have now decided that the Director of Education may at his discretion draw the grants due on the salary of teachers and other staff and disburse them direct to the teachers on a *pro rata* basis. On such direct disbursement of the salaries by the Director of Education, the *pro rata* liability of the institutions to the payment of the salaries of the teachers and staff concerned will be deemed to have been discharged. The contingent and other grants due to the defaulting schools shall, however, be withheld by the Director unless the management arranges payment of full salaries to the staff within a reasonable period.

# EMOTIONS AND COMMONSENSE

P. K. MUKERJI, Journalist

**(Mind is the Partial Side of Man ; Heart is Everything)**

Whether the human heart or head ought to reign ?

Save in the experimental progressive schools, education during the last one century has meant education for passing examinations rather than education for living. The "heart", the emotional side of life, has been pushed on one side in order that the people may concentrate on acquiring knowledge about set themes.

The result is that many of those regarded as certain winners by parents and teachers find themselves failing and losing interest just when the academic goal is reached.

They are masters of various subjects, but they have not learnt to know themselves.

At one time the University provided the necessary training ground. One of the older residential Universities fulfilled a role in education

which is inadequately realised by the more modern type, or by a training college. The undergraduate found himself responsible not only for the time he spent in study, but for his leisure and pleasures. He had opportunities for social life denied to the man who has to catch a certain train or bus daily back to his home, and he could sit up all night discussing the problems of life, comparing notes with contemporaries, and thus achieving a balanced view, even though most questions were left open.

We seem to have lost this leisurely approach to life. Speed has penetrated into everything and people in their early twenties get flustered as they feel they should have found a settled niche for themselves. They believe they should be clear as to what they wish to do in the way of a career and many of them get perturbed as they have not

yet found the one and only partner for life.

Here is an example of just a young man in hurry : 'I have just finished my country's call. Now, I feel a strong urge to settle down and get married. I have enjoyed myself with a fair number of girls ; and they consider me good looking. I have a good physique. I am an all rounder sportsman, too.

"Three months ago I met a girl, and though I am very much in love with her, she seems only friendly to me. She is different from others and I do not know what to do. I call at her home and take her for a walk and we find plenty to talk about, but she does not want any love-making. She finds a lot of interest in Puja and Social Activities".

"My other girl friends have been much more responsive. Should I try and forget her, and stop calling"?

In his hurry, this young man does not appear to be using either his heart or head. If his heart ruled, surely he would not be so ready to abandon a possible prize ; and if he used his head he would not require the following answer :

"If you met the girl you would like to marry then she should naturally appear to you to be in a different category from those you have had 'success' with".

"A girl who has healthy interests and will not be rushed is, one would think, just the kind of a girl who would make a good wife eventually".

"Surely, it is worth your while to let her set the pace, and to prove that you can be good companion before you practice any love making. It is very unwise to let yourselves be worked up emotionally if there is no prospect of immediate marriage".

"This girl appears to have correct values. Courtship should mean just what you are doing ; that is, giving yourselves the chance to see how you would get on in daily companionship. It should not be just an opportunity for indulging in love making".

"If you love her, you will not ask her to do anything which would lower her self-esteem. If she comes to love you, it will be your task to show yourself worthy by patience and understanding. Respect her as the future mother of your children

and all will be well. If she decides she cannot love you, then you will have to accept the position and fade away, leaving her none the worse for having known you".

Let us now study a girl of eighteen who berieves her problem to be an intellectual one, whereas it is her emotions which are the main reasons for her trouble. She gives as her problem that she not been able to settle to a job since she left college.

"I don't seem to fit in anywhere. I am no good at anything and, what is worse, I don't really know what I want. I was good at one subject in college, but I never liked Maths or Science. I never had any real girl friend, but I make friends easily with men who are older than myself."

She is the eldest of her family and this last sentence suggests that she has some degree of emotional fixation on her father; which is probably the reason why she does not feel more adventurous and does not want to leave home. She also has the idealism natural to adolescence.

"My present Job seems drab. I want one where I can feel I am play-

ing a useful part in the world." At the same time she has inferiority feelings, making her hopeless or depressed, and "I lie awake at night with my brain twirling madly round and round, and ask myself questions that never get answers." She is daunted by life as are so many young people who do not understand themselves. Her parents have been content to pile responsibilities on her, such as usually fall to the lot of the eldest, without attempting to give her the self-knowledge and factual knowledge which could fit her to bear them.

If she had control over her emotions she would soon find herself a job, even if she had to go far to get a job. She would realize, too, that at eighteen one's experience of the world is far too small to enable one to know just what one wants to do in life.

She writes a good letter, and, as I opine, she is undoubtedly capable of educating herself as she goes through life. "What you get for yourself is far more important than what you got at school. It is only through study or long use that people become 'good' at anything. Quite contrary is

the case with immoral and loose women who fall victims to their lust and lewdness for temptation's sake only. They are like the wasted matter of a human body. Their end is so tragic that if explained comprehensively it would shed ceaseless tears of grief and human compassion. They destroy not only their own-self but also their sons and husbands and other relatives and well-wishers. Such a destruction does not affect others so much as it affects the beautiful women who are nothing but the darlings of sins.

Most of us begin by doing some job because it is there to be done and only later ( if we are lucky ) find ourselves a more satisfying role. Those who are sensitive and artistic are seldom good at Maths and Science."

Besides this girl's emotional dependence on her father which makes her feel it is impossible to leave home, there is, as basis of inferiority feeling, an inability to come to terms with the natural awakening sex urge. I proceed to explain this to the readers of this brief psychological contribution :

"If you feel inferior it is not be-

cause of any real deficiency, but because you dislike yrurself. The sensual side of sex conflicts with your idealism, as it constantly does in all adolescents who have been instructed, and so regard this aspect of self as essentially shameful.

"The sex urge is a responsibility which points the way to a happiness and fulfilment later, and it should never be used to the detriment of another or tried out with another except under conditions of permanency and social sanction.

"Except in the rare cases where there is a vocation for a celibate life, sex cannot be isolated from the rest of the personality and put in cold storage, and you should not despise yourself because of solitary experiences and physical sensations which show that your sexual nature is alive."

It is always rash to advise any one with regard to a career, except when vocational guidance is called for, in which case testing should be undertaken by competent authorities.

To resume the general problem we started with, in my opinion, the average person is afraid of emotion



lest it should run away with him. (In dreams it is always symbolised by restive horses.)

COMMON SENSE is supposed to be practical and intellectual, and indeed in that meaning it is painfully common. Regarded as the emotional sensitivity which is natural and, therefore, common to all human beings, it is rare, as it is almost always diluted with caution, and loses its drive.

Yet in our relations with our fellows it is this common sensivity which needs to be given full value. When we are spontaneous we are sure to make mistakes at times; but so we are apt to do any way, how-

ever, carefully we weigh things beforehand.

It is always fear which prevents spontaniety. The fear of being wrong; the fear of being conspicuous. Try to banish fear when faced by the need for decision, and the issue will appear plain.

The problem of heart versus head can best be solved by saying : "Mind is the partial side of man; heart is everything."

Let human hearts determine the direction of the path of life, converging the interests and endeavour while set your head to formulate necessary plans and projects of life.

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## शिक्षा के गिरते हुये स्तर का विश्लेषण

रामखेलावन चौधरी, M.A., M.Ed.

[ गतांक से आगे ]

भारतीय परिवारों को हम कई श्रेणियों में बाँट सकते हैं, यथा अत्यन्त धनी परिवार, सम्पन्न परिवार, मध्यवित्तीय परिवार और निर्धन परिवार। यह वर्गीकरण आर्थिक दृष्टि से इस लिए किया गया है कि एक परिवार की शैक्षिक क्षमता, उसकी आर्थिक

स्थिति पर निर्भर है। सामाजिक और सांस्कृतिक आधारों पर भी इसी प्रकार परिवारों का वर्गीकरण किया जा सकता है परन्तु वर्तमान काल में 'अर्थ' अथवा धन इतना महत्वपूर्ण बम गया है कि सामाजिक गौरव और सांस्कृतिक श्रेष्ठता भी इसी के बल

पर प्राप्त होती है। हम यह माने लेते हैं कि सामान्यतः परिवार को सामाजिक गौरव, संस्कृति और शिक्षा आदि धन के अनुपात में ही प्राप्त होते हैं।

अत्यन्त धनी परिवारों में, सब सुविधाओं के होते हुए भी शिक्षा के अनुकूल वातावरण नहीं मिलता। भारत में यह परिवार थोड़ी ही संख्या में हैं और वे पूँजीपतियों और बड़े व्यवसायियों के होते हैं। धनाधिक्य के कारण बालकों का लालन-पालन संतुलित ढंग से नहीं हो पाता। उन्हें किसी बात का अभाव नहीं रहता; अतः उनके मन में कोई भी कार्य करने की प्रेरणा (Motivation) नहीं पैदा होती। शिक्षा को उनकी दृष्टि में महत्व ही क्या हो सकता है, जबकि इसके द्वारा जीविकोपार्जन या मान-मर्यादा की प्राप्ति होने की सम्भावना, नहीं रहती। यह ठीक है कि धनी परिवारों के बालकों के लिए शिक्षा के बहुमूल्य उपकरण और ट्यूटर आदि की व्यवस्था रहती है परन्तु शिक्षा के प्रति प्रायः उनकी अभिरुचि जाग्रत नहीं होती इनमें धनार्जन की मृगतृष्णा के पीछे दौड़ने वाले पिताओं को इतना अवकाश नहीं प्राप्त होता कि वे अपने बच्चों की शिक्षा में रुचि लें। वे यह भार दूसरों (ट्यूटर आदि) पर छोड़ कर निश्चित होना चाहते हैं। इन परिवारों की माताएँ भी अपना समय सैर-सपाटों और अन्य कामों में व्यतीत करती हैं। फल यह होता है कि शिक्षा के जो स्वर्ण अवसर बच्चों को

मिलते हैं, उन्हें वे असंस्कृत, निर्धन और आशिक्षित नौकरोंकी देख रेंख में रहने के कारण खो देते हैं। बच्चों को मानसिक तृप्ति नहीं प्राप्त होती। मुझे अपने कई धनी मित्रों के परिवारों की दशा देखने का सुयोग मिला है। अति व्यस्त पिताओं को बालकों की ओर ध्यान देने का अवसर नहीं मिला। वे जब भी मिले, मुझसे योग्य ट्यूटर्स की व्यवस्था कर देने का अनुरोध किया। मैंने उनके दृष्टिकोण की आलोचना भी की परन्तु वे न माने। अन्ततः दो-तीन बालक कुटेवों में फँस कर बुरी तरह नष्ट हो गये। कुछ ऐसे धनी परिवार भी हैं जो अपने बच्चों को मॉटेसरी और किंडरगार्टेन स्कूलों में भेजते हैं, जहाँ दशा अपेक्षाकृत अच्छी है परन्तु ऐसे परिवार अधिक नहीं हैं। सामान्य स्कूलों में जाने वाले धनी परिवारों के बालक बुरी तरह बिगड़ जाते हैं। उनमें अनेक चरित्र-दोष भी उत्पन्न हो जाते हैं। विद्यालयों में धूम्रपान, और चित्रपट का लाल तथा धन का अपव्यय आदि दोष इन्हीं बालकों द्वारा आते हैं और उनका हानिकारक प्रभाव दूसरे बालकों की शिक्षा पर पड़ता है। ऐसे बालक समस्याप्रधान होते हैं और विद्यालय के अनुशासनपूर्ण वातावरण को वे नष्ट करते हैं। स्पष्ट है कि शिक्षा को स्तर को गिराने में उनका बड़ा हाथ होता है।

( क्रमशः )

# बालक बालिकाओं के जीवनी को प्रभावित करने वाली किशोरोपयोगी अनुपम पुस्तकें

१ जगद्गुरु भारत	III-)	१७ वीर बालक	१)
२ नया खून	II-)	१८ इङ्गलैण्ड का वैधानिक विकास	१)
३ सौर्य परिवार	II-)	१९ विचित्र प्रकृति	II-)
४ अन्त्याक्षरी—१	II)	२० अनोखी कहानियाँ	II)
५ अन्त्याक्षरी—२	III)	२१ सच्चा प्रेम	I-)
६ चार चाँद	II-)	२२ पौराणिक कहानियाँ	II)
७ वीर गाथा	III)	२३ सामाजिक अभिनय	II-)
८ देश-देश की दन्त कथाएँ	III)	२४ वैज्ञानिक अभिनय	II-)
९ सेवाग्राम की तीथ यात्रा	II-)	२५ कथा कहानी	III)
१० बाईसवीं सदी में रुस्तम	II)	२६ दुरूह यात्रायें	II)
११ त्रमाषिक नाम कोष	I)	२७ गाँव के मोतर	III)
१२ सुमार्ग	I)	२८ पंच परमेश्वर	III)
१३ सात सितारे	III-)	२९ भारत के बाहर भारतीय	II)
१४ कवि-दरबार	I)	३० बड़ों की बातें	II)
१५ आविष्कारों की कहानी	III-)	३१ महान आत्मा	II)
१६ किशोरावस्था की नागरिकता	III-)	३२ हमारा विधान	१)

## बाहरी प्रकाशन

१ चतुरिया	III-)	९ बेसिक कहानियाँ भाग ३	II)
२ लोकोक्ति रत्न माला	I-)	१० " " " ४	II-)
३ हारजीत	२)	११ " " " ५	III)
४ ग्यारह कहानियाँ	I III)	१२ स्वास्थ्य जीवन	III-)
५ बौद्धार	I)	१३ दक्षिण पथ	I)
६ मंजरी भाग ३	I) II)	१४ संसार के कुछ अद्भुत दृश्य	II)
७ बेसिक कहानियाँ भाग १	...	१५ स्वास्थ्य प्रदीप	II)
८ " " " २	I-)	१६ आल्हा	I-)

१७ परमाणु बम	॥)	४७ दुर्गा बाबा	=)
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