

# EDUCATIONAL INDIA



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— John Gardner.



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## EDUCATIONAL INDIA

### *Dr. C. R. Reddy : An Eminent Educationist*

By

**Shri A. Vizaya Dattatraya Sarma, M. A.,**

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**T**HIS year, Andhra University is to celebrate its Golden Jubilee. Such a Jubilee is invested with a singular significance. It is an occasion for looking backwards, to survey the distance covered, and recapitulate the perils and pleasures of the journey. It is no less an occasion for looking forward. On such an occasion like this, it is only fitting to recall the life and works of men like Dr. C. R. Reddy. Dr. C. R. Reddy was undoubtedly the principal architect of the Andhra University. More than any other single person he had been responsible for the genesis and development of the Andhra University. As the foundation Vice-Chancellor, he presided over the destinies of the institution first from 1926 to 1930 and again from 1936 to 1949 in which year he became the Pro-Chancellor of the Mysore University.

Fifty years ago on January 26th 1926, Andhra University has been auspiciously started on a career instinct with infinite possibilities. Beyond that point of time when the dream of a University for Andhras

materialized in form, there was a persistent demand, for more than a decade, for such an institution. It was the Report of the Calcutta University Commission in the year 1919 that gave lead to the then Madras Government to decide upon setting up of an university for each linguistic area. As is the practice, then, as now, a twenty member committee was constituted to report on the desirability and feasibility of a University for the Telugu Districts of the Madras Presidency. It fell to Dr. C. R. Reddy to draft the Report which recommended the establishment of a teaching University for the Telugu area. By that time C. R. Reddy had just emerged as a public figure with a national reputation as educational thinker and organizer. As to the success of the University the then Education Minister of the Madras Presidency Sri A. P. Patro, pinned the hopes on the calibre of the man who is going to head and lead it. To quote his words: "It all depends upon the person who is appointed for the important task. He

must be a man of enthusiasm and sincerity and must be one who has had sufficient experience. Then alone we shall be able to realize the objects." Even the earlier Statham Report which drew the blue print for the progress and many-sided growth of the Andhra University, also stressed the importance of a whole time Vice-Chancellor with vision and driving power.

Obviously Dr.C.R. Reddy was the man for such a job. Location of the University campus, designing of the symbol, choosing the curricula, manning the faculties — one and all of them received his attention as of a father bestowing loving care upon a toddling infant. The Battle of the Sites, as it was known raged for quite some time. The new University at first started functioning at Bezwada. Incidentally it was C. R. Reddy who pronounced Bezwada as Blazewada, because of its hot climate. Finally Waltair Uplands area was chosen which proved to be a jewel of a site for the location of the University, with splendid scenic beauty and a salubrious climate.

The now familiar University emblem with the motto 'Tejasvinovadhithamastu' a Vedic benediction literally meaning 'Let us, the Students shine forth', was designed by K. Rammohan Rao. The symbol abundantly speaks of the heritage of the Andhras and their keen aspiration for the future. The University seal with its lotus, the rising sun, the crescent moon, the Swastika, the ornamental circle with sixty-four spikes-is a symbol of great beauty and potency signifying the aspects of Satyam, Sivam and Sundaram. Lotus is the most popular motif recurring in the designs of Indian art and in the imagery of Hindu mythology. It was said that Reddy's own liking

for the lotus is evident from his naming his private residence at Chittoor as 'Padmaprabhasa.' The two Nagas holding the entire frame, besides indicating knowledge, might have been there on the seal to suggest Anhras mythological link with their Naga ancestry-again believed to be a favourite theory of Reddy.

Born on December 10th 1880 in the village Cattamanchi in Chittoor District, Cattamanchi Ramalinga Reddy had his early education at Chittoor High School, graduated in Philosophy and History from Christian College, Madras in 1901. He pursued higher studies at St. John's College, Cambridge, as a foundation scholar and took a first in History Tripos in 1905. Reddy's activity in those days is evident from his holding the Vice- Presidentship of Cambridge Union Society and Secretaryship of the University Library Club. Latterly he travelled in Germany, France, Canada, America, China, Japan, and the Phillipines to study educational legislation, systems of local self-Government and state methods of promoting industry and commerce in those countries. These travels helped to widen his horizons as reflected in his words.

Back in India, he stepped into the shoes of Sri Aurabindo as Vice-Principal of the Maharajah's College of Barodain 1908. Later he worked as the Principal of the Maharajah's College, Mysore between 1916-1918 and as Inspector-General of Education for another two years in Mysore. He was member of All India Advisory Board of Education. It was then that he became a member of the committee appointed by the Madras Government for the creation of the Andhra University. Subsequently he was elevated as the foundation Vice-Chancellor of the Andhra



University. It was a loss to politics and a gain to education. Also there was the quip to the reverse effect. Here comes the original question. Was he a politician or an educationist? It was a puzzle of a sort to conscious observers to decide whether his real forte was in politics, or he was really cut out for leadership in education. In fact C. R. Reddy played a rather conspicuous role in politics between 1921-'26 and again 1930-'36. That was more than a sojourn. His very joining in the Justice party in 1918 was termed as a fall rather than a fresh start. At one stage he even organized a political party of his own. United Nationalist party. K. Iswar Dutt, a critical commentator observed that "It is hard to find a life so rich in promise and so poor in performance, so full of aspiration and so little of achievement."

It was felt that he was too much of an individualist to follow a rigid party line, and too much of an intellectual aristocrat to lead a regimented party. He was neither a politician nor an educationist in the absolute narrow sense of the terms. In the language of K. R. Srinivasa Iyengar "To politics he brought a certain academic accuracy and austerity. To education, especially University education he brought, the fervour, the boldness and the tireless drive of a politician." Above all these comments and judgements, we can be however sure of the fact that the quintessence of his nature was humanism. He refused to seal himself at the vantage spot of academic aloofness, when the British Indian prisons became the nerve cells of freedom. When a reign of terror was let loose to put down the Non Co-operation Movement, he resigned the Vice-Chancellorship without batting an eye lid. He was true to his conscience

when he wrote to the Governor "The sacrifices and sufferings of my countrymen and country women make it impossible for me to continue in my present position. I find the Vice-Chancellorship neither a pleasure, an honour in the midst of these agonies." That spirited letter of resignation was hailed by veteran journalists like Khasa Subba Rao as 'a great classic in the country's patriotic literature.' C.R. Reddy's statements and speeches espousing the national cause were noted alike for their clarity, their remorseless logic, their controlled passion, and their timely appositeness.

C. R. Reddy was elected by the Madras University for the 1st and 2nd Legislative Councils. In 1937 he was nominated to the Upper House. It was persons like him who made parliamentary democracy a real and exciting adventure by giving life to the proceedings, setting up of high standards of debate.

As an educational thinker, he viewed education from pre-primary to the University as a single, integral whole. He had a clear headed appraisal as to the needs of the renascent India. His Mysore Educational Report was considered as a blue-print for organizing education to meet the pressing needs of a developing democracy. He thought of a University as a community of students and teachers involved in the adventure of mastering and advancing knowledge for the service of the humanity. With the object of bringing about association between the members of the University with all the inspiring personalities of contemporary India, he instituted a National Prize. Accordingly the Cattamanchi Ramalinga Reddy National Prize was awarded to intellectuals of such stature as C. V. Raman, Professor



# *Demands and Standards*

By

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**T**HERE has been several viewpoints on the question as to where educational standards are on the decline. No doubt, there are schools where pupils simply under-achieve. Some schools are in old or inadequate buildings. There are also problems arising from ethnic, cultural or linguistic mix of the child population. And employers complain that they cannot always recruit young people of the right calibre.

To say, however, that standards are not declining altogether, is not to say that they are as high as they might be.

The position has to be reviewed from the progress that has so far been made in the field of education. It is, no doubt, true that the educational system has been coping with a terrific increase in the school population, massive building programme and expansion of the teaching force. We have a formal educational system which enrolls about 100 million students, employs more than 3 million teachers and involves an annual expenditure of over 25,000 million rupees. We have a large force of highly trained scientific and technological manpower.

Some of the primary schools have undergone important changes of character. There has been the child-centered approach with the object of dealing individual differences to develop their understanding rather than to feed them with information. There has been an earnest attempt to use their enthusiasm. The teaching methods have moved away from rote learning. In the hands of able teachers, it has been possible to achieve substantial results without sacrificing standards of performance.

The expansion of both educational and job opportunities has meant that the bulk of potential labour from which some employers recruit has changed markedly. They simply never see many of those, who, had they been born a generation earlier, would have been knocking on their doors, seeking a job. There is evidence that the demand specially for high calibre manpower, has increased sharply. We now train for instance, three to four times many graduate engineers, over those trained two decades earlier and yet we hear that we are short of engineers, at least good engineers. If demand has arisen so rapidly, it cannot be considered as

a conclusive proof of declining educational standards, whatever else it may demonstrate.

It is to meet the increasing demand for the right type of manpower that the educational system has to be geared to see what immediate further measures are required and necessary. There have been shortfalls in the system which have been noticed and which need immediate remedies. It is felt that there has been a failure to achieve satisfactory results in the formal subjects; there is lack of basic mathematical skill, of manipulation and calculation and an inability to express themselves clearly. The schools and institutions are sometimes large, amorphous and ill-organised. Sometimes reference is also made to the horror of modern teaching methods with the result that children no longer have the solid grounding of basic skills that we wish them to be equipped with. Further, because of the rapid growth of the secondary education, the teaching force is not as well equipped, as one would wish. It is no exaggeration to say that many teachers teach as they were taught and not as they were taught to teach. There are also shortages of teachers in certain subjects, namely, science and mathematics. The education system makes a far greater call on the resources of skill and ability of the teachers, who in their anxiety to modify styles of teaching and learning in order to capture the imagination and enlist the co-operation of their more difficult pupils, have possibly been too ready to drop their sights in setting standards of performance and have also failed to develop new styles of assessment.

There has been the danger of the newer and free method of teaching proving a trap to less able and expe-

rienced teachers, who, while generally recognising the importance of formal skills, have allowed performance in them to suffer as a result of the uncritical application of informal methods. The result has been that many school leavers are less numerate and have less understanding of science than they should.

This repurcussion in the education system itself could be because of shortage of good teachers in mathematics and sciences. Some teachers and some schools may have over-emphasised the importance of preparing boys and girls for their roles in society, compared with the need to prepare them for their economic life. The variation in the curriculum followed by pupils in different schools or in different ability bands has also been one of the sources of worry. The low position in the lists of subjects, such as, modern languages and the physical sciences, has given rise to the need to establish generally accepted principles for the composition of a core secondary curriculum for all pupils.

Comparisons of formal and informal teaching methods, particularly in the primary education shown that the successful use of informal methods demands much higher teaching skills and organisation than has been so far recognised. In this context, the courses followed by intending teachers need to be developed to meet the objectives of (i) equipping the student with a qualification which has a general currency as a higher educational qualification; (ii) matching as far as possible the academic and curricular needs of the schools and (iii) providing a secure and well-founded initiation into professional teaching skills. This would require further course-restructuring which would facilitate identification and



# Acharya Kautilya and his Theory of Economics

By

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**T**HERE is no authentic and reliable information about the life of Acharya Kautilya. Different scholars have expressed different views on this subject. Many learned authors believe that the striking resemblance of several technical terms between Panini's *Ashtadhyai* and Kautilya's *Arthshastra* indicate that Panini preceded Acharya Kautilya. Acharya Kautilya is also known by the name *Vishnu Gupta* or *Chanakya*. Kautilya was the minister of Chandra Gupta Maurya. He overthrew the Nandas and placed Chandra Gupta on their throne in 321 B. C. It is thus clear that Kautilya lived and wrote his *Arthshastra* between 321 and 300 B. C. Kamandak has stated that Vishnu Gupta composed his *Arthshastra* after destroying Nandas. It is generally accepted that he was a Brahmin. Kamandak has referred to Kautilya as follows:

The Translation follows :

"We salute Vishnu Gupta, who had been a seer and author of various Sciences, like god Brahma. Like god Indra, having a lustre like that of a thunderbolt, whose witchcraft made the glorious mountain named 'Nanda' fall down root and branch. Vishnu Gupta destroyed Nandas completely, all alone with his diplomatic powers. He bestowed the earth on Chandra Gupta. Moon among men, who churned the nectar of Science of Polity from the Ocean of Political Science."

From the Scientific work of that learned man who had reached the limits of knowledge, the favourite learning of the kings, brief yet intelligible and useful in the acquisition and maintenance of the earth, we are going to extract and teach kings in the manner acceptable to those learned in the Science of Polity.

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*(Continued from preceding page)*

selection of entrants to teacher training with academic qualifications and qualities of mind most fitted to the needs of the schools. There is thus the need (i) for adequate inservice training in order to provide new ideas on curriculum, teaching methods and assessment, and (ii) to intensify efforts to ensure the availability of sufficient number of teachers of adequate quality in shortage subjects. More students should be encouraged to study

mathematics, science and technology and to seek careers in teaching. The possibility may also be explored of attracting into teaching well qualified mathematicians, scientists and technologists, who have started their careers in industry and commerce. The teachers must be encouraged to establish reasonable standards of expectation for pupils at different stages.

(Kautilya's Arthashastra -Dr R. Sham Shastri)

"The definition of Economics is found in the work of Kautilya. According to him "Arth is the basis of livelihood of mankind. Economics is the science which treats of the means of acquiring and maintaining the earth."

Kautilya's Arthshastra deals with a number of subjects. This work is remarkable as it has considered in details the diverse aspects of statecraft elaborately. It is divided into fifteen sections.

With 180 sub-sections it has elaborately discussed almost every aspect of the theory and practice of Political Economy. The work indicates the general lines along which a prince should be trained for the onerous responsibilities of Government and deals with the duties of the king, his ministers and counselors, departmental heads of government and superintendents of trade and commerce. The Book also deals with the government of towns and villages, law and law courts, special customs, rights of women, maintenance of the old and helpless, marriage and divorce, maintenance of army and navy, techniques of war and peace, diplomacy, agriculture, spinning and weaving, taxation of different kinds on different classes of people and a host of other such subjects. Military organisation and strategy occupy a prominent position and the collection and disbursement of revenue from all possible sources are treated with a keen eye in details. A brief discussion of some economic concepts as laid down by Kautilya in his work is given hereunder :-

1. *Taxation*: According to Kautilya's Arthshastra, there was provi-

sion of imposition of taxation to meet the expenditure of the state. Land Tax should be  $\frac{1}{3}$  of the agricultural production. The work clearly lays down the functions of Samaharta realising the land revenue. Besides, provision was also made for import duties, taxes for the use of river, bridges, roads and forests. The importance of the income and expenditure of the government has been discussed and emphasised. Those trying to evade taxation would be liable for deterrent punishment. It has also been pointed out that the taxes should be realised from the defeated nations. Irrigation tax was named as Udakbhag. Excise and export duties were other taxes.

2. *View of Labour*: Like Shukracharya, Kautilya framed rules about labourers in details. The wages should be according to the quality and quantity of the commodity. The labour should get extra wages during holidays. The thumbs of those workers who got wages but shirked work would be cut down. On the other hand fines should be imposed on those who did not pay wages. Kautilya has also discussed about the grant of old age pensions etc.

3. *Agriculture*: All the professions of the state were divided into the following three categories :

- (a) Agriculture
- (b) Cattle Breeding.
- (c) Trade and Commerce

Of these, agriculture was considered to be most important. The king should provide inhabitation for the peasants on the idle land for the purpose of improving agriculture. Villages, consisting each of not less than a hundred families and of not more than 500 families of agricultural people and capable of protecting each other should be

formed. The idle land would have the possession of the King. The King would extend due help regarding seed, bullocks and credit. Tax remissions were also given from time to time. The King would bestow on cultivators only such favour and remission as would tend to swell the treasury and would avoid such as might deplete it. Lands might be confiscated from those who did not cultivate them and given to others. There are indications of the existence of government and private farms both. The superintendent of government farms was known as "Sitadhaksh". The agriculture was carried on with the help of labourers and slaves. The land given in charity was not taxed. There is mention of irrigation in Arthshastra and the function of the state has been described as "Sait-bandhu", Saitu is interpreted as barrage. The revenue from barrages belonged to the government. The state should also see to animal husbandry and the 'Goadhyaksha' had to look after the cattle.

The Superintendent of cows and cattle would supervise them all. Cowheads would supply remedies to calves or aged cows or cows suffering from diseases. All cattle would be supplied with abundance of fodder and water.

4. *Product of the Forests* : Two kinds of forests have been mentioned as (i) Draviyavan wherefrom fuel and medicinal herbs were obtained and (2) Hastivan in which there was arrangement for keeping elephants. Elephants in war were considered to be as important as tanks in the modern times. Forests were owned by the King. Boats, roads, and ships etc. were to be made of the material obtained from forests.

5. *Commerce* : State control on trade and commerce was considered

to be essential. The Superintendent of Commerce should ascertain demand or absence of demand for a rise or fall in the price of various kinds of merchandise. He would also ascertain the time suitable for their distribution, centralisation, purchase and sale. The merchandise which was widely distributed would be centralised and its price enhanced. When the enhanced rate became popular, another rate would be declared. The merchandise of the King which was of local manufacture would be centralised. Imported merchandise would be distributed in several markets for sale. Both kinds of merchandise would be favourably sold to the people. The Superintendent would avoid such large profits as would harm the people. Having gathered information as to the transactions in commercial towns along the banks of rivers, he would transport his merchandise to profitable markets and avoid unprofitable ones. State control on trade and commerce was considered necessary.

In this connection Panyadhya-ksha would be appointed. He would regulate the price level. A profit margin of 5% on domestic goods and 10% on foreign goods was laid down. A fine of 1000 pans would be imposed on those who realised more than the fixed price. The state itself would also carry on trade. The Industries, trade and agriculture of the State prove that Kautilya had the provision of *Mixed Economy* in his Economics.

There were two kinds of merchandise (1) Swabhumi (domestic goods) and (2) Parbhumi (Foreign goods). According to Kautilya's Arthshastra imports should be encouraged and foreign businessmen be given due facilities. Some goods were exempted from import duty. No tax



would be imposed on goods concerning marriage and worship. Pautwadhyaksha would be appointed for the manufacture and supervision of weights and measures. Weights would be made of iron or of stones available in countries of Magadha and Mekala or of such things as would neither contract when wetted nor expanded under the influence of heat. A fine of  $27\frac{1}{4}$  pans would be imposed for using unstamped weights or measures.

6. *Money*: There were mints for this purpose and special officer known as Lakshanadhyaksha was appointed. Silver coins of 1 Pan,  $\frac{1}{2}$  Pan and  $\frac{1}{8}$  Pan were in vogue. These coins contained  $\frac{11}{16}$  Silver  $\frac{4}{16}$  Copper and  $\frac{1}{16}$  other metal. In addition to it copper coins which were,  $\frac{1}{16}$ ,  $\frac{1}{32}$ ,  $\frac{1}{64}$  respectively of the value of Pan were in circulation. Our rupee is definitely a product of the mind of Kautilya.

7. *Industry*: Kautilya has described about state and private industries. Sutradhyaksh was appointed for carrying on manufacture of woolen, cotton, silken cloth. Rathadhaksha carried on manufacture of chariots. Arms and ammunitions, ropes, vehicles etc. are mentioned to have been manufactured in government workshops. But even then there existed private professions.

8. *Mines*: The mines were owned by the state. They were given much importance in as much as valuable metals needed for army were available from there. Gold and Silver were of great importance. Iron goods and goods made of gold and silver were manufactured under 'Lohadhya-ksha' and 'Swarnadhyaksha' respectively.

After going through the description given by Kautilya the following features emerge from his thoughts :

1. Economics is a wide science dealing with a number of subjects.

2. His view point was practical. He did not indulge himself in the analysis of the principles. Like mercantalists he discussed only the policy.

3. Kautilya spoke of mixed economy which had more contribution of the state. According to him the industries should mostly be owned by the state. He also advocated for free trade but it should have strict supervision of the Government.

4. It is clear from his work that he indicated about the planned production.<sup>1</sup>

5. Kautilya was practical and realistic.

6. His economics was a means to make the state strong and thus his views in this respect are in confirmity with the views of mercantalists and nationalists.

- 
1. "From a picture of a rigid control of the entire economic life in the state, Brelost has drawn the conclusion that it presupposes economics planning by the state and that therefore we have in the text a description of what may be called a planned economy."  
R. P. Kangle : Arthshastra III, p. 191,

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# *Population Education : Some Comments*

By

**Dr. S. K. Parmar,**

*Educational Secretary, Methodist Church, Jabalpur,*

**T**HE concept of 'Population Education' as it is presented today is really not a new one. During the middle forties experts in various fields became aware of the tremendous rate of growth of population upon this earth, and began to discuss its concomitant effects on the life of man and nations. However at that time there was no need for immediate alarm.

## **Sex Education :**

In the initial stages this problem was considered to be a problem only of an increased birth rate and to a lesser extent of the decreased death rate. The strategy to meet the problem was therefore centered around individuals. It was proposed that the young people should be given proper and adequate education about the function of sex and the reproductive system. The basic belief was that if people would know the facts of reproduction they would somehow begin to act responsibly to check the birth rate. The rate of growth of population will then be under control. Sex education, was considered to be an adequate remedy to check the rising birth rate. Literature about the function and use of sex began to multiply and scientific technology was asked to aid the young people to check the growing birth rate by providing contraceptives and pills.

## **Family Education :**

Soon however it was found that this was inadequate and birth rate continued to rise alarmingly especially in the developing countries. People also began to realise that the problem of growing population cannot be tackled on individual basis by giving sex education. There were so many other factors that need consideration.

The next step was to educate families so that it may not have more than two or three children. The concept of "family life education" came into vogue. Now the emphasis shifted from the individual to the family. The welfare of the family depended upon the number of members in the family. Smaller the family better its living standard and a greater opportunity for finding a useful plane in the society for each member. The slogan was 'Do Ya Teen Bachche Bus.' To implement this, Family Planning Centers were established under the Government medical units throughout the country, through which family life education was disseminated. In developing countries where the problem of population growth has been acute even this was found to be inadequate. One of the reasons for its only partial success was that a large percentage of people are illiterate and live in

rural areas where proper medical advice and facilities are simply not available. In spite of the intensified efforts by the Government the results have never been very encouraging.

#### **Population Education :**

Once again it began to be clear that the strategy so far was dealing with a complex situation in parts only and not in its totality. The problem of population growth has been of such a dimension and magnitude that it has to be viewed and tackled on a community or national basis rather than on individual or family basis.

The effects of population growth on the life of a nation are so widespread that its tackling cannot be done through medical or paramedical institutions alone. The people who are concerned with this problem have begun to realise that the total resources of a nation needs to be mobilized to check the rising growth of population. For otherwise the rate of growth of population will not only neutralize all efforts for development but also put a great strain on the economic, social and political structures of the society within a very short time. The effects are already being felt in our nation. As such, educational institutions and other social institutions need to be pressed into service to educate people in this vital subject of population growth.

Population education, therefore needs to be imparted to the masses using all kinds of educational media if the nation is to survive a catastrophe. People should be made to realise that the resources of the land are limited. No human efforts can increase the surface area of our land by more than a few square kilometers. While the resources are

limited the population grows at an alarming rate. Consequently the demand for consumer goods increases because there are more people while the supply of the same remains almost constant. This puts a strain on the developmental efforts, social relations and political organisations. A section of the people may begin to fight with another section to grab the available resources and the law of the jungle may prevail. In such situations, where might is right no human relationships will thrive or even exist. As such it has become a matter of grave concern for every nation to consider the growth of population, very seriously and to begin to educate the entire population for responsible living in the face of the crisis arising out of population growth.

#### **Religious Dimension :**

The population educationists, however, need to consider among others the important aspect of moral and religious attitudes of the people of a particular nation towards population growth. These factors may upset all calculations if not considered properly. Morals are dependent upon religious beliefs of the people. People in India are very deeply religious. Violation of the religious feelings would not aid in the task of population education. We do know from experience that people may intellectually accept the truth of a concept but in practical life they may not adhere to what they have accepted intellectually because of religious beliefs. This is adequately proved in the case of caste system.

Take for example the desire of a family to have at least one son. The religious belief asserts that it is the son who by performing the last rites of the father makes it possible for the deceased one, to achieve



salvation. What would happen to this concept if a person checks the family growth after two or three issues all of whom are girls? Will there be no one who can perform the last rites for him? What will be his chances of salvation, etc? Shall he not continue to have children until he has a son? It is both a religious as well as a moral question.

Second, a son is considered to be the one through whom the family continues to exist. Indian society is mainly a patriarchal one and this concept is also deeply embedded in the socio-religious life of the people. No father would like to have his name wiped out because he has no son. He would not accept the philosophy of 'Do Bachche Bus' if both are daughters. Until he gets a son he will always remain psychologically disturbed.

#### Practical Dimension:

In most of the developing countries children are considered to be the social security of parents in old age. Greater the number of children, the greater the possibility for the parents being taken care of by the children. The burden of supporting them is divided. Where there is no social security scheme

provided by the State, people will continue to rely on their children for taking care of them in their old age.

These are some of the aspects that needs to be considered. Unless adequate solutions are found to these religious and practical issues the effectiveness of the population education programme cannot be guaranteed. Ofcourse here and there we may have responses but since the problem is of such a magnitude that unless large masses of people begin to understand the problem nothing much will be achieved.

We are living in a time where the question of our very survival is at stake. All efforts, therefore, needs to be made to impart population education through all types of institutions including schools and hostels. All available resources must be put at the services of these institutions so that the population instead of becoming a problem may become an asset to the nation. Let us hope that all those who are concerned with this problem not only talk about population education but start doing something so that each new born baby has a fair chance to life, liberty and happiness.

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# *Morning Stars of India's Public Library Movement*

*By Grandhalaya-Udyama-Maha-Ratha*

**Sri Tekumalla Ramachandra Rao, M. A., B. L.,**

*Machilipatnam, A. P.*

## **Maharajah Sayaji Rao Gaikwad**

**M**AHARAJAH Sayaji Rao, Ruler of Baroda was the pioneer of the Indian Library Movement. Before his adoption, he belonged to a family of peasants and felt that ignorance and illiteracy were evils which should be banished from the country, if its people were to prosper. Soon after he became Maharajah, he introduced compulsory education in his State; and also a library system. The State was divided into PRANIS for administrative purposes. The Maharajah announced that if the people in any village offered to establish a library and contributed a third of the total amount needed, a third would be contributed by the Prant administration and another third by the State. This encouraged the birth and growth of Public Libraries in the Baroda State.

To organise the Library System in his State, he appointed William Borden of the USA. He then appointed Janardan Kudolkar as his assistant. After Kudolkar was sufficiently trained by Borden, the Maharajah sent Kudolkar to Western countries to visit Libraries there and learn all that could be learnt so that the knowledge could later be used in his work in Baroda. When Borden went back to America at the end of his term of office, Kudolkar was

promoted to and put in charge of the Library System in Baroda.

Andhra Desa which started its Public Library Movement in 1914 learnt much from Baroda and had the highest regard for the Maharajah for all that he did. In 1936 the Maharajah's 'Shashti Poorthi' (Diamond Jubilee) was celebrated at Baroda. Sri Iyyanki Venkataramanaiah, Secretary, Andhra Desa Library Association attended the function and presented the Maharajah the title '*Saraswati Samrajya Ramaa Ramana.*'

When the Maharaja left his mortal-body he died full of honours and affection which emanated from the hearts of not only his subjects but of all India's Citizens.

## **William Anson Borden (1854-1931)**

**B**ORDEN was an eminent American library expert who was chosen by Maharajah Sayajirao to direct the State-sponsored library movement in Baroda. His excellent personal qualities, spirit of friendliness, professional competence, and capacity to draw up workable programmes for library development were an asset to the State during the three years (1910-13) he stayed in Baroda.

Before he took to librarianship, Borden had intended to practise law, but became a farmer instead and a book binder and supplier to libraries.

He then, studied library technique for three years, after which he assisted in the organisation of the Rochestes Rural library in 1885; and from 1897 to 1902 was lecturer under Dr. Melvil Dewey in the Columbia University Library School. He then became the librarian of the Linona Library in the Yale University. Later he organised the library of the 'Young Men's Institute, New Haven where he introduced a children's room, a library school and a system of travelling libraries.

He brought to bear on his work in Baroda, the accumulated experience he had gained; and also devised a special scheme of classification for the Baroda State's Libraries.

After returning to the U. S. A. he wrote: "the East appreciates in sympathy and responds fervently with her best I have been royally treated and loyally supported. I have a staff of workers trained by me at Baroda who are entirely competent to carry on the movement."

India will ever remember him and the industry, enthusiasm and ardent love he displayed in carrying his noble mission in Baroda.

### *Janardan S. Kudalkar (1882-1921)*

J. S. Kudalkar was the first great Library Scientist in India who attempted to use his knowledge and skill for the betterment of his people. He was no dogmatist. He succeeded William Anson Borden as the Curator of Baroda State Libraries and Head of the Libraries Department. He had been trained by his predecessor and was sent abroad where he studied Libraries at work and practical methods adopted in serving the people. His motto was 'Serve the People to better their condition.' He lived upto the motto during the entire span of his short life.

He presided over the very first All India Public Library Conference held on 14th November 1919 at Madras. I was a boy when along with my father Shri Tekumalla Raja Gopal Rao Garu I attended the conference. The image of his personality with sincerity impressed on his brilliant face attracted me and is ever since one of my valued mental possessions. His illuminating address which I read after some years was so impressive that it deserves to be included in our Library Training programmes and Text Books.

A galaxy of great men like Messrs. B. H. Sharma, K. V. Rangaswamy Iyengar, C. Vijayaragava Iyengar, S. Kasturi Ranga Iyengar, T. Prakasham, G. S. Arundale, K. Nageshwara Rao Pantulu, C. P. Ramaswami Iyer, S. Sreenivasa Iyengar and others attended this Conference. Before a distinguished audience like this Kudhalkar delivered an impressive Presidential speech covering references to our cultural heritage, value of books and libraries in the life of a nation, the need for propagation of the modern Library Movement for the cultural regeneration of this country, and various aspects of library work and library services. When as a sequel to this Conference the All-India Public Libraries Association was formed in 1919, Kudalkar was elected President of that Association towards formation of which his contribution was great indeed.

When the Second Session of the All-India Public Library Conference was held in Kakinada in 1923 under the presidency of Dr. M. R. Jayakar, the Conference deeply mourned the irreparable loss of Kudalkar, the most outstanding friend, philosopher and guide of the rising generation of librarians and promoters of the Library Movement.



# *The Status of Illiteracy in the World and Efforts to Reduce it*

By  
**Dr. K. Sivadasan Pillai,**  
*Reader, Dept. of Education, University of Kerala, Trivandrum - 695014.*

IN 1971 in the world as a whole, there were 783 million adults classed as illiterates. By 1980, it is estimated, this number will increase to 820 million. This growth will occur and continue eventhough the estimates assume both increasing provision of primary schooling and increasing efficiency in getting children to stay at school until they are fully literate.

Illiterates are not spread evenly throughout the world, but are concentrated, as would be expected, in the developing countries. Three-fourth of them are to be found in Asia, where they constitute about half the adult population. A further fifth are in Africa, although not as numerous in comparison with Asia, they nevertheless form nearly three quarters of their own adult population. The remaining 5% are distributed between Latin America, Europe, North America etc.

In Asia, rates of adult illiteracy range from 12% in South Korea to 77% in Bangladesh; among the Arab Countries from 14% in the Lebanon to 90% in the Yemen; in Africa from 20% in Mauritius to 95% in Somalia and Upper Volka; In Latin America from 10% in Chile to 62% in Goute-mala.

The discrepancy between males and females in literacy is almost universal and particularly marked in

Africa and Arab States. A second general dichotomy exists between rural and urban areas. The third is between the rich and the poor.

In short, the highest incidence of illiteracy are usually to be found among the women, the rural and the poor precisely the groups crucial in policies of population planning and rural development.

In 1971 the International Institute for Adult Literacy Methods (Iran) surveyed 100 projects in almost as many countries. Most such campaigns have been characterised by low levels of resources and by unsatisfactory rates of success.

The U. N. E. S. C. O. World Book of Education (1973) gives the following data regarding percentages of illiterates and percentage of school population enrolled in primary schools:

Country	Percentage of illiterates in the age group 15	Percentage of School population enrolled in Primary Schools
India	71	79
Indonesia	40	77
Malaysia	40	90
Pakistan	61	48
Bangladesh	77	56
Philippines	28	119
Singapore	25	107
Srilanka	19	90
Thailand	18	88
Hongkong	21	100

In its publication entitled *Literacy 1969-71* the U. N. E. S. C. O. has drawn the depressing conclusion that "despite steady gains, world adult illiteracy is not a problem that will be solved during the 20th century." Though the percentage of illiterate adults in the population continues to fall (1950-44.3% : 1960-39.3% : 1970-34.2% : 1980 estimate 29% there is enormous increase in the absolute number of adult illiterates (1950-700 million out of a total of 1579 million; 1960-735 million out of a total of 869 million; 1970-783 million out of 2287 million; 1980 estimates 820 million out of a total of 2823 million.)

It has been observed that the literacy gap is not being closed by the formal school system, despite growing expenditures on schools nor is there any prospect of its being closed in the foreseeable future.

In a handful of countries, governments have supported literacy campaigns on a mass scale. An important element in all such drives has been the enlightening of young literates as instructors, often on a compulsory basis. In Cuba, formal education in the secondary schools and Universities was actually suspended for a period to students and teachers to participate fulltime in the campaign. Outstanding example in terms of population coverage have been the mass campaigns in Cuba, China and Russia. Literacy drives in Brazil, Burma, Chile, Equador, Iran, Israel, Pakistan, Peru, Tanzania and Zambia have also been on a fairly massive scale, though with varying and often limited successes.

In most countries, however, literacy efforts have been much more fragmented and have reached only isolated pockets of the illiterate

population. This has been largely because of the limited resources available for the task.

The U. N. E. S. C. O work oriented adult literacy programme has now come to an end, although country programmes are being continued in 1975-76 with UNESCO / UNDP support, in a few cases (Afghanistan, Iran, Jamaica and Tanzania)

The programme has demonstrated that selective work oriented literacy training is relatively expensive and can take care of only a relatively small portion of the problem. Nevertheless it has proved effective in many ways. It offers built-in motivation, it increases productivity; it is more likely to achieve literacy retention; and it is adaptable to a number of existing organisations. Accordingly UNESCO intends to continue providing financial and technical assistance to national work oriented programmes.

The UNESCO has identified research, evaluation, training, teaching and reading materials, consultancies, documentation and financial assistance as necessary areas where in, it should concentrate.

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## FOSTERING READING HABITS

**T**HE habit of reading is one of the most powerful and lasting influence in the promotion of one's personal development in particular and social progress in general. Regular and systematic reading sharpens the intellect, refines the emotions, elevates tastes and provides perspectives for one's living; and thereby prepare him for an effective participation in the social and political life of a democracy. Reading supplies a unifying and civilizing force tending to unite social groups through the dissemination of common experiences. It is a pity therefore, that our schools and colleges have failed miserably to lay a sound foundation for the formulation of reading habits among the students.

**T**HE approach to the development of reading skills in our schools and colleges continues to be faulty and ineffective. The emphasis is placed on text-books containing selections from serious prose writers. Such texts require a high level of reading ability and proficiency. And the students have to handle many more related tasks; the difficult sentence structure has to be understood, meaning for new and more difficult words learnt, and idiomatic and figurative expressions handled. Since the students have not been trained systematically and con-

tinuously in the art of reading, when they are faced with well-written text-books requiring the exercise of several skills, they fail miserably to follow the author's thought with precision and independence.

**A** CLOSE examination of the educational process in our schools and colleges will reveal the built-in-efficiency in our educational procedure and the factors hampering the development of reading skills and tastes in our students. Annual examinations appear to be the heart of our educational system. The student appraises the examination in realistic terms for shrewd question handling. His continued reliance on tabloid guides for passing examinations has destroyed his taste for reading and appreciating great books.

**T**HE libraries in our schools and colleges are ill equipped and are lacking in variety and range of books suitable to the level, interests, tastes and age group of students. Even where there are books they are locked up in shelves and kept in inaccessible corners. In addition, the majority of our school libraries do not have qualified librarians to guide and help the boys. Teachers are also preoccupied with textbooks and routine administrative matters, or are themselves indifferent

and attach little importance to general reading. Most parents are too apathetic and only very few are book-conscious. It is a cruel fact that the majority of our students are born into bookless homes.

**I**N the absence of sound reading habits and interests, our students have helplessly succumbed to the effortless pleasure of movies; light music and gossip and the less taxing substitutes of useless books. As a result, they have become insensitive to great poetry, drama, fiction, biography, science and philosophy.

**R**EADING is a creative activity and is involved deeply with all phases of life. It continues to be an indispensable means of communication in civilised society even after the emergence of new media like television, radio, and modern picture. The modern student will have to use this powerful tool to correct the deficiencies arising out of his specialised nature of education, so as to understand and appreciate other areas of knowledge and acquire liberal values. An individual, if he is to remain at the peak of his intellectual alertness and efficiency, will have to do continued reading even after the cessation of his formal education at college or school.

### **Dynamics of Reading**

**D**EVELOPMENT of a sound programme of teaching, how to read in our schools and colleges rests on an insight into the dynamics of the reading process. The psychology of this can

be divided into four major stages, viz. 1) recognition; 2) comprehension; 3) reaction and 4) integration.

**R**EADING is a sensory and perceptual process. It starts with seeing, recognition and awareness of word meaning, in response to graphic symbols. This can be done only by systematic reading practice. Comprehension includes word knowledge, reasoning and ability to weave together. It is correlated to intelligence, vocabulary, organisation rate and reproduction and identification of the author's purpose and point of view. It also calls for the specific knowledge of literary devices on the part of the reader. The teachers should be familiar with the psychology, methods and techniques in this regard. The teacher must lure the students to new areas of interests through the ladder of suitable reading materials. Parents must encourage their children to read books for pleasure and enlightenment.

### **Book Discussion Clubs**

**B**OOK Discussion Clubs should also be started in the colleges and schools. If a group of students read the books and meet weekly to discuss them, they may find a new sort of fellowship and friendship. They would know how to talk intelligently to one another not only about books, but through books about all problems which engage thought and action. Effort should be made to stretch the minds of students by provid-

*( Continued on page 1-2 )*



# Public Opinion

**Mr. N. ANANTA PADMANABHAN**

*on the need of*

## **Incentives to Bright Students**

The present system of education lacks incentives for students to put forth their best. The students studying in schools and colleges feel that merit is not essential for further studies or to get jobs. For example, students who secure lower marks are able to join higher courses or able to get jobs. Students who secure a First Class in graduate or post-graduate examinations are again asked to appear for another examination by the employers and here they are equated with others who have secured a third class or who have passed after several attempts. Students who pass the examination after several attempts are equated with those who pass in the first attempt for grant of scholarships or admission to colleges.

In the existing set-up, bright students who get high marks in the SSLC, Pre-University, Degree or Post-Graduate examinations are as frustrated as those who have failed in the respective examinations. This is because bright students are unable to join higher courses or courses of their choice on the basis of their high marks. They are also unable to get employment on the basis of their meritorious performance in the examination. They sail in the same boat as those who have secured less marks or those who have failed.

Frustration among the bright students saps the energy and enthusiasm of the student community as a whole. They do not feel the need for sustained hard work during the course of study in school or college. There must be built-in incentives in the educational system for bright students. Special recognition needs to be given to meritorious students and this will give motivation to every one to put forth his best and de-

vote greater attention to studies. If students realise that the chances of their getting admission to higher courses or getting employment depends on their performance in the examination, they will endeavour to put forth their best.

Attempts have been made in recent years to recognise meritorious students. Students who have secured more than 500 marks in the SSLC examination have been honoured at public functions and prizes have been awarded to them. They are also eligible to get merit scholarships. The Tamil Nadu Educational Trust formed at the instance of the Governor of Tamil Nadu is providing free hostel facilities for meritorious students in some centres. These steps touch only the fringe of the problem.

### **ADMISSION TO HIGHER COURSES**

The following steps are suggested for giving recognition to meritorious students.

Minimum marks must be prescribed for admission to college courses subject to relaxation in the case of students belonging to backward classes and Scheduled Castes and Tribes. Students who have secured a total of 400 marks in the SSLC Examination or in First class in Pre-University must be assured of opportunities for higher education if they seek them. Such students may be given admission in one of the colleges in the locality. Students who have passed the examination in the first attempt may be given preference over others who have passed in more than one attempt. A list of students selected for admission to various courses should be put up on the notice board of the college along with their marks in the qualifying examination. The existing reservation for students belonging to the Backward Classes and Scheduled Castes and Tribes may be continued with meri-



as the criterion in each category. With this arrangement, meritorious candidates will have a fair chance of getting a seat in the colleges.

**Scholarships:** Financial incentives should be given to bright students. Merit scholarships may be given irrespective of the income of the parent or guardian to the students who secure the first 50 or 100 ranks in the PUC examination to enable them to study further. In the case of degree courses, students who have secured the first ten ranks in each subject or branch may be given merit scholarships provided they secure a First Class

In the case of students belonging to the Backward Class or Scheduled Castes, their scholarship amount should be related to their performance at the last examination. Additional scholarships may be given to those who passed the examination in the first attempt and those who secured I or II classes. Alternatively a token cut in scholarship may be made if students do not pass in the first attempt.

Students may be divided into three categories according to merit: Group I: Those who have secured I class or equivalent marks in the last examination.

Group II: Those who have passed in the first attempt.

Group III: Those who have passed in more than one attempt. The scholarship amount should decrease from Group I downwards proportionately. This procedure may be followed in the award of scholarships for PUC, Under-graduate and Post-graduate classes, both fresh and renewal from year to year. It may also be considered whether scholarships should be denied to those who pass the examination after more than two attempts. Award of scholarship on the basis of a student's performance in the last examination will introduce an element of evaluation in the system. This will encourage scholarship holders to study earnestly and endeavour to pass the examination in the first attempt.

## JOB OPPORTUNITIES

Meritorious students must have greater opportunities of getting Jobs subject to reservations in force for Backward Classes and Scheduled Castes. A definite percentage of vacancies, about 25 percent, may be reserved for students who have secured the first 10 to 15 ranks at the University Examination (PUC, Degree or Post Graduate). Such reservation for meritorious students may be made by governments—both Central and States public sector firms like banks, insurance companies, industries and private sector also. These meritorious students must be exempted from appearing for any competitive examination. They may be selected on the basis of an interview.

For example students who have secured more than 500 marks in the SSLC Examination must be exempted from appearing for the competitive examination for Group IV services conducted by the Tamil Nadu Public Service Commission. They may be selected on the basis of an oral test to fill up 25 per cent of the vacancies suggested for such meritorious students. Similarly those who have secured first class in under graduate or Post-Graduate courses should be exempted from appearing for competitive examinations of respective standards conducted by the Service Commission. Other employers also must adopt a similar procedure and exempt meritorious students from the written examination. If this suggestion is accepted, the students will have full confidence in the University degree and they will strive to get a first class or rank in the examination.

The three steps suggested above will restore confidence in the students that they will be rewarded by their performance in the examination. Bright students will be able to get admitted to higher courses, get a higher scholarship amount and have better chances of employment. This applies equally to students of all groups—Backward Class, Scheduled Castes and other communities—as the existing quota of reservation may be continued.

( Continued on page 192 )



# Soviet Assistance to the Development of Science and Technology

By SHRI P. S. MOHAN

The recent protocol signed by India and the Soviet Union in the field of Science and Technology is yet another proof to the growing Indo-Soviet cooperation in this vital field.

This protocol which was signed in Moscow extends the programme of cooperation in Science and Technology to such new areas as laser, cybernetics and forestry.

Dr. A. Ramachandran, Secretary in the Department of Science and Technology and head of the five man delegation which recently visited the Soviet Union, signed the protocol for India and Dr. L. N. Eferemov, Vice Chairman of the State Committee for Science and Technology for the Soviet Union. The protocol which summed up the results of the visit of Indian delegation noted commendable progress in cooperation on magneto hydrodynamic power generation, standardisation and metrology, corrosion studies, building materials and earthquake engineering which form part of the on going programme.

The ten new areas identified for cooperation in the protocol also include electro slag refining, experimental blast furnace rehabilitation, engineering with special relevance to titanium bio implants cryogenics, catalysis, surface acoustics and fibre optics and metal physics especially forming into shapes of single and polycrystalline metals and alloys by stephanovs method.

In this connection it is worth recalling the ties between India and the Soviet Union in science and technology. An

agreement on cultural, scientific and technical cooperation was signed in 1960 between India and the Soviet Union which paved the way for regular contacts between the scientists of the two countries. In 1967 a joint Indo-Soviet Committee was set up to further increase cooperation in science and technology.

The most memorable event in the history of Indo-Soviet relations is the signing of the Treaty in 1971, the Fifth Anniversary of which was marked recently gave further boost. The Treaty provided for such a cooperation in Article VI which reads thus: "Attaching great importance to economic, scientific and technological cooperation between them, the high contracting parties will continue to consolidate and expand mutually advantageous and comprehensive cooperation in these fields."

One year later in 1972 an agreement on the cooperation in the field of applied science and technology was signed in Moscow. A notable feature of the collaboration in science and technology conducted by the Indian and Soviet academies of sciences is that the projects taken up are multi-institutional. In all collaborations with the Soviet Union, the main emphasis has been on combining theory and practice, laboratory and field work.

Soviet educationists and academicians are actively engaged in more than 30 Indian institutions, including 18 educational establishments set up under UNESCO. The number will be much more if we add the specialists who worked in various Indo-Soviet projects.

Among the major institutions created with the Soviet assistance, mention may be made on the I. I. T., Bombay, Centre for Russian Studies in Jawaharlal Nehru University in Delhi, Geophysical department of Osmania University and the metallurgical department of I. I. T., Khargpur. India's space and weather studies got started with the Thumba Equatorial Rocket Launching station in Kerala in 1962. The successful launching of 'Aryabhata' in April 1975 with the assistance of Soviet Union, not only helped India to enter the space age but also acquire a new know-how that has tremendous value for the future. Efforts are being made to launch second satellite in 1978 in the similar way.

India and the Soviet Union are actively cooperating in the field of computer: electronic technology and tele-communication. In electronics and computers both the countries are buying and selling from each other computer software and other equipment.

In the field of Meteorology, already the Indian Meteorological Department and the Hydro-meteorological service of the Soviet Union are cooperating well.

These are only a few examples for close cooperation in science and technology between India and USSR. This close cooperation stands as a model for how a developed and developing country could work together for mutual benefit. — *By courtesy of U. S. S. R.*

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## Russian Language: "Secrets" of Popularity

By NIKOLAI MESHCHERYAKOV

"The Russian Language in the Modern World" is the title of a monograph by a team of Soviet linguists put out by Nauka Publishers in Moscow last year. Its contributors include corresponding members of the USSR Academy of Pedagogical Sciences, V. G. Kostomarov and I. F. Protchenko, corresponding member of the USSR Academy of Sciences, F. P. Filin, and other distinguished scholars. It is the first attempt to describe the Russian language as a world language of our day.

Academician Victor Vinogradov has estimated that about 500 million people in the world know Russian, which makes it a third most widespread language. However, the authors of the book think that the extent to which a language has spread should be judged not so much by the number of people speaking it as by the pattern of their distribution in the world, as well as by the inclusion of a language in the official system of education in different countries. These factors, the number of publications in Russian in the world and the use of Russian as a working language in the UN and many other international organisations give grounds to consider Russian a

world language, along with English and French.

The total number of people studying Russian outside the USSR amounts to 18-20 million. A greater share of these falls to the socialist countries: 14.5 per cent of the population of Bulgaria, 10 per cent in Hungary, and so on. Russian is extensively studied in many Western countries. For example, in the USA it is taught in 643 colleges and 620 high schools; in Britain, in 40 colleges and 802 schools; in France, in 24 colleges and 400 lycees; and in the FRG, in 20 colleges and 623 schools.

The number of persons learning Russian in the third world is rapidly growing. In India, for example, it is taught in 40 colleges; in Mali, in 9 colleges and 10 lycees; in Algeria, in 4 colleges and 12 lycees; in Nigeria, in 4 colleges; in Colombia, in 5 colleges, etc. A steep increase in the number of students of Russian was registered immediately after the USSR opened the space era. The Russian language has been introduced in the syllabus in countries like Burma, Laos, Cambodia, Nepal, Somalia, the

Congo, Sudan, and Mali, where it was never taught before.

### Universal Recognition

A booklet put out in the US says: The practical uses of the Russian language include a wide range of opportunities to make a career, and that the knowledge of Russian is an essential requirement for many posts in the Federal Administration, in private business, library business, research institutions, as well as increasingly in mass media. Apart from the immediate professional value of Russian a knowledge of it remarkably enriches one, for this is a tremendous purely cultural gain. The Russian language is the bearer of one of the greatest literatures of all times, and that since the Russian scientists today produce 28 percent of the world scientific documentation, it is the bearer of vital scientific information.

Examining the inner prerequisites for the emergence of Russian as a world language, the authors of the book write that in the genealogical classification it belongs to the Indo-European languages, the Slavic branch, in which it is the biggest in the number of people speaking it. A profound similarity of grammatic structures and vocabularies of all the Slavic languages considerably facilitates the learning of Russian by Slavs. The Russian language is also akin to other Indo-European languages (English, French, Spanish, German, Hindi, etc.). Considering that 1,500 million people speak Indo-European languages, the fact that Russian belongs to this group greatly facilitates its learning to a better half of the world population.

In the view of Soviet scholars, Russian has acquired the functions of a world language not only because it is spoken on a large part of the world territory, along with English and French, but also thanks to its position between the European and Asian language areas. This has left its imprint on the structure of the Russian language, especially in the lexical respect. A world language cannot be excessively difficult. Evidence that the Russian language meets this requirement is found in the fact that millions in different countries are rapidly mastering it. — *By Courtesy of U.S.S.R.*

( Continued from page 189 )

### Public Opinion

The accent on performance of students in internal assessment and external examinations and the fixing of minimum marks for admission to PUC, Degree and Post-Graduate courses will considerably reduce the strength of the Arts Colleges. Students who have no aptitude for college education and those who do not take interest in studies will be eliminated from the colleges. They could be absorbed in vocational courses and seek employment after suitable training. A reduction in strength in PUC and degree classes will mean greater individual attention to students and there will be a definite improvement in quality. The University may fix the maximum size of a section as 50 in PUC and Degree courses so that there will be no reduction in the number of sections in the colleges. There will be no retrenchment of staff.

The accent on merit throughout the educational career of a student will bring forth the best in each individual. The expenditure on education will yield better returns and there will be improvement in the discipline among the students.

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### EDITORIALS

( Continued from page 187 )

ing opportunities for independent study of subjects in which they are especially interested. Reading laboratories also should be set up as they will help the institutions in the selection, classification and grading of books. They will also conduct surveys and research into the reading problems of students from time to time. Special courses for reading faster and better are urgently needed at the college level. Rapid reading courses are highly popular in the U. S. A. and U. K. Efforts must be made at least at the college level to introduce these courses for the benefit of students. — *K. Thiagarajan*

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