

FIRST WORD

THE story of the Birla Education Trust is one of rapid and all-round growth. From a tiny seedling it has grown into a mighty tree. In 1901 it was a small private school with a handful of children started by a far-sighted parent who believed that education is a debt due from the present to the future generation, in 1951 it looms large as a grand beneficent enterprise in education imparting instruction to thousands of boys and girls, in several institutions housed in palatial buildings, staffed by able and reputed teachers, equipped with ample and upto-date apparatus and books, and bidding fair with some of the best institutions in the country in every aspect of educational effort. The story, briefly told in pages that follow, is an eloquent testimony if testimony is needed, to what enthusiasm and right vision can attempt and achieve if the wherewithals are made available. No difficulty is insurmountable, no discouragement is depressing, if the human spirit is willing and determined, and the great educational edifice of the BIRLA EDUCATION TRUST is a tribute to the unflinching courage, faith and diligence of the trustees, teachers and students.

“Education is our only political safety. Outside of this ark all is deluge.”—H. MANN



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“A VERY USEFUL WORK”

Message of the Hon'ble Dr. Rajendra Prasad,
first President of the Indian Republic.

DURING the last four or five years I have regularly visited some of these institutions and have come in contact with the teachers as well as the students. I have seen from year to year how they have grown in size and how they have been taking in more and more subjects in their curriculum. We have now not only a full fledged arts college and science college, but also an engineering college. The schools which include not only high schools, but also a large number of primary schools, girls schools and Montessori schools, are serving a very large population. The higher grade institutions are concentrated in Pilani, but we have a number of other institutions spread in different parts of the country, which have all been run by the Birla Trust. It was a matter of regret to me that on my election to this high office, I had to resign my trusteeship of the Trust, but my interest in the institution continues. They have been doing very useful work and I have no doubt that they are being run at a considerable cost and sacrifice for the benefit of all without distinction. I wish the institutions all success.



“ INMATES DEVELOP ON HEALTHY LINES ”

Message of the Hon'ble Sardar Vallabhbhai Patel,

Deputy Prime Minister, Central Government.

THE Birla Education Trust celebrates its Golden Jubilee today. In the circumstances of India, private charity has played a large part in the medical and educational spheres. No better or more beneficial avenue of charity or means of attaining merit can be found than to minister to the intellectual and physical needs of suffering humanity or of those who, being denied the proverbial silver spoon, are unable fully to exhibit or utilise their natural talent. I know from personal knowledge that in both these directions the Birlas have been making a very valuable and useful contribution; in particular, the role of the Birla Education Trust has been one of the most beneficent philanthropy. The institutions which it has established are an ample testimony to the excellent work that the Trust has been doing. What is more important, the Trust has given due place to our indigenous culture and every care is being taken that the inmates develop on healthy lines both physically and mentally. Guided by high ideals and keeping in view national objectives, the Trust has been performing in an earnest and sincere manner a most useful function in the national life of the country. I wish the Trust limitless years of good work and prosperity and hope that it will continue to serve its own beneficiaries by its exertions and others by its example.



‘ THERE IS A COSMOPOLITAN ATMOSPHERE ’

Message of Sir V T Krishnamachari Adviser to the Rajpramukh and Pro Chancellor, Rajputana University, Jaipur

It was my pleasure to send a message on the historic occasion of the 11th Jubilee of the Birla Institutions

The Birla Institutions began in an humble way nearly fifty years ago. For ever since that period they represented practically the only educational effort of importance in the State. In spite of official discouragement the Institutions developed steadily. Today Jaipur has become an educational centre which can compare favourably with many of the State capitals.

These institutions cover a wide range of educational activity. There are Montessori schools; elementary schools spread over a rural area in which for the first time in Rajasthan free and compulsory education is imparted; secondary schools which maintain a high standard of instruction in science subjects; and a college well-equipped and well-staffed with fine laboratories in which practically all science subjects are taught and with equally good courses of study in the Arts subjects and in History and Economics. There is besides an Engineering College recently started, which has already built up a reputation for efficiency. All these institutions are provided with good buildings and residential and hostel accommodation and medical and other facilities. There is besides a girls' high school which it is hoped will shortly become a college. Over the whole place, there is a cosmopolitan atmosphere. Students come from all over India and learn to live together and understand one another which is invaluable as an education in citizenship.

I know that the Founders of the Trust have further plans in view and are determined to find the finances needed for realising them. I wish them every success in their endeavours.

It was my privilege early in 1947 to assist in the inauguration of the university of Rajputana. This University represents a voluntary co-operative effort on the part of the States in that area—the only one in India which owes its origin to joint action by States in a distinct region. In describing the aims of this University I said—“ For reasons into which it is unnecessary to enter, this part of India has for a long time led a sheltered existence, only remotely influenced by the currents of life and thought in the rest of India. Besides, therefore, the problems connected with the raising of the standard of living of the people and of securing for them the largest measure of social justice, there is the difficult task of creating a new order of Values which will enable a society, still based largely on ideas and inherited traditions which have lost their validity, to adjust itself to the demands which a Free India, pulsating with new hopes and aspirations, will make on it. It is in the successful accomplishment of this task of reconstruction that the University will fulfil its mission ”

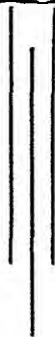
It is through the colleges affiliated to it that the University can achieve its ends and I have every confidence that the institutions under the Birla Trust with the tradition they have already built up will make a notable contribution to the achievement of these aims.

I would like to add that the University is indebted to the Birla Trust for an annual contribution of Rs. 30,000/- for post-graduate and research work in Geology extending over a period of five years.”



AN ARDENT PRAYER FOR THE
"BLESSINGS OF GOD AND OUR FRIENDS"

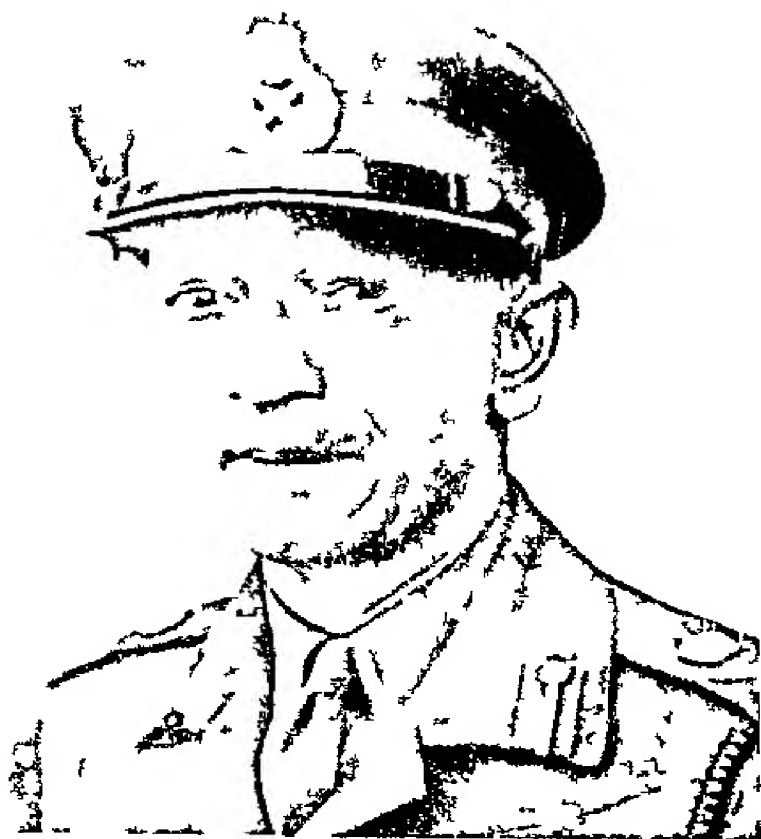
Message of



SHRI G. D. BIRLA,

Chairman of the Birla Education Trust.

"ALL that I can say is that we should invoke the blessing of God and our friends that the institution show greater progress and achievements in future."



“VERY ORDERLY AND WELL
ORGANISED”

Message of General K. M. Cariappa,

Commander-in-chief, India.

“I AM glad to hear that the Golden Jubilee of the Birla Institutions will be celebrated early next year. I had the pleasure of visiting part of these Institutions in PILANI some time ago. I was very impressed with the efficient manner in which the educational work was being carried out. Everything looked very orderly and well organised. The students all looked very happy and full of enthusiasm about their work. This obviously speaks well of the instructional staff.

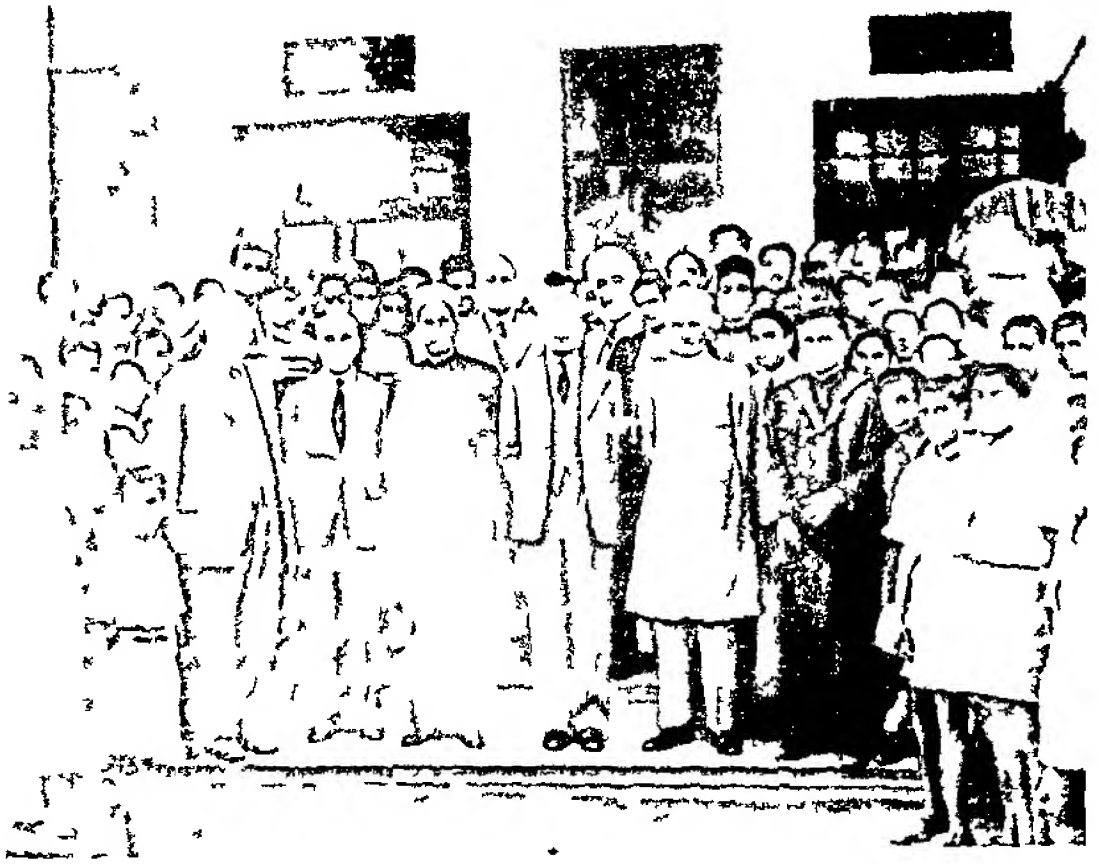
I wish the Birla Institutions all success.”



लगन और उत्साह का फल

श्री रामेश्वरदास जी विड़ला ट्रस्ट की सभी योजनाओं में गहरी दिलचस्पी रखते हैं और कई विभाग तथा संस्थाएं उनकी उदारता के बल पर चल रही हैं खासतौर पर ग्राम शिक्षा का वृहत् विभाग। आपका संदेश है:—

“स्वर्णजयन्ति के अवसर पर संस्था से सम्बन्धित सभी के साथ मैं भी हर्ष और गौरव अनुभव करता हूँ। मुझे वह दिन याद है जब यह संस्था एक छोटी सी “चटशाला” के रूप में थी और मैं अब इसके इस विस्तृत रूप को देखता हूँ और इससे भी बड़े रूप की कल्पना करता हूँ। यह सब सच्ची लगन और काम करने वालों के उत्साह का फल है। मेरी ईश्वर से प्रार्थना है कि वह लगन और उत्साह उत्तरोत्तर बढ़ता रहे।”



M a l a l a

**A REMARKABLE OPPORTUNITY FOR
EDUCATION OF THE BROADEST AND MOST
FUNDAMENTAL KIND**

Message of Sir Mirza Ismail a former Dewan of Jaipur

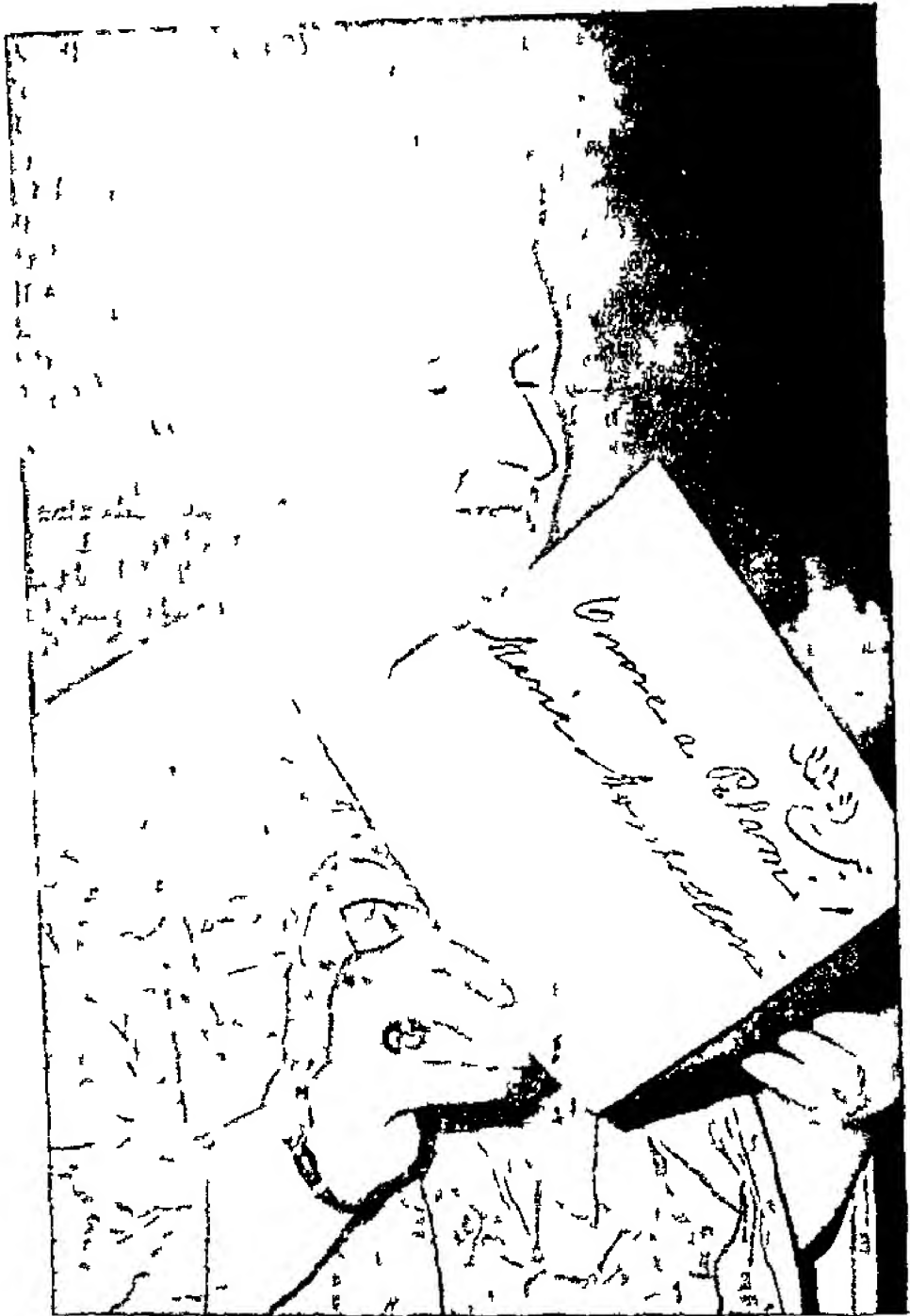
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A long dispute has been going on in England as to whether higher technical studies can best be associated with the ordinary work of a university in the Arts and Sciences. Some consider it expedient to have technical colleges (of Engineering for example) in a separate place, and to devise special means there, of broadening the students' outlook beyond their professional studies. Others think that breadth of understanding is better attained when all kinds of colleges are together, and their members are in constant relationship. Now, it often happens that in places where this latter ideal might be realised, the different colleges, the different types of pursuit and training remain as isolated from each other as if they were in different cities. It is the very nature of Pilani's administration that students of the Arts, the Science Commerce, and Engineering are compelled to be in each other's company, as also are the staff. Here is a remarkable opportunity for education of the broadest and most fundamental kind, and also for research not limited and falsified by extreme specialisation.

Another matter in which Pilani scores heavily over most educational centres in India is abundance of ground for athletic activities and physical training. And again, the very remoteness of the place, which in some degree limits the intellectual and social life of the seniors, does at the same time encourage a highly developed corporate life.

I think it has long been under consideration whether Pilani should go so far as to become a university in itself. This I venture to think, would be a mistake. It would mean a fatal kind of isolation. No possible device could give security of standards. Both the student and the staff must have the constant necessity of measuring themselves against a much wider range of intellectual competition, so to speak. And, however much Pilani may expand, it can never be quite comprehensive enough to be truly a university. For one thing, both economy and efficiency require the centralisation of certain higher specialised studies. Not even the very largest university centres can provide fully for every sort of university study, and in a small university, such as that of Rajasthan, it is very desirable that different kinds of specialisation should have their special centres, under the control of the single university. As part of a university, Pilani has a great part to play. As a university in its own right it would at once degenerate in standing.

I hope that Pilani may go on from strength to strength under Mr. Birla's care and inspiration. He has been fortunate in those who have worked for him in Pilani, men of distinction and devotion. And in the history of Pilani, along with the name of Mr. Birla himself, the name of Mr. S.D. Pande will always be remembered. Long ago, the development and administration of Pilani was entrusted by Mr. Birla to his wisdom and creative genius, and its future is safe in his hands."



“ EVER GREATER GLORY TO PILANI ”

Message of Dr. Maria Montessori.

“ I wish to join my voice to the chorus of praise for the magnificent institution that, as a jewel of stone rose in the midst of desolation.

Few institutions have achieved in fifty years what the Birla Trust has achieved in Pilani and elsewhere, not only materially but especially spiritually, aiming at the formation of man, taking the individual from early childhood and giving opportunities for education and for perfection to children of all ages to men.

The name of Birla will be known and respected as a beneficent sustainer of the cause of education not only in India but in the rest of Asia and indeed all over the world : only his generosity and his sincerity could attract to Mr. G. D. Birla the unflinching loyalty and the unremitting ardour of work of Commander S. D. Pande who has built soul by soul the mighty fortress in the cause of science and of education that is the community of Pilani.

I, who was fortunate enough to spend some days there and to witness its progress, cannot but wish a very long life and ever greater glory to the ‘ Oasis in the desert ’ . ”



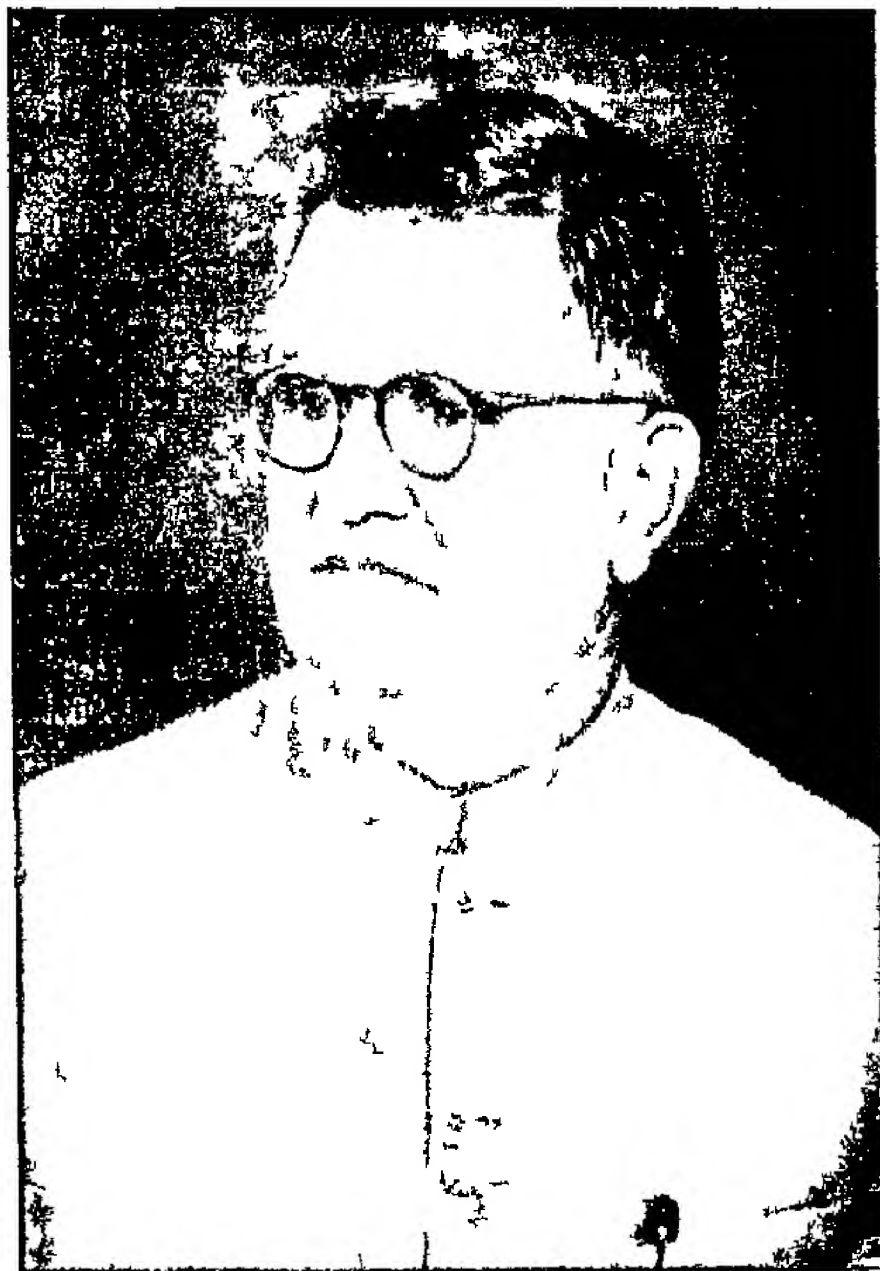
“A FINE TEMPLE OF LEARNING”

Message of Dr. G. S. Mahajani, M.A., Ph.D.,

Vice-Chancellor, University of Rajputana, Jaipur.

“IT is with great pleasure that I send my heartiest congratulations to the Birla Education Trust and its illustrious founders on the occasion of the Golden Jubilee of their institutions at Pilani. These include a well run Montessori School a High School for Girls, a High School for Boys, an Arts and Science College with Commerce Section, and a first-rate College of Engineering. Aptly described by visitors as “flowers in the desert”, these institutions have made Pilani a place of educational pilgrimage. I visited it first on the 3rd February, 1949 which happened to be the Foundation Day and the feeling grew on me that I was within a fine temple of learning, where even the uninitiated must get inspired. The marks I addressed to the boys that day, formed later the basis of a pamphlet on “The University and its four Pillars”. I confess again that though I have not yet visited some College centres in Rajasthan even once, I felt drawn to visit Pilani once more on the 22nd April, 1950, to meet the first batch of students appearing for the B.E. Examination. The occasion gave me the idea of speaking to the students on the Youth’s Service as the 4th agent for preserving the moral health in a Society.

Without the least desire to express flattering sentiments I shall yet permit myself to make two observations. On both the occasions that I was at Pilani, I noticed a remarkable concord between the teachers and the taught—in all the institutions. I also found that the authorities of the Trust and its institutions have always been keen in co-operating with the University in maintaining the standards in the training of the young.”



“सन्मार्ग की प्रार्थना”

श्री शुकदेव पांडे, मंत्री, बिड़ला एजुकेशन ट्रस्ट का सरल पर
विचारपूर्ण संदेश:

“पचास वर्षों में पिलानी में बालक बालिकाओं की शिक्षा द्वारा उनका जितना कुछ भी विकास तथा चरित्र-गठन हुआ है उसका श्रेय संस्थाओं के अध्यापक तथा अध्यापिकाओं को ही है। शिक्षा का मुख्य ध्येय छात्र तथा छात्राओं को सचरित्र, संयमी, स्वस्थ, स्वावलम्बी बनाकर उन्हें निष्काम कर्म तथा जनसेवा का मार्ग दिखाना है। उन्हें ऐसा कर्तव्यनिष्ठ बनाना है जो अपने उत्तदायित्व को पूर्णतया समझें तथा अपनी सारी शक्तियाँ सहर्ष स्वतन्त्रता से प्राणिमात्र की सेवा में लगा सकें। मनुष्य का उच्चतम आदर्श प्राणिमात्र का हित तथा सेवा है न कि हकूमत।

पिलानी में समय समय पर ऐसे प्रयास हुए जिससे यहां आनेवाले बालकों की शिक्षा सर्वांगीण हो। इसमें क्या सफलता मिली है यह भविष्य ही बतला सकता है। इसका मापदण्ड यहां के निकले हुए विद्यार्थियों के सत्कार्य ही होंगे। शिक्षा प्रसार में जो सेवा पिलानी द्वारा हुई है और उसके द्वारा ग्रामों में जो जीवन आया है उसका अनुमान भविष्य की गोद में है। समाज का नैतिक जीवन व संगठन ही उसका द्योतक होगा।

ऐसे पुरायतम अवसर पर मैं अपने छात्रों तथा साथियों को अपने ध्येय का स्मरण कराता हूँ जिसकी प्राप्ति के लिए अभी भगीरथ प्रयत्न करने की आवश्यकता है। उन्हें जो सहयोग उन्होंने दिया है तथा जो सेवायें ध्येय की पूर्ति के लिए उन्होंने की हैं उसके लिए हार्दिक धन्यवाद देता हूँ। अनेक महानुभावों का भी जिन्होंने समय समय पर पिलानी पधार कर तथा परामर्श देकर हमारा उत्साह बढ़ाया है आभार मानता हूँ।

भगवान् से प्रार्थना है कि हमें सन्मार्ग में लगाये रखे, हमारी प्रेरणा तथा कार्यशक्ति को प्रबल बनाने में हमें सहायता दे। बिड़ला परिवार को जिसके विपुल धन और प्रयत्न से संस्था की उत्तरोत्तर वृद्धि हुई सम्पन्न, सहृदय, दानशील व जनहितकारी बनाए रखे।”



“ A SOLID CONTRIBUTION ”

The Message of Shri Gobind Ballabh Pant,
Chief Minister, Uttar Pradesh.

“ I AM glad to know that the Golden Jubilee of the Birla Education institutions is going to be celebrated early next year. The Birla Education Trust has made a solid contribution towards the improvement and extension of education in central and upper India. It has always placed before itself a definite ideal and has succeeded in uniformly maintaining a high standard of efficiency and discipline in the institutions conducted and controlled by it. While every effort has been made to produce citizens of the right type possessed of a strong body, sound character and rational outlook and basic principles of Indian culture have been prominently kept in view. I am closely associated with the working of one of these institutions and had occasion to pay short visit to Pilani about three years ago. The number of students on rolls of the schools and colleges at Pilani and its neighbourhood was about a thousand and I was greatly impressed by all that I saw. On this memorable occasion I offer my best wishes of the continued success and progress of the Birla institutions and earnestly hope that they will continue to grow from strength to strength.”

STORY OF ATTEMPTS

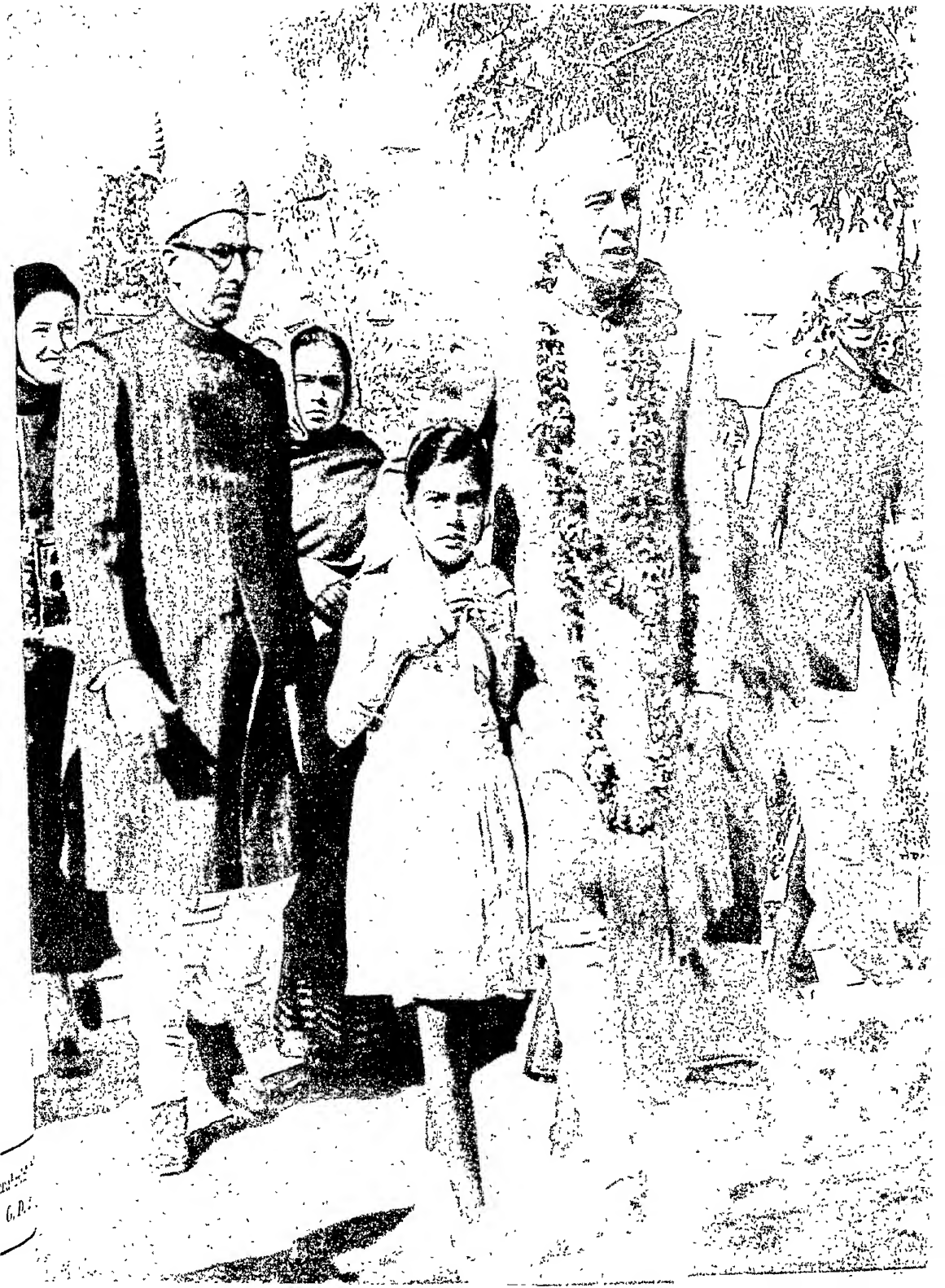
of Thakur Madan Singh of Nawalgarh

In a great educational centre in Shekhawati, several institutions located in this town do not only attract students from Shekhawati but many students come from all over the State. The story of this institution is a story of attempts and failures. The institution started with a small school called the Birla Education Trust in the year 1900 and gradually grew up to the present standard.

As is well known Shekhawati is the home of wealthiest industrialists and business magnates of India and yet the district as a whole was backward in literacy prior to 1925, but since the creation of Birla Education Trust a good deal was done towards this end not only in the town of Pilani but also in hundreds of villages throughout Shekhawati and adjoining States. Whatever is done towards this noble cause of education in Pilani by Birla Brothers is really a great work of philanthropy in the country. All this is the creation of Shri Ghanshyamdasji Birla to whom the credit goes and who deserves to be congratulated for this great achievement. Pilani being a town of my Jhikana I really feel proud of it for what is being done by Birlaji in raising the standard of life of the people.

The educational activities carried out by the Birla Education Trust under the able guidance of its secretary Shri Sukhdevji Pandey who is associated with the institution since long and who is responsible to a great extent in bringing to its present level.

I offer my sincere good wishes for the prosperity and all round success of this great institution on this happy occasion of its golden jubilee."



G.P.

WHAT

THE BIRLA EDU

STANDS

TO

AT PILANI

- 1 Birla College of Arts, Commerce and Science teaching upto M A , M Com and M Sc and in Medicine upto B Pharma, with 51 teachers and 632 students.
- 2 Birla College of Engineering teaching upto B E in Electrical and Mechanical Engineering with 48 teachers and 525 students
- 3 Birla High School with 42 teachers and 785 students
- 4 Birla Balika Vidyapeeth with 15 teachers and 193 students
- 5 Birla Montessori School with 14 teachers and 266 students.
- 6 Rural Education Department with 75 schools, 141 teachers and 4371 pupils

ICATION TRUST

FOR

DAY

7. Primary Schools in Pilani with 16 teachers and 418 students.
8. Shilpshala and Store at a cost of 1½ lacs.
9. Birla Central Library with 39517 books.
10. Birla Dairy with 294 heads of cattle yielding 1000 lbs. of milk daily.
11. Power house and waterworks with a supply of 150 kw per hour of electricity and 64,000 glns. per hour of water.

OUTSIDE PILANI

1. Birla Vishvakaram Vidyalya, Anand, with 52 teachers and 499 students.
2. Birla Vidya Mandir, Nainital, with 22 teachers and 238 students.
3. Birla Technological Institute, Bhiwani, with 9 teachers and 61 students.

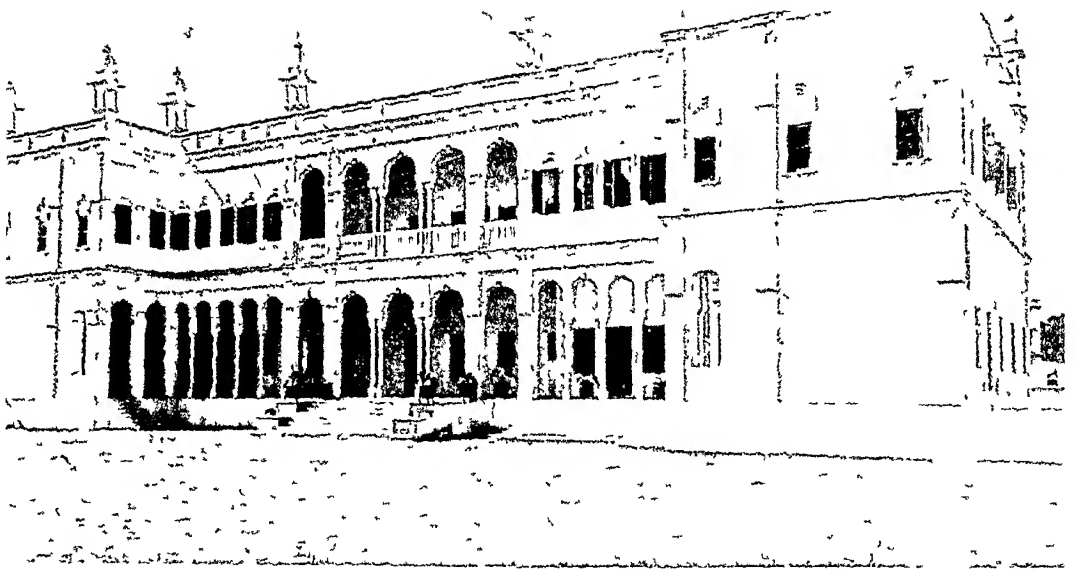
Birla College
or
ARTS, COMMERCE AND SCIENCE

The foundation of the great educational tradition in the several institutions of the Birla Education Trust was well and securely laid by what is known today as the Birla College of Arts, Commerce and Science. Beginning life as an Intermediate College in 1929 it made rapid strides and gained popularity as very few intermediate colleges

have done. Today Pilani stands for a number of educational institutions, the name promises bright prospects and holds out hopes of rich and varied educational opportunity to thousands of young people and their parents and the Birla Education Trust looms large as a great and outstanding private enterprise in the field of public education.

Sa d r Lat V t th Birla College with Sri Lande and Sri Lal





Birla College.

tion. But whosoever has had the privilege of watching it grow from a tiny sapling to a mighty tree cannot help pointing to the healthy traditions which this Birla Intermediate College was primarily responsible for building and maintaining. Institutions are built brick by brick not of clay and mortar but of human spirit, enthusiasm, devotion, sacrifice, loyalty and service, and if the Birla College was able to vie and line up with older and better-placed institutions in one great spurt, it was because both teachers and students gave their best to it freely and ungrudgingly.

The reasons for its early and rapid success and popularity not only in Rajputana but also outside it are not far to seek. It was a broad-based institution with no narrow prejudices of caste, creed or province. Its staff was drawn from almost every part of the country and so were the

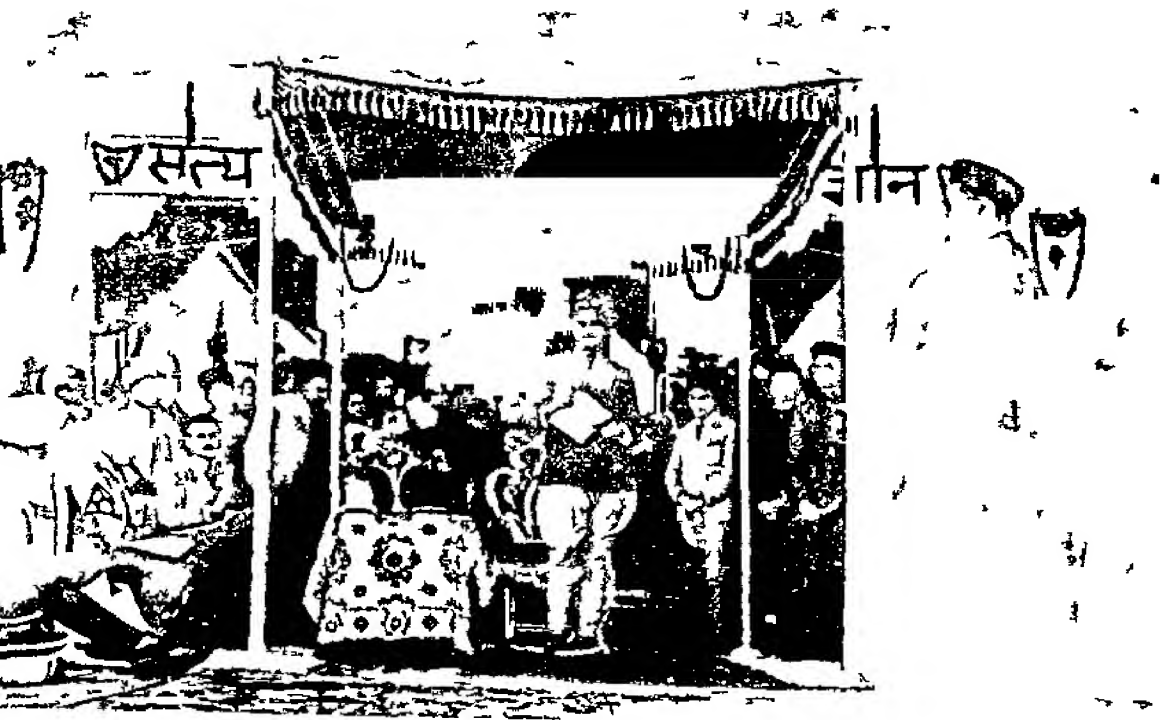
students. This may appear to be a small thing and possibly just incidental but at a small place like Pili where both teachers and students have no distractions it greatly helped to make life and work in the college extremely rich and full. There was a closer give-and-take, educational effort and practice had the advantage of varied experience and since everybody contributed to the formulation of programmes, methods, aids and policies work was done with earnestness and zeal. Secondly emphasis was laid on every aspect of education physical, mental and moral. Very early in the thirties games and physical training was made compulsory for all inmates, long before the Wardha scheme was published we had the shilap-shala and every student was called upon to learn one of the handicrafts, we "anticipated Lord Linlithgow" by several years in making milk compulsory for all students whether they could afford it or not.

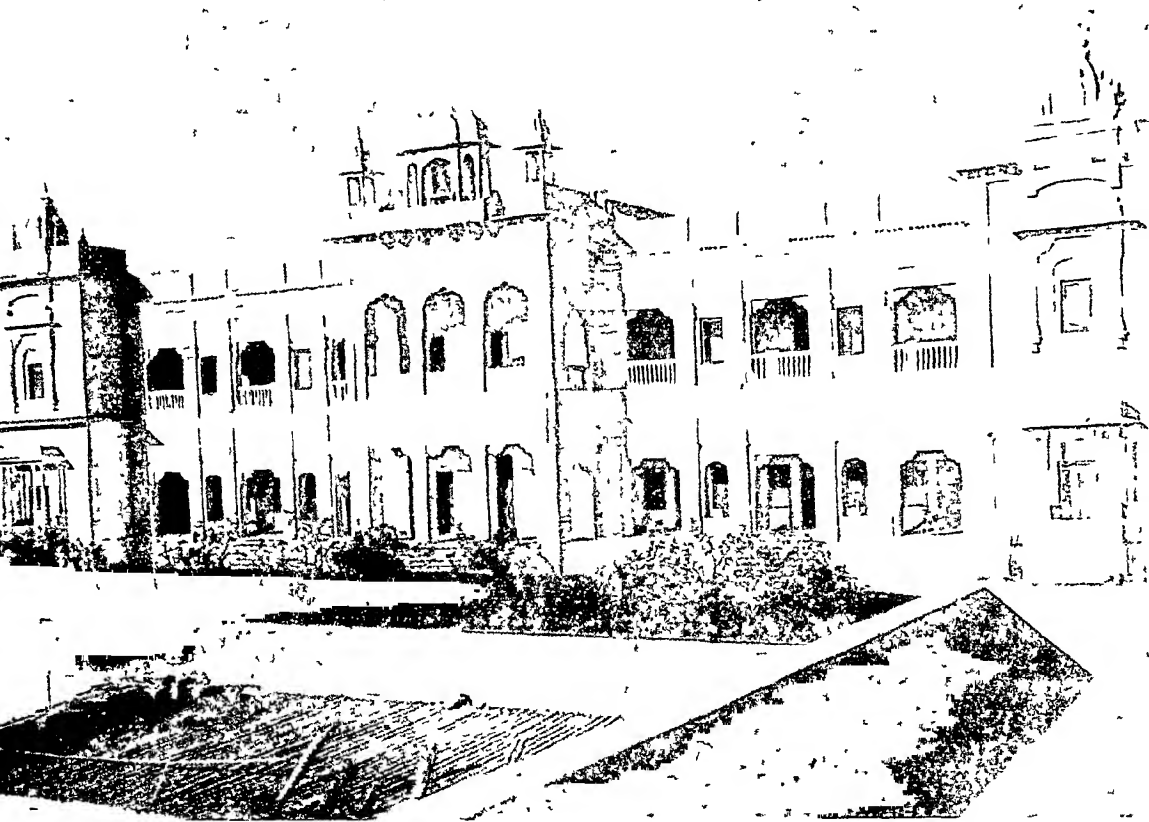
And there were reliable whispers that every member of the staff is expected to play, to learn a craft and to take milk regularly. For instance we celebrated a Milk Day when Mr Birla took a glass of milk with the whole college. In public examinations our target was cent percent results and the 'deviations' were small. Lectures, debates, reading clubs, dramatics, entertainments were common and teachers built and collected varied illustrative material for use in and outside the class room. Social life was nice. Students took active interest in social service. Adult education, night schools, organising medical aid during malaria epidemics, scouting, taking census of the town easily come up in memory. All festivals were celebrated

with great eclat and at meetings of all sorts the house was always full. New ideas, new educational aids and equipment, and their use and application not only sent the visitors back profoundly impressed but bore rich fruit in the top notch honours its alumni won in public examinations, tournaments, scouting, art exhibitions, inter college debates and social service even when they had to compete with students of first grade colleges.

The institution was pitched to such a high standard of work in and outside the class room that extension of its scope was called for by an inner necessity. Accordingly in 1931 the Trust sought affiliation of the Agra university for B.A. and B.Com.

His Highness the Maharaja of Jaipur declaring the degree college building open





Birla College (old Science Block)

examinations. A new block was built for the purpose and its opening ceremony was performed by His Highness the Maharaja of Jaipur. All conditions of the university were fulfilled but the Jaipur government stood in the way and withheld the permission to start degree classes. Here was a public-minded trust anxious to offer facilities for higher education in a most backward part of the country but the administration would not let those facilities be made use of.

For twelve years expansion and extension of educational opportunity in this backward part of the country was held up by a recalcitrant administration. To say that there was widespread feeling of frustration among the management, the staff and the students and that their zeal and earnestness for work was damped is to put the case very mildly. But the human spirit cannot be quelled for long and those twelve years were not wasted. Attention and effort were concentrated

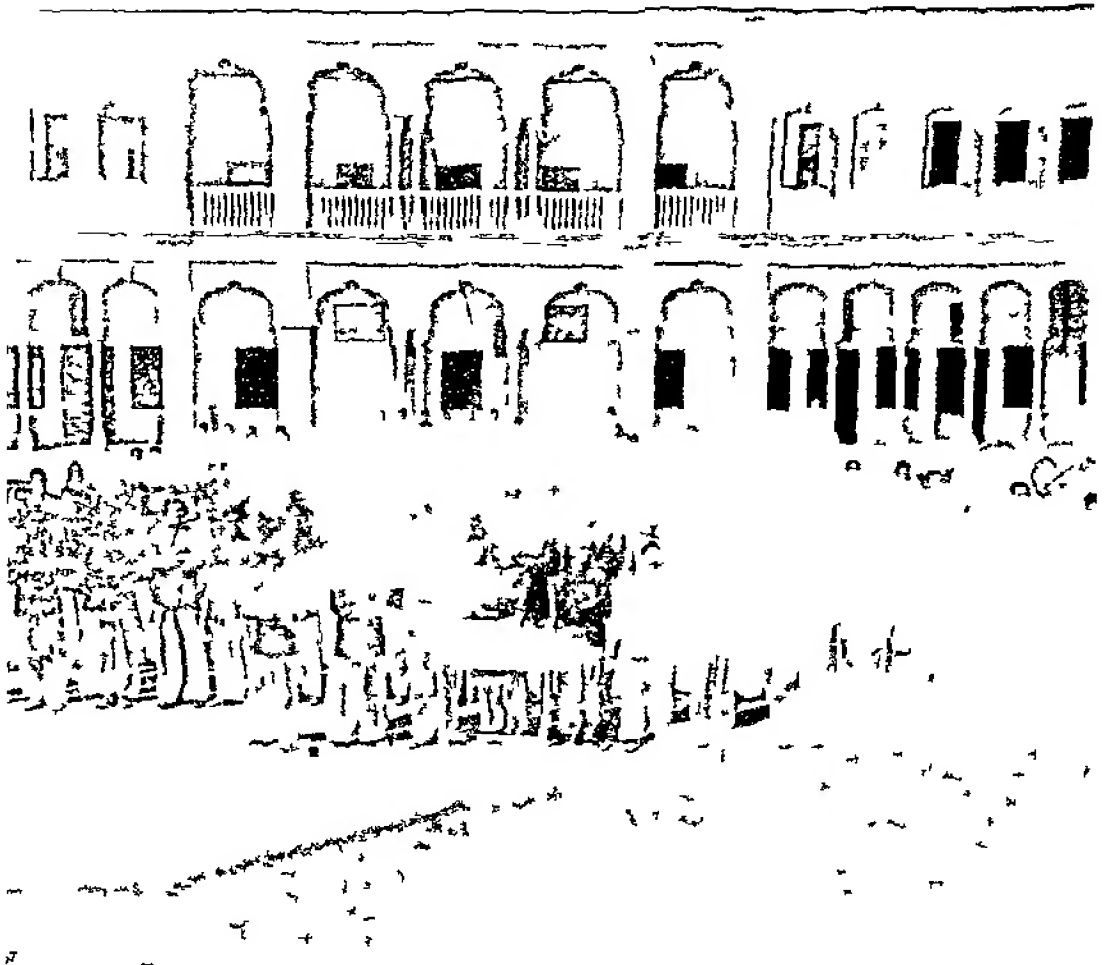
on consolidation and improvement of work in the intermediate college with the result that it was easily recognised as one of the best intermediate colleges in Rajputana

In 1942 Sir Mirza Ismail took over the prime ministership of the Jaipur State and immediately undid the injustice done to the college. We are extremely thankful to him for accord-
ing permission to start degree

classes, and extend our sphere of educational service freely in and around Pilani. In July 1943 degree classes in Arts, Commerce and Science were started and postgraduate classes were added in 1947. A more detailed account of its growth and progress must be sought in the reports and accounts that follow.

The college is affiliated to the university of Rajputana and offers inst

Morning Prayer



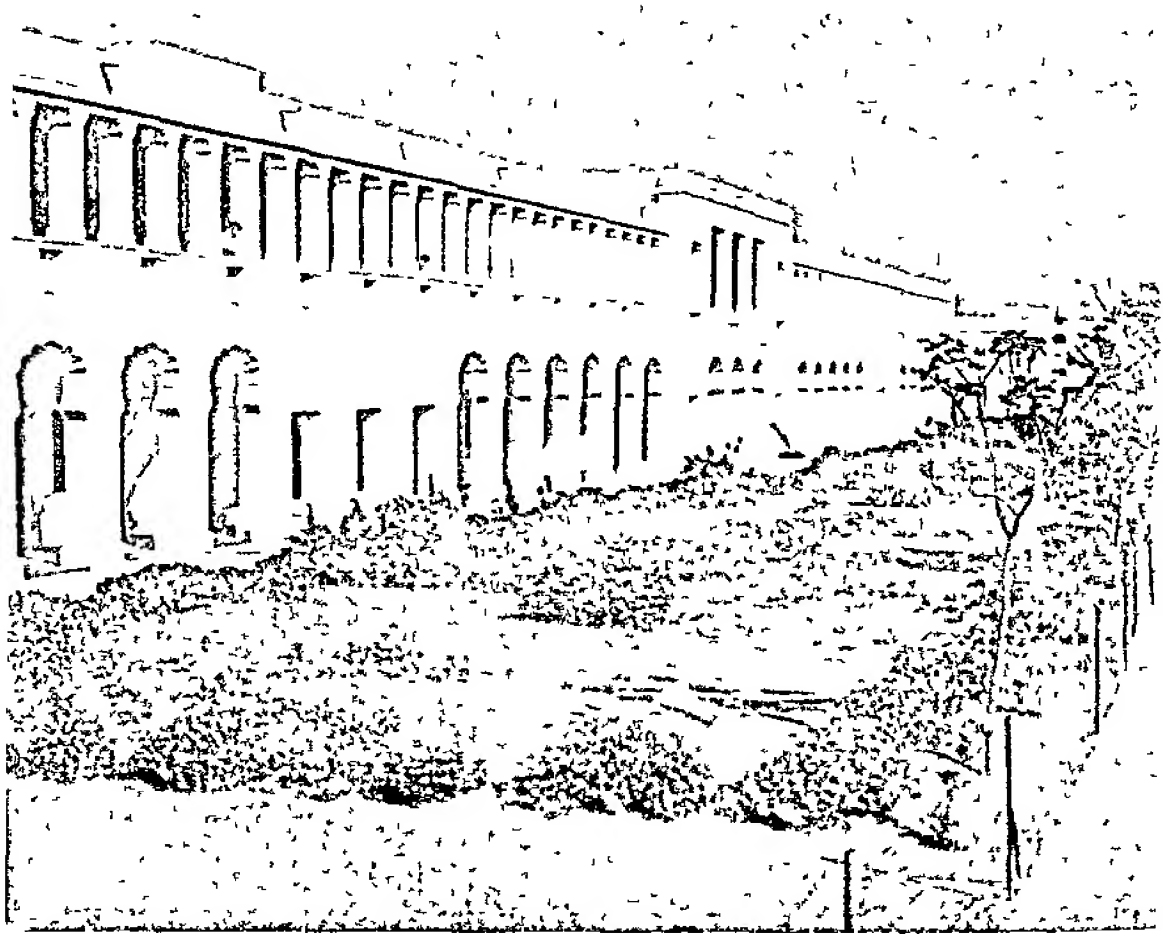
ruktion upto postgraduate standard in arts, commerce and science faculties and upto B. Pharma, in the faculty of medicine. Technically it bears the cumbrous name of Birla College of Arts, Commerce, Science and Medicine. No college in Rajputana offers instruction in so many faculties upto the postgraduate standard.

At present it has 51 teachers on the staff and 632 students on roll.

A large part of the great progress in the college was made under the stewardship of Shri S.D. Pande who worked as Principal from 1929 to 1946. He placed the institution on a firm and full routine and himself took active and

Birla Inter College staff





New Hostels



Prefects Council

personal interest in every aspect of work. His interest was many-sided and he pulled full weight. The example of hard work, industry, punctuality and perseverance that he set his colleagues and students, and his regard for rules and traditions were mostly responsible for building what the college stands for today. Often he kept personal prejudices in abeyance when the best interest of the institution was at stake. His interest in outdoor sports, scouting, social service and physical training was more pronounced, and he has rendered great service to the College and the Trust.

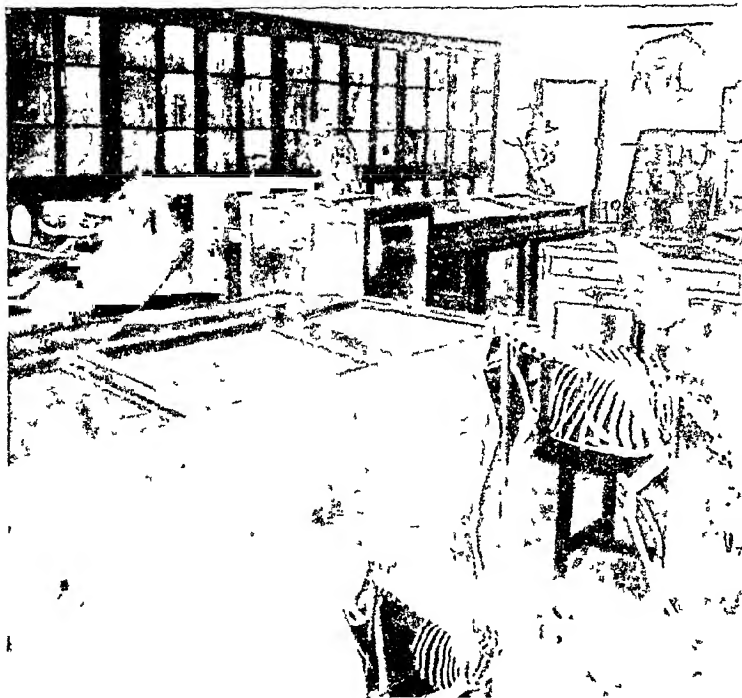
He made over to Shri S. Pal who was then Vice-Principal and Professor of English. Shri Pal was able to carry on the great tradition. He was more keenly interested in academic activities and they received a great impetus during his tenure of office. It was during his principalship that large grants were made to the library and affiliation was sought to start M.A. classes in all subjects.

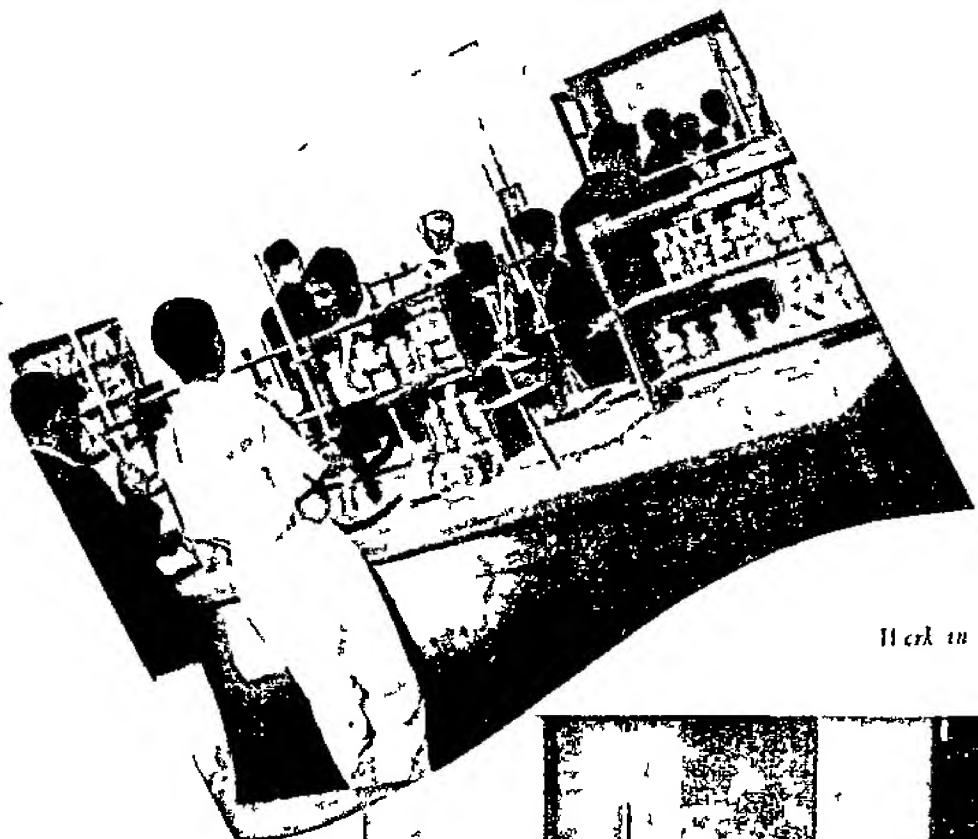
He was succeeded by Shri M.L. Schroff who has specialised in pharmaceutical chemistry. Under him science studies have received a special impetus. Classes in pharmacy have been started and the college has moved to its new building.

Staff is very highly qualified and every department has renowned teachers. Some of them like Professors S.R. Mital, H.R. Bhatia and R.S. Yajnik have served the institution for more than 20 years.

Prof. Mital has written a number of text-books in mathematics. He is a very successful teacher of his subject and for several years was Warden of the hostel and manager of the Co-operative Store. He is now the Vice-principal. Prof. Bhatia has taught logic and philosophy with eminent success. He has written more than 16 books on philosophy, educational psychology, teaching of English, educational principles and methods, and more than 200 articles in English and Hindi. One of his books in

Museum



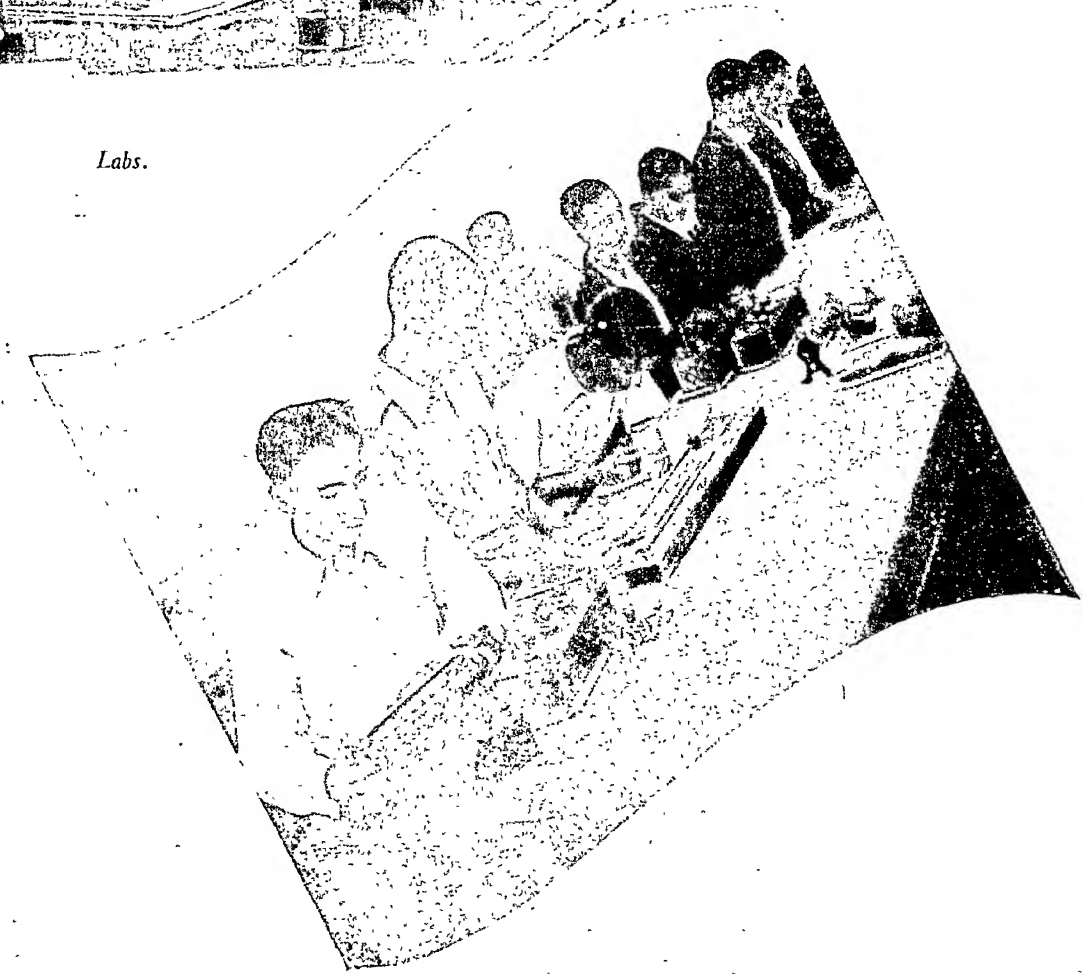


Παλιό





Labs.

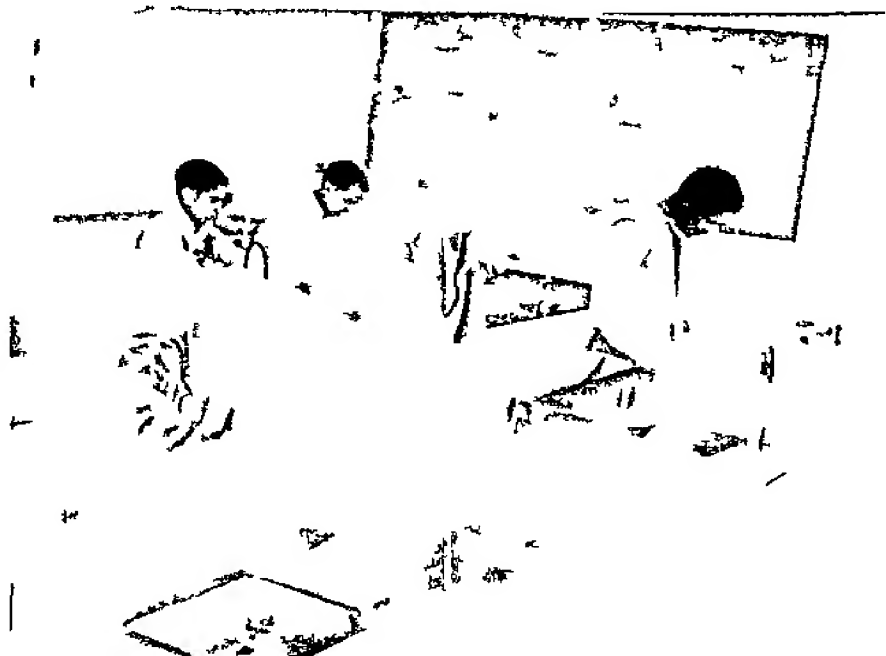


Hindi was awarded a prize by the Punjab Govt and four of them are recommended for use in teachers training colleges all over India. He has been editor of the Birla College magazine from its very inception and has broadcast talks from AIR Delhi. He has contributed substantially to the policies and programmes of the college as well as their publicity. Prof Yajnik is well known as head of the commerce department. Not only his students have done well in public examinations but as Warden of the hostel for several years he has endeared himself to students. He is running the co-operative store and with the help of his colleague Prof S K Porwal worked very successfully the Birla College Co-operative Bank. Prof K L Sahal is head of the Sanskrit and Hindi Department. Besides being a very efficient teacher he has contributed largely to Hindi Journals and written



Dr. I. Mukerji

*Work n Labs
(contd)*



a number of books on criticism. For several years he was convener of the Celebrations Committee, president of the Hindi Sahitya Samiti, editor of the magazine, has edited folk songs in Rajasthan. Dr. A. Mukerji is head of the Physics Department. He has contributed many papers to scientific journals. The results of his researches have been quoted in many



Typewriting class.



Postgraduate students engaged in the laboratory.

standard books on physics Prof R D Gupta is head of the Chemistry Department and has long and rich experience of laboratory work. He has been of real help to the College in setting up Chemistry labs. Dr D K Mathur head of the Zoology Department did his research at Cambridge and his Colleague Shri H L Sharma has done it here on the heart of a frog. Dr Muley and Prof Pabrai are heads of Botany and Pharmacy departments respectively and have been contributing papers to research journals. Sri H C Batra Head of History and Politics Department is the latest addition and has already won his place in and outside the class room.

Most of the lecturers are engaged in one or the other type of study and research and it is due to their devotion to work that the college has been able to build such a reputation. Only last year Sri K Ramamurti of the Chemistry department was awarded an international fellowship in U.S.A. Sri Dool Singh of the commerce department has distinguished himself in the N.C.C. and is now a 2nd lieutenant. Sri Roshan Singh of the Chemistry department has served for more than 15 years and in the office. Sri P Saran has been a head clerk since 1929.

H R B

ROLL OF HONOUR

Inter Arts

1936	N M Sahal	I in the Board
1937	Deen Dayal	I in the Board

Inter Commerce

1941	S K Agrawal	I in the Board
	Bilas Rai	III in the Board
1943	Dool Singh	II in the Board
1945	Banwari Lal	II in the Board
	Kanodia	
1949	N C Kankani	I in the University

B Sc

1948	J C Solanki	I in the University
	Sukhbir	II in the University
	Singh Goel	III in the University
1949	R N Bhatra	II in the University
		III in the University
1950	Murari Lal	V in the University
	Vaish	VI in the University

B Com

1946	G P Gupta	III in the Agra University
1947	B L Kanodia	I in the Agra University
1948	T P Goyal	I in the Raj University
1950	Nauratan	IV in the University
	Mal	VI in the University

M Sc (Phy)

1950	Rameshwar	I in the University
	Nath	II in the University
	Sukhbir	III in the University
	Singh Goel	IV in the University

M Sc (Chy)

1950	Lingamurti	I in the University
	Kaja	II in the University

M Com

1950	L S Porwal	I in the University
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छात्रों की एकमात्र प्रतिनिधि संस्था : परिषद्

एक विहंगम सिंहावलोकन

वर्तमान युग की सबसे बड़ी देन यह है कि हम जीवन के प्रत्येक क्षेत्र की संतुलित नीति का आलोचना के शस्त्र द्वारा परित्याग कर उसे एक विस्तृत रूप प्रदान करने का भगीरथ प्रयास कर रहे हैं। दिन प्रतिदिन इस बात को सर्वत्र मान्यता दी जा रही है कि शिक्षा का क्षेत्र केवल परीक्षार्थ पुस्तकों से सीमित न रह कर छात्र के भावी जीवन की विभिन्न विकास योजनाओं से भी सम्यन्ध स्थापित करे ताकि निकट भविष्य में वह राष्ट्र का सच्चा नागरिक, नौजवान व समय पड़ने पर नेता भी बन सके। यदि भारतवर्ष के प्रत्येक विश्वविद्यालय संचालक इस बात से सहमत हैं तो विद्यालय में ऐसे वातावरण को जन्म देना पड़ेगा जिसमें कि वहाँ के छात्र पनपकर प्रवीण वक्ता, कुशल कवि, सफल व्यवस्थापक और प्रसिद्ध खिलाड़ी बन कर आने वाली पीढ़ियों तक अनुकरणीय उदाहरण का काम करें। ऐसे वातावरण को प्रत्येक विद्या-मन्दिर में प्रत्यक्ष रूप देने के लिये आज के युग में सबसे सुन्दर साधन योग्य अधिकारियों के संरक्षण में छात्र संघ की स्थापना करना माना गया है। उसका नाम व स्वरूप चाहे कुछ भी हो, परन्तु उद्देश्य सचमुच उपरोक्त होना चाहिए।

वास्तव में यह बड़े गर्व का विषय है कि पिलानी का विडला कालिज आरम्भ से ही ऐसी कई छात्रोपयोगी संस्थाओं की स्थापना करने में अनेक सफल प्रयास कर चुका है। उन प्रयत्नों के फलस्वरूप आज भी "विडला कालिज परिषद्" नामक संस्था का उज्ज्वल स्वरूप हमारे सामने है। यदि इसके आरम्भिक इतिहास व उल्लेखनीय कामों की ओर कुछ दृष्टि दौड़ाएँ तो हमें ज्ञात होगा कि इस संस्था को वर्तमान उपयोगी व प्रतिष्ठित पद तक पहुंचाने में कई अधिकारी व छात्रों ने अपने अमूल्य समय, शक्ति व साधनों का योग दिया है।

सर्वप्रथम सन् १९३०-३१ में प्रो० हंसराज भाटिया की अध्यक्षता में एक छात्र संघ की स्थापना हुई जिस को सन्

१९३२ में प्रो० रामनिवास जी अग्रवाल की सहायता से संसद् का स्वरूप प्रदान किया गया। इसी वर्ष विद्यार्थी सहायक सभा व समाज सेवा संघ की त्रियात्मक रूप से नींव डाली गयी। इस समय तक छात्र संसद का क्षेत्र वादविवाद प्रतियोगिताओं व विभिन्न विषयों पर भाषण आदि से ही सीमित था। सन् १९३७ में यहाँ के छात्रों को राज-पूताना-वाद-विवाद प्रति-योगिता में भागलेने वीकानेर

भेजा गया। राष्ट्र भाषा हिंदी की सेवार्थ सन् १९४० में हिंदी साहित्य समिति का निर्माण हुआ। छात्रों ने हर समय आवश्यकता पड़ने पर अपनी सेवा भावना का परिचय दिया। विद्यालय में इन दिनों श्री मोहनलाल गुप्ता श्री रमणराय, श्री अम्बाप्रसाद आदि छात्र स्तंभ माने जाते थे।

विद्यालय के डिगरी कालिज बनते ही श्री शुक्रदेव जी पांडे के अध्यक्ष काल में राजनीति व इतिहास के प्रोफेसर श्री बालकृष्ण जी के सहयोग से वातावरण में अधिक व्यापकता व सर्वप्रियता लाने छात्र संसद में नये प्रगतिशील रक्त का संचार किया गया। इस संस्था द्वारा किये जाने वाले अन्य छात्र हितकारी कामों को छोड़िये, इसका स्वरूप मात्र ही प्रत्येक छात्र के लिये कुछ सीखने का विषय था। इसके प्रमुख कार्यों में विशेषकर संगीत व नाट्य आयोजन करना, छात्रों को परीक्षा के समय पर आर्थिक सहायता देना व राष्ट्रीय वर्षों की उत्साहपूर्वक



लेखक

मनाता उल्लेखनीय है। इसकी प्रथम बैठक में (ब्रिटिश पद्धति के अनुसार) धर्मात् के उद्घाटन भाषण के पश्चात् वार्षिक वृत्त रखा जाता था जिसमें कि भाग लेने के लिये छात्र व आतुर रहते थे। बैठक का कई बार आधी रात तक चलने रहना छात्रों की विषय रचि का प्रत्यक्ष प्रमाण है। परन्तु अभाग्यवश इस प्रणाली का दोष यह था कि प्रायः वर्ष भर के लिए इसकी प्रथम बैठक ही अन्तिम बैठक ही जाती थी क्योंकि हमारे समस्त प्रणाली के स्वरूप अवश्य अपनाया पर भावना नहीं। परिणाम तब यह हुआ कि कई बार जिनकी नजीक जिन काम को उठाया जाता उतनी ही तजीक व भी कभी उससे आगे भाग के लिए स्थिति करना पड़ता था। फिर भी हम सब के साथ कह सकते हैं कि उस सभ्यता के निर्देशन में कई सुन्दर कार्यक्रमों का आयोजन हुआ व अनेक समस्याओं का पनपन का जवमर मिला। उस सभ्यता की आरंभ श्री रामेश्वर दयालू तरण, श्री सुल्तानसिंह प्रेम, श्री गिवदयालू जगोड व श्री मंगलचिहारे से बकि व अनेक श्री शिवकुमार श्री लीलाधर जासी व श्री सुन्दर शर्मा से बनना श्री विद्याधर व श्री सत्यपाल से विद्याधी श्री रत्नवीरसिंह से कमरनी जवान व श्री वृजमाहन शास्त्री से भावजनिक कार्यका विद्यालय को एक विषय दत्त है।

व दिन बीता लग। विद्यालय भी उत्तरोत्तर उत्तति करन लगा। और बहुत सी शिक्षण संस्थाओं का बीजारापण हुआ। परिणाम यह हुआ कि सन् १९८६ के अगस्त मास में तुलसी जयन्ती के दिन हमारे श्री पाठशाला का बीजाल कालिज का अध्यक्षता का पद हाए दिया। यह यह लिखना कि श्री पाठशाला ने छात्र सभ्यता को एक व्यापक व हितकारी सभ्यता बनाने के लिये अनेक प्रयत्न किये बार्द अनुचित नहीं होगा। इसके लिये हम मन्त्रमूच उनके आभारी हैं। उनकी विद्या पर कालिज के उपाध्यक्ष श्री पाल साहू के कार्या पर सभ्यतापन्न अध्यक्ष पद का भार आता ही था। भाग्यवश नये अध्यक्ष महादय की रचि भी हम सभ्यता के प्रगतिशील पथ पर पहुँचाने के लिये भूतपूर्व अध्यक्ष का काम नहीं थी। सभ्यता यह है कि आज का परिपद उन्हीं का भीका हुआ एक पाना है।

श्रीपाल जी न कालिज का अध्यक्ष पद ग्रहण करन ही छात्रों को एक विधान परिषद् बनायी। इस अस्थायी समिति को अनेक बैठक के पश्चात् एक नये विधान को जन्म दिया गया जिसमें कि पिछली प्रणाली के दोषों को दूर करने का पूरा ध्यान रखा गया। इस विधान को बनाने में राजनीति के अध्यापक डा० श्रीवास्तव व विद्यालय के सर्वप्रिय छात्र श्री रमेश गौड का विषय हाथ था। नव निर्माणित विधान को विषयकर सन् १९४८-४९ में त्रियामक रूप दिया गया जबकि श्री राधक्याम गर्मा इसके सभापति थे व इन्हीं पत्रिका के लक्षक के निर्देश कर्मों पर परिषद् के मन्त्री पद का भार था। उस वर्ष परिषद् में लगभग १० उपसमितियाँ बनायी गयीं। महोत्सव, समझौता, संगीत व नाट्य, वाद विवाद प्रतियोगिता, क्विज व आर्थिक सहायता नामक उपसमितियाँ विषय उल्लेखनीय हैं। इस विधान के अनुसार हिंदी साहित्य समिति वाणिज्य परिषद् विधान परिषद् व इतिहास व राजनीति परिषद् आदि संस्थाएँ भी इन्हीं परिषद् नाम की प्रमुख संस्था के अन्तर्गत अपने उद्देश्य की आरंभ बन लगी। इस वर्ष परिषद् के इतिहास में एक नयी अनेक अद्वितीय सफलताएँ प्राप्त की गयीं। यहाँ के चार छात्रों को भारतीय विधान परिषद् व समस्त की कार्यकारिणी का अध्ययन करने के लिये दिल्ली भेजा गया। गांधी जयन्ती के शुभ अवसर पर राष्ट्रपति डा० राजे प्रसाद को श्रद्धापूर्वक शक्ति अनुसार परिषद् की आरंभ से गांधी स्मारक का पद के लिये १००० रुपये की धोली भेंट की गयी। दिल्ली के पत्रिका बकि था देवराज दिनग की उपस्थिति में एक सफल इति सम्मेलन हुआ। आचार्य जुगलकिशोर, श्री शंकरराव देव, राजकुमारी अमृतकौर व० महाजनी व सरदार पाल स नानाजी त परिषद् के जर्नल वक्तर समय समय पर अपा विद्वता पूरा भाषण दिव।

यह वर्ष मन्त्रमूच परिषद् के इतिहास में एक सफल पृष्ठ पर अंकित है। श्री पालजी व विद्या के वाद इसी वर्ष कालिज के वनमान अध्यक्ष श्री श्राव साहू का आगमन हुआ। परिषद् को वन्मुखी सभ्यता बनाने के लिये

इनका अदम्य उत्साह प्रशंसनीय रहा है। इनके संरक्षण में परिषद् की आर्थिक बाधाएं काफी अंश तक टल गयीं। पिछले वर्ष ही डा० ज्ञानचन्द्र घोष द्वारा वार्षिकोत्सव पर पारितोषक वितरण किया गया। पंडित नेहरू के पिलानी पदार्पण पर भी इस संस्था के सदस्यों ने अपूर्व उत्साह के साथ उनके स्वागत करने में पूर्णतया साथ दिया। श्री के० सन्तानम व अन्य रियासती मन्त्रियों के आगमन पर भी संस्था ने उचित आयोजन कर उनकी उपस्थिति का लाभ उठाया।

परिषद् के पिछले दो वर्षों में श्री राजेंद्रप्रसाद भाटिया व श्री सुदर्शन से वक्ता, श्री चंचल व श्री जोशी से कवि, श्री पांडे व श्री रामेश्वर प्रसाद माहेश्वरी से संगीतज्ञ, श्री त्रिभुवन व श्री मुखवीरसिंह गोयल से अध्ययनशील छात्र, श्री यादवराम, श्री बुद्धिसागर, श्री मालमसिंह से खिलाड़ियों व श्री नेमीचन्द्र से कार्यकर्ताओं की ख्याति में काफी वृद्धि कर दी है। गत वर्ष की एक और उल्लेखनीय घटना त्रिडला कालिज के छात्राओं द्वारा "१८ मार्च शाम" डा० रामकुमार वर्मा द्वारा रचित नाटक खेला जाना है। गत वर्ष से ही इस संस्था ने अपने प्रतिनिधि भेजकर अखिल भारतवर्षीय छात्र संघ से भी त्रगाढ़ सम्बन्ध स्थापित कर लिया है। प्रो० वतारा का

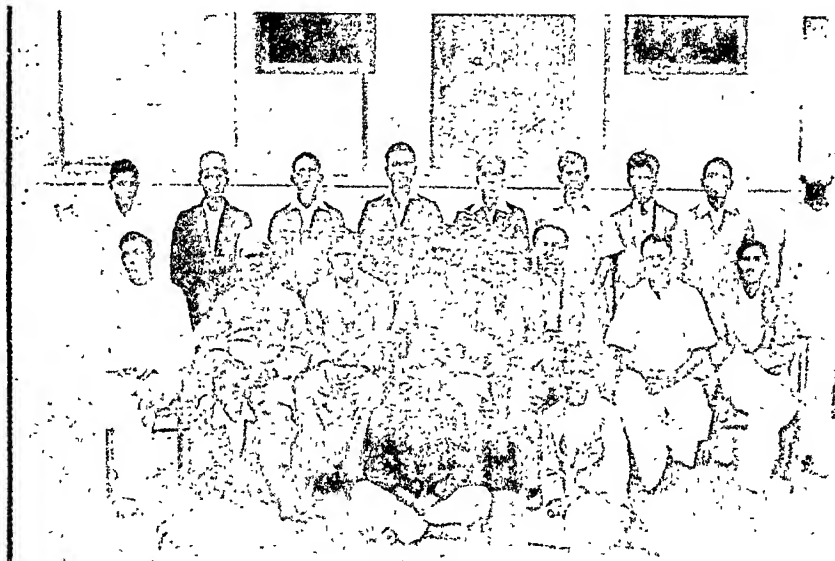
निर्देशन, श्री रामेश्वरसिंह का सभापतित्व व श्री विसन्-स्वरूप का मन्त्रित्व आज भी इस संस्था को उपलब्ध है। इस वर्ष भी परिषद् अपने गौरवशाली इतिहास को लिये स्वर्णजयन्ती महोत्सव को सफल बनाने की योजनाओं में लीन है।

छात्रों में विद्युत्गति से हर प्रकार का नवीन रसत संचार करने वाली छात्रों की एकमात्र प्रतिनिधि संस्था

परिषद् के उज्ज्वल भविष्य में मेरा सदा से ही अमर विश्वास रहा है। संस्था ने अपने अल्प काल में ही कई प्रभावित करने वाले पृष्ठ अपने इतिहास में जोड़ दिये हैं। स्थानाभाव से अनेक गुरुजनों व साथियों की संस्था के हितार्थ की गयी सेवाओं का वर्णन करने से वंचित रहना स्वाभाविक ही है। परन्तु यह देख कर वह अवश्य ही आनन्द की स्वास लेंगे कि उनके अकथ परिश्रम से प्रवाहित होकर यह संस्था कई छात्रों को राष्ट्रोपयोगी वस्तु बना चुकी है। हमारी कर्तव्य-परायणता व स्वयं के उत्तरदायित्व को चुकाने की भावना, अधिकारी वर्ग के सहयोग व गुरुजनों के सच्चे पथप्रदर्शन से यह संस्था दिन डूनी व रात चौगुनी बढ़ कर आज नहीं तो कल अवश्य ही एक सर्वप्रिय छात्रोपकारी संघ का स्वरूप ले सकेगा, ऐसी मेरी आशा है। मेरी यही शुभ कामना है कि यह छात्र-गणन में सर्वदा शीतल चांदनी छिटकाती रहे। तमसो मा ज्योतिर्गम्य ॥

रामनिवास जाजू

परिषद् की कार्यकारिणी सभा



College Magazine

A college magazine is no longer considered a mere ornament, it serves a vital need. Not only does it reflect life in the institution recording its physical, intellectual, cultural and social activities and directing their course through helpful and stimulating comments, but it also helps to bring together the teacher and the taught in an intimate relationship where discussing and analysing needs and difficulties of expression the two come to understand and appreciate each other very closely. Education, broadly speaking, is an attempt to mould and influence the conduct and behaviour of growing young people and apart from the opportunity it offers for cultivating written expression, a college magazine can be used as a powerful medium to direct and control educational effort. It brings a student close to his principal, teachers and fellow students, and the printed word endures longer than the spoken one.

The Birla College Magazine has a long history and whatever may have been its achievement, it never lost sight of healthy educational objectives. I have worked as its editor for more than 20 years, since its very inception, and it was my constant endeavour that it should help to underline all that is commendable in the college, its staff and students because the minimum we can do to achieve goodness is to see and recognise it. This was not difficult either. The institution had just been started, the staff was young and

enthusiastic, and the Trust was eager to see it grow. Colleges were few and students flocked from all parts of the country. All helped to make life in the college fuller and richer. Naturally, the magazine had rich material to draw from, and made rapid progress.

From the very beginning it was a co-operative enterprise of the staff and the students and both contributed largely. Articles from the staff were presentable models for students and now and then eminent educationists from outside were invited to contribute. Some notable contributors were the late Principal Seshadri, Principal M K Chakrawarti, Dr Anand Nath Jha, Mahamahopadhyaya Rai Bahadur Gouri Shanker Hirashankar Ojha, Professor Diwan Chand Sharma, Principal I M Kapoor, Dr Pitamber Datt Barattwal, Dr Mohan Singh, Rev A E Harper, Prof Chas Dobson, Poet Pratap Narain Purohit, Purohit Hari Narain, Sriput J C Kumarappa, Dr G S Krishanayya, Shrimati Subhadra Kumari Chouhan, and Sri S K Zibbu.

Sri G D Birla was always a great stand by in hour of our need and his inimitable Hindi rich in personal detail and warmth was eagerly read. Shri L N Birla's short articles were always thought provoking. But his interest in the magazine was far more abiding than our readers could know. He was always very eager to send material for the magazine and I remember once he sent me photographic cuttings from

the Sunday News of different types of camels and desired that a detailed account of camels be published in the magazine. And from among old students B.L's (Mr. Bajrang Lal Purohit) light articles were very welcome.

It is difficult to list names of teachers who wrote regularly for almost all did their best to help the magazine and considered it their own. Still work of late Mr. S.K. Pareek, Principal S. Pal. Professors K.L. Sahal, K.L. Gupta, Pat Ram Gour and B.S. Audholia and Mr. Dalip Chander Gupta on the editorial board and that of Mr. T. Mutto on the management deserve special mention. Principal S.D. Pande seldom missed writing the "Principals Page" wherein he reviewed the several aspects of college work.

Making students write for the magazine specially in English was never an easy job. There was great enthusiasm, they took the magazine fairly seriously and wrote a lot of articles. But the editorial board had to read, revise and improve a great deal. It goes without saying that students greatly appreciated this work. Later some of them were of substantial help in making preliminary selection of articles.

The Birla College Magazine has always had a very presentable get-up and won great appreciation at exhibitions of journals and newspapers. Many eminent people in and outside India sent unsolicited letters of commendation and all this when it was only an Intermediate College. Most often enthusiasm and interest make up for the lack of talent.

Usually we had two issues in a year, one at Dessehra and the other at the Basant. Both were profusely illustrated and often illustrations were from paintings and photographs prepared by students. Looking back on the great enthusiasm of students I am made to think that with local printing arrangement we could have run a high class students monthly. For we took it all in sport. How threadbare we analysed and discussed each and every article and with what enthusiasm young writers vied with one another to produce a better story or article was a case of genuine interest and it is not easy to look back on those years with detachment.

Courses in journalism are being introduced in several Universities and they may soon enter colleges too, but unless the young learner comes to realize the need of writing, to experience the thrill of seeing his name in print and to imbibe genuine love and interest for the work through personal contact and discussion with the teacher, such courses will become vocational without being educational. Let not the pleasure and joy of expression be killed by punctilious considerations of technique. Let there be no trimming and pruning till there is ample growth. And all those who are responsible for running college journals should encourage free spontaneous expression of youthful thought rather than be intent on producing just a newspaper "Copy". Writing is a great adventure and an enjoyable adventure, and the spirit of adventure should be carefully stimulated and developed. How far the Birla College

magazine succeeded in achieving it is not the question but it had these objectives in view

Pilani offers a great opportunity for a small local monthly dealing with persons and doings in the several institutions and departments but it cannot be done without local facilities for printing and voluntary effort of students and teachers

The Birla College Magazine is no longer alone. Other institutions too are having their own journals and there are several manuscript magazines. Let us hope they will all prosper and succeed in developing among young writers interest in accurate and enjoyable expression, good taste and habits of study.

H R Bhatta

Co-operative Society

(STORES)

THE Birla College Co-operative Society, as it is running now in two full fledged sections, comprising of books and stationery and general merchandise, and meeting most of the requirements of the students, staff and educational institutions, was brought into existence in March 1928 due to the initiative and keen interest in the Co-operative Movement shown by Shree Laxmi Niwasji Birla, the worthy son of Shree Ghanshyam Dasji Birla and an enthusiastic well wisher of the Birla College with the following objects —

- (a) The encouragement of thrift, self help and co-operation amongst members
- (b) The dissemination of knowledge of co-operative principles and their realization as far as practicable

- (c) The purchase of the necessaries of life for retail to members, the carrying on in common for the benefit of members of the trade of general dealers, the marketing of the produce of members and the establishment and conduct on co-operative principles of such other lines of work or departments of business as may from time to time be resolved upon by the general body of members
- (d) The provision of the amenities of life to its members as far as practicable, and
- (e) The doing of such other things as are incidental or conducive to the attainment of the afore said objects

The Society was started with membership of 118 with 229 shares of

Re. 1/- each. It was the first society in Jaipur State as at that time principles of co-operation were alien to the people of this region and there was no legislative Act even in the then Jaipur State. The zeal with which it entered upon its task cooled down with constant changes among its office-holders, and it practically remained in a condition of suspended animation till November 1929, when it happened to receive another dose of enthusiastic support from its original initiator, Shri L.N. Birla and our present president Shri S.D. Pande the then Principal of the College.

A beginning was made by running a book and stationery store for students. It was run by students who were given some financial help for the work. Later on, difficulties were experienced regarding the supply of provisions to the expanding educational population of students and teachers. Hence provision store was also included in its sphere to cater to the mess needs of members. Its membership is open to all students and staff of colleges run by the Trust. In 1943, the Birla College was raised to the Degree standard. There being no bank in Pilani at that time, need for a banking institution was greatly felt to inculcate habits of thrift among students and impart education in practical banking to commerce students. Hence in 1943, the Co-operative Bank was started and was most successfully run by B.Com. students under the guidance of Professor S.K. Porwal of the Commerce Department.

In 1946, when an engineering college

was started here, and a system of common dining was introduced, need was felt for an autonomous provision store meeting the requirements of 1,000 students and



Prof. R. S. Yajnik

teachers. Hence in 1947, the Provision Store was taken from us and is now run under a separate management. This was a blow to the activities of the co-operative Bank and it had to suspend its activities for the time being as no suitable channel of investment of surplus funds was available. But the increasing number of students created demand for numerous other articles of daily use, Private concerns found an opportune moment to make utmost of profit during the sellers market conditions, and a number of shops, were opened in the Vidya Vihar, New Colony. Hence in 1948 it was felt

necessary to add General Store branch consisting of hosiery, shoes, toilets, medicines, sports goods etc to our activities. This was fully reorganised in 1949 and the present progress is such that we have two separate stores for books and stationery, and general goods.

With the progressive growth of our work is related the steady and continuous growth of our finances. Now we have Rs 5,988/ as the Share Money of members and Rs 10,664 13 3 as Reserve on 31 12 49. Our policy in past regarding distribution of profits was to give some money as dividend to members, and transfer the balance to Reserves after providing for help to the poor and deserving students. But later it was proposed by the general body of members that it was better to retain the whole money on this account for help to deserving students and donations to students welfare funds of the various institutions under the Trust instead of distributing petty dividends. The scheme was highly appreciated by all and accordingly we are following this practice. Help in lump sum is given either in the form of loans or stipends to deserving students.

When the Co-operative Stores was started, it could not be registered under the Co-operative Societies Act because there was no such Act in Jaipur State. Later on, due to red tapism, and unhelpful attitude of government officials, and also on account of some procedural formalities, the Society could not be registered. We trust that the Rajasthan Govt authorities will show

helpful attitude in this respect and create conditions for our registration.

The importance of co-operation can not be over emphasised in these days when there is hardship in procuring materials—mostly controlled—and their distribution at fair prices. Private enterprise has been inherently inclined to take mean advantage of the consumers' weakness especially, when there is sellers' market these days and there are difficulties of transport, etc. Prices are continually rising and goods are in general shortage. The importance of this society lies in the fact that firstly no shopkeeper was prepared here to block his capital in dead stock of books, etc, as there was no bookseller's shop here. Secondly procurement of rationed materials could not be left at the mercy of an individual. Thirdly, it keeps a deterrent check on the avarice and ambitions of private shopkeepers here who are always on the lookout for an occasion when they can charge unreasonable prices of their liking. For any article, out of stock in the Co-operative Store, they are always prepared to exploit the consumers. This was clearly evident in the past and is also experienced these days. Under the circumstances, it is earnestly requested that members should refuse to allow their own exploitation by deferring the wants for some time. They should co-operate with us in our efforts to keep the prices at reasonable level by all possible means. Success of co-operation lies in the loyalty and patronage of its members, which is most cordially solicited to their own advantage. Any

constructive suggestion is always welcome. The great position achieved now is a solid proof of members' active co-operation and loyalty for which sincere thanks are due to them all. But still much remains to be done and further patronage and cooperation of members is solicited to make it a success.

Before I conclude, I wish to express my heartfelt gratitude to all members of the staff and the students specially of B. Com. and M. Com. classes who have given their time and help without any reward. I may specially mention here

the names of Prof. S.R. Mittal who was in charge of the book-store till 1948, Prof. S.K. Porwal in charge of the Co-operative Bank, Shree T.N. Muttoo who was Secretary of the Co-operative Society till 1944. It may, however, be mentioned here that the whole thing would not have been what it is but for the kind patronage, guidance and help of Shri S.D. Pande Kulpati and President of the Society who has been the architect of all the present educational development in Pilani under the Birla Education Trust.

R.S. Yajnik.

Music

FROM the beginning music has formed an integral part of educational activity in Pilani. All schools and colleges under the Trust begin their day's work with prayer and mass singing of Bhajans in which either the teacher or one of the students leads. Usually there is a music teacher on the staff of each institution and during the day music classes are held for students who happen to be free. The cultural value of music is fully recognised and concerts and music competitions frequently punctuate life at Pilani.

In 1929 there was Shri Mitinand who could "manage" every musical instrument and had his own tunes for Bhajans. Ghazals and film songs he would not touch even with a pair of tongs, but he took music seriously. The late Mr. S.K. Pareek often joined him with the *tabla* and it must be said that he had many pupils in whom he succeeded in inspiring genuine love for music. Now and then some pupils excelled their master, but the latter always accepted them. Musical talent was encouraged by frequent prizes and

there was no lack of instruments of any kind

After him came quite a number of teachers from both Bengal and Bombay sides. Each had his distinctive approach and talent. If one was good at Sitar, the other was left on the Tabla, but they all helped to develop a taste for music among all those who had the requisite talent. Mr Birla himself has a very sensitive ear and is appreciative of the place and value of music in life and education. Off and on he would send some musician of note from Bombay, Banaras or Calcutta and his short stay at Pilani would act as a healthy leaven to our effort in his sphere.

The names of Mr Bannerji, Mr and Miss Khare deserve special mention.

Miss Khare did very commendable work in the Birla Baijka Vidyapeeth and set our young girls a pace which has developed into a tradition. Performances at the Birla College were also very enjoyable, but of late the Birla Engineering College has stolen a march on all of them and presented entertainment of a high standard. Students from the Punjab, South India and Bengal deserve special mention though it should not be taken to mean that others have had no hand in it. Often students from different institutions have joint concerts but a more rational and co-operative effort is needed to pool musical talent and provide for its scope and opportunity for greater and fuller development.

H R B



Music Class in the Girls' School.

विड़ला कालेज मैगजीन (हिन्दी विभाग)

आज से करीब दो दशकदियों पहिले सन् १९३० में पहिले पहल विड़ला कालिज मैगजीन का प्रकाशन श्री हंसराज जी भाटिया तथा श्री सूर्यकरण जी पारीक के सम्पादकत्व में आरम्भ हुआ। सम्पादकों में यद्यपि परिवर्तन होता रहा तथापि हिंदी विभाग का सम्पादन सन् १९३८-३९ तक मुख्यतः स्व० श्री सूर्यकरणजी पागीक के हाथों हुआ। श्री पारीक जी हिंदी और राजस्थानी के अच्छे विद्वान थे और सम्पादन-कार्य में भी उनकी स्वाभाविक रुचि और गति थी जिसके निष्पत्ति में उन्होंने इतनी तत्परता और योग्यता का परिचय दिया कि जिसे देख कर डा० श्यामसुन्दरदास तथा गियर्मन जैसे देश-विदेश के सुप्रसिद्ध विद्वानों तक ने उनकी भूरि-भूरि प्रशंसा की। स्व० महामहोपाध्याय डा० गौरीशंकरजी हीराचन्द्रजी ओझा, डा० पीताम्बर दत्त बड़वाल तथा पुरोहित हरिनारायण जैसे प्रसिद्ध विद्वानों के गवेषणापूर्ण लेख उस जमाने के विड़ला कालिज मैगजीन में प्रकाशित हुए जो हिंदी के किसी भी लब्ध-प्रतिष्ठ मासिक अथवा त्रैमासिक पत्र का गौरव बढ़ा सकते थे। स्वयं श्री पारीकजी ने राजस्थानी भाषा और साहित्य तथा लोकगीतों के सम्बन्ध में महत्वपूर्ण निबन्ध लिखे जो विद्वानों द्वारा समाहृत हुए। श्री त्रिड़लाजी तथा भाटियाजी के 'राड़ की जड़ हांसी' और 'रोग का मूल खामी' जैसे मनोरंजक शैली में लिखे हुए लेख भी इन्हीं समय निकले जिन को पढ़ कर सच्चे निबन्ध के जनक मॉन्टेन की शैली का अनायास स्मरण हो आता है। बहुत से छात्रों ने भी अच्छे निबन्ध तथा सुन्दर कविताएं व गद्य-काव्य लिखे। हिंदी-विभाग में प्रकाशित रचनाओं को देखने से ऐसा लगता है कि यहां से एक हिंदी का मासिक पत्र ही निकल जाता तो वह भी हिंदी संसार में अपनी प्रतिष्ठा जमा सकता था। सामान्यतः कालिज-मैगजीनों के हिंदी-विभाग में जिम तरह की रचनाएं देखने में आती हैं, उनसे एक प्रकार की विशिष्टता विड़ला कालिज मैगजीन के हिंदी-विभाग में दिखलाई पड़ती



प्रोफेसर कन्हैयालाल सहल

थी जिससे बाहर के विद्वान भी हिंदी-विभाग की रचनाओं को बड़ी दिलचस्पी से पढ़ते थे तथा विनिमय के रूप में अनेक अच्छी शोध-पत्रिकाएं भी सम्पादक के नाम आती रहनी थी।

कालिज मैगजीन का वार्षिक अंक भी प्रतिवर्ष निकलता था जिसमें उल्लेखनीय बौद्धिक रचनाओं का समावेश होता था। इस काल के छात्र-लेखकों और कवियों में भी श्री अंत्रिकेण जी 'कुंतल', श्री खुशीराम शर्मा, श्री गोविंदवल्लभ त्रिपाठी, श्री रामेश्वरलाल 'तन्ध', श्री पतरामजी गौड़, श्री नागरमलजी तिवारी आदि के नाम उल्लेखनीय हैं।

सन् १९३९ में श्री सूर्यकरणजी पारीक का देह-सान हो गया जिससे देश के साहित्यिक और सांस्कृतिक

जीवन का बड़ा धनि पहुँचा। राजस्थानी साहित्य का तो कणधार ही जन्म चन्द्र बसा। बिडला कालिज मगजान व हिंदी विभाग नयी पारावकी की स्मृति में एक विभाजन निकाला जिसमें उनका जीवन के सभी पल्लवों पर प्रकाश पाला गया।

सन् १९२० में पत्रिका के हिंदी विभाग का संपादन कुछ वर्षों तक प्रा० पनगमजी गौड़ प्रा० जयगनायजी जोहरी तथा श्री कल्याणलाल सहल द्वारा हुआ। उस काल के अंकों में उच्चस्तर की कविताएँ विचारांतजक निबंध आभ्यासिकाएँ तथा एकांकी नाटक आदि प्रकाशित हुए जिससे मगजान के हिंदी विभाग का उच्चस्तर सूबवत बना रहा। आचार्य क्षितिमोहन मन डा० धारद डा० रामकुमार बसा श्री मन्मथलाले वाजपया वा० पुठारराय श्री अचल प्रो० मुरारी श्री बिल्लाजा तथा श्री पांडे जी आदि की रचनाएँ और विचार भी उस काल के अंकों में प्रकाशित हुए। छात्र-सम्पर्कों तथा कवियों में श्री रामचन्द्र

गोड श्री भगलबिहारी पाण्डे श्री जगदीशचन्द्र जोशी श्री भूलतानामह प्रम श्री मन्मथलाल गर्मा श्रीरघुनीरमिह वृमागी मोहन अग्राल श्री किशोरिलाल श्री गिबन्ध्याल आदि के नाम विगपत उल्लेखनीय हैं।

पत्रिका के सम्पादन में डल में यद्यपि छात्र-सम्पर्कों का पत्र भी हाथ था किन्तु पिछले वर्ष में सम्पादन के सम्बन्ध में एक नवन परम्परा का भूषण हुआ जिसमें सम्पादन का समस्त भार छात्रों को सौंप दिया गया है। छात्र-सम्पादन का विषय एक लिखित प्रतियोगिता द्वारा किया जाता है जिसमें छात्रों का उत्तम उत्ती तथा संपादन की गलत संस्मरण में जानकारी की जा सकती है। छात्रों को परामर्श आदि देने के लिये कुछ शिक्षकों का निर्वाचन भी प्रतिवर्ष हो जाता है। आशा की जाती है कि कालिज मगजान का हिंदी विभाग उत्तरोत्तर उत्पन्न के साथ पर अग्रसर होता चला जायेगा।

कल्याणलाल मन्मथ

हिन्दी साहित्य समिति

हिन्दी साहित्य समिति की स्थापना १८ दिसम्बर सन् १९६० में प्रा० सल आदि के प्रयत्न में श्री रामयण झवर के सन्निवेश में हुई थी। समिति के प्रमुख उद्देश्य कालिज में साहित्यिक वातावरण पैदा करना साहित्य प्रेमियों विद्यार्थियों को विकास का अवसर देना तथा हिन्दी भाषा और साहित्य के सम्बन्ध में कालिज के छात्रों में रुचि पैदा करना एवं हिन्दी भाषा के प्रचार एवं निमाण कार्य के लिये साधन जगाना रहे हैं। उनका उद्देश्यों को पूर्ण करने के लिये हिन्दी समिति की आरंभ में एक हस्त लिखित अठार्षिक पत्रिका समिति के जन्मकाल में ही नियत रूप में निकाली जा रही है। समक अतिरिक्त समिति की सर्वम सम्बन्धपूर्ण देने उसका वाचनालय और पुस्तकालय हैं। कल्याणप्रथ काय एकांकी निबंध कविता अनवाचन तथा भाषण प्रतियोगिताओं का आयोजन किया जाता है तथा हिन्दी के लक्ष्य प्रतिष्ठ विद्वानों और कवियों को

निमंत्रित करके उनके भाषण और कविता पाठ का समय समय पर प्रबंध किया जाता है।

सुचारु रूप में कार्य सम्पादन के लिये कुछ उपसमितियाँ हैं। प्रत्येक उपसमिति सत्ता में सदस्यों के साथ अपना अपना कार्य सफलता में करती चली आया है।

पुस्तकालय उपसमिति — समिति के निर्माण के साथ ही सचालका का विचार एक साहित्य सम्बन्धी पुस्तकालय चलाने का यत्न होगा ता कोर्ट आचार्य नती। परन्तु पिछले तीन वर्षों में ही इस तरह की कार्य ठोस बन्धु सम्भव हो आ सकी। समिति हिन्दी साहित्य सम्मेलन प्रयाग की परीक्षाओं के लिये विद्यार्थियों को तयार करती था फलतः उनको अध्ययन करने का अवसर देने के लिये एक अच्छी समस्या में पुस्तकों की आवश्यकता थी।

फलतः परिषद् और समिति के सहयोग से कुछ पुस्तकें आयी। कालान्तर में इन्हीं थोड़ी सी पुस्तकों की नीव पर आज का पुस्तकालय बना, जो यद्यपि अभी छोटा ही है, परन्तु उपयोगिता की दृष्टि से बृहत् है। समिति की आंखों में आज भी एक बहुत बड़े साहित्य सम्बन्धी पुस्तकालय का स्वप्न मंडरा रहा है।

वाचनालय उपसमिति:—पुस्तकालय के साथ वाचनालय का सीधा संपर्क रहा। हिंदी का नवीनतम साहित्य, जीवन के आधुनिकतम क्षेत्र के स्पर्श करने में सफल है या नहीं, यह एक प्रश्न है। समिति के क्षीण कोप में से स्वतः ही धन वह चला और हिंदी पत्र-पत्रिकाओं का समूह एकत्रित होने लगा। केवल गत वर्ष ही १००) रुपये के लगभग क्री पत्र-पत्रिकाएं आती थी। साहित्य-प्रेमी प्रिंसिपल, अध्यापक वर्ग और छात्रों की भावनाएं भी जैसे फूट चली। कई पत्र भेंट किये गये और वाचनालय चल निकला। नवीन वर्ष के आरम्भ के साथ ही समिति सौ से अधिक पत्र मंगाने को तत्पर प्रतीत होती है। भविष्य उज्ज्वल है।

समिति ने हिंदी साहित्य को भी एक ठोस चीज भेंट की है। वह है, हिंदी की पत्रिकाएं। इससे पूर्व हिंदी की पत्र-पत्रिकाओं की एक विराट प्रदर्शनी भी पिलानी में की गयी। राष्ट्रपति राजेंद्रबाबू ने उसका उद्घाटन किया और समिति के कार्य को स्तुत्य वतलाया।

स्वाध्याय मंडल:—साहित्य के विस्तृत सागर में गोता लगाने से पूर्व तल का सूक्ष्मतम ज्ञान आवश्यक है। स्वाध्याय मंडल प्रतिमाह भाषणों अथवा विचार विमर्श के द्वारा नवीन पर गढ़ और उलझे विषयों को मुलझाने का प्रयास करती है। चुम्बक लोह से टकराता है और तब लोहा भी चुम्बक बन जाता है। हमें गर्व है कि हमारे छात्र विडला कालिज की दीवारों के बाहर भी साहित्य की ठोस सामग्री विदेरते हैं। समिति युग के प्रतीकों से भी मिलती है। पिछले वर्षों में श्री जैमंत्र, स्व० श्रीमती चौहान, आचार्य श्री क्षितिमोहन सेन, बा० गुलावाराय, श्री वियोगी

हरि, गोस्वामी गणेशदत्तजी, श्री गिरिधरलाल जर्मा प्रभृति विद्वानों का समिति ने स्वागत किया। कविकुल के आयोजनों में सर्व श्री कुन्तलजी, योगीजी, मुकुलजी, नीरजजी, मुधीद्रजी, वचनजी, श्री हरिजी और 'दिनेज' इत्यादि की कविताओं का भी समय समय पर रसास्वादन किया जा चुका है।

परीक्षा समिति:—प्रतिवर्ष सम्मेलन की परीक्षाओं में छात्रों के दल के दल बैठते हैं। और साहित्य-जगत् में नक्षत्रों की तरह चमकने लगते हैं। परीक्षा उपसमिति उनको चेतना और गति दोनों प्रदान करती है। श्री गौड़ जी के वरद हस्त की छाया में शिक्षा प्राप्त कर उत्तीर्ण होना कठिन नहीं। समिति इन्हीं परीक्षाओं के लिये नहीं बरन् जीवन की परीक्षाओं में भी उन्हें सहायता देती है। ऐसा हमारा विचार है।

समायोजना समिति:—समिति वर्तमान को ही नहीं बरन् अतीत को भी अपने भुजप्रज्ञ में समेटती है। प्रति वर्ष कला के चिर-स्मरणीय पुजारियों की जयन्तियां मनाकर समिति उन्हें श्रद्धांजलियां ही अर्पित नहीं करती अपितु उनके व्रताये मार्ग को भी आने वाले युग के लिये प्रगस्त करती है। तुलसी, रवींद्र, प्रसाद जयन्तियां इत्यादि मनाना समिति के प्रतिदर्ष के आयोजन हैं।

नाटक उपसमिति:—गत वर्ष समिति ने कई नाटक खेले हैं। एकांकियों में 'दस मिनट', 'लक्ष्मी का स्वागत' और 'सबसे बड़ा आदमी' और बड़े नाटकों में 'भुजी जी' का 'दुःस्वामिनी देवी' नाटक भूले नहीं जा सकते। आशा ही नहीं विस्वास है कि आने वाले वर्षों में समिति का नाट्य-मंडल पिलानी के हृदय को उर्वरा कर देगा।

उपर्युक्त उपसमितियों के अतिरिक्त समिति कविता, कहानी, गद्य, गीत, एकांकी, निबन्ध इत्यादि की प्रतियोगिताएं भी कराती है। पुरस्कार इत्यादि देकर छात्रों को साहित्य की ओर प्रेरित करना समिति का उद्देश्य ही रहा है।

समिति व स्थापना काठम ही बिडला एज्युवगान ट्रस्ट क मन्त्रा थी गकदेवजी पा समिति क कार्याम बडा अभिन्धि लिखलत रह ह और उनका प्रसाहन समिति का प्रमगा मिलता रहा ह। यो ता समिति के कार्याम कालिज क सभा प्रिमिपल सहयोग देने रह पर वतमान प्रिमिपल था थाफ महान्य का हम बना गति नीर मन्याग मिलाह। एक कमठ व्यक्ति हान क कारण उतान समिति का जागृक बनान म कार् भी कमी नही रखा। लगता ह जस समिति की प्रत्यक समस्या उनका जपना समस्या हाती ह। था मन्लजी ता इसक प्रण हा

ह। उनका विगाठ व्यक्ति व समिति का सीमा को जंग भर दता ह। था पतरामजी की सीन साधना समिति का सीनती रनी =।

समिति जीवित ह और मदा हा जावित रन्गी। सवा की जिस नीव पर इसका यह लाग भी कुशिया खरी ह उमका निला मकन का भी सामर्थ्य वाल की विगाल वाजो म नता ह। हम मा सरस्वती क दम मन्दिर म जान वाला ममम्ल पीशिया का स्वागत करत ह।

—जगदीशचन्द्र जागा

पंडित जगन्तर लाल नरह पिलानी नगर म



Military Training

IN

THE BIRLA COLLEGE

SINCE its inception the Birla College has been fully alive to the dynamic progress of students who come from the various parts of the country. The primary object of the institution has always been a harmonious development of mental and physical talents of its pupils. Special emphasis has invariably been laid on the physical activities, and military training has always been one of the essential ingredients of the programme of physical education.

It was in 1930 that a Platoon of 50 cadets was started with Capt. S.D. Pande at the helm of its affairs. Besides the ordinary drill, regular training was given with the help of wooden dummy rifles, specially made for the purpose, in the handling of rifles and practice was also given in .22-bore firing at the miniature range. Further, a regular training in the handling of the 'Lathis' was also a special feature of the training at that time.

Every year the College used to have a ceremonial parade on the occasion of the birthday of His Highness the Maharaja of Jaipur. In this parade all the students of the college including the Scouts were required to participate. Besides, every year Guard of Honour was also presented to the prominent guests and leaders of the country who happened to visit the educational institutions at Pilani.

In 1941 a new blood was infused in the military training in the College with the joining of Lieut. B.D. Sharma on the staff of the institution. Lieut. Sharma under the able guidance of Capt. Pande made the military training compulsory for all the students of the college. They were divided into 25 groups of 20 students each, and each group was in the charge of a Group Leader who was assisted by an assistant group leader. The group leaders and their assistants were selected from amongst the students and they used to have two additional parades for their training in leadership. Capt. Pande and Lieut. Sharma used to take very hard work from the students for their training in leadership. The students too proved worthy of the training they received from their commanders and the squad drill which they were required to carry on once a week was a great success.

The above system worked quite satisfactorily upto 1943 when the College was raised to the Degree standard. With the opening of the B.A. and B.Com. classes the subject of Military Science was also introduced as an additional optional subject in the Degree classes and about 30 students opted for this subject and regular classes were started for the instruction of theoretical subjects of Military Science. Capt. Pande and Lt. Sharma

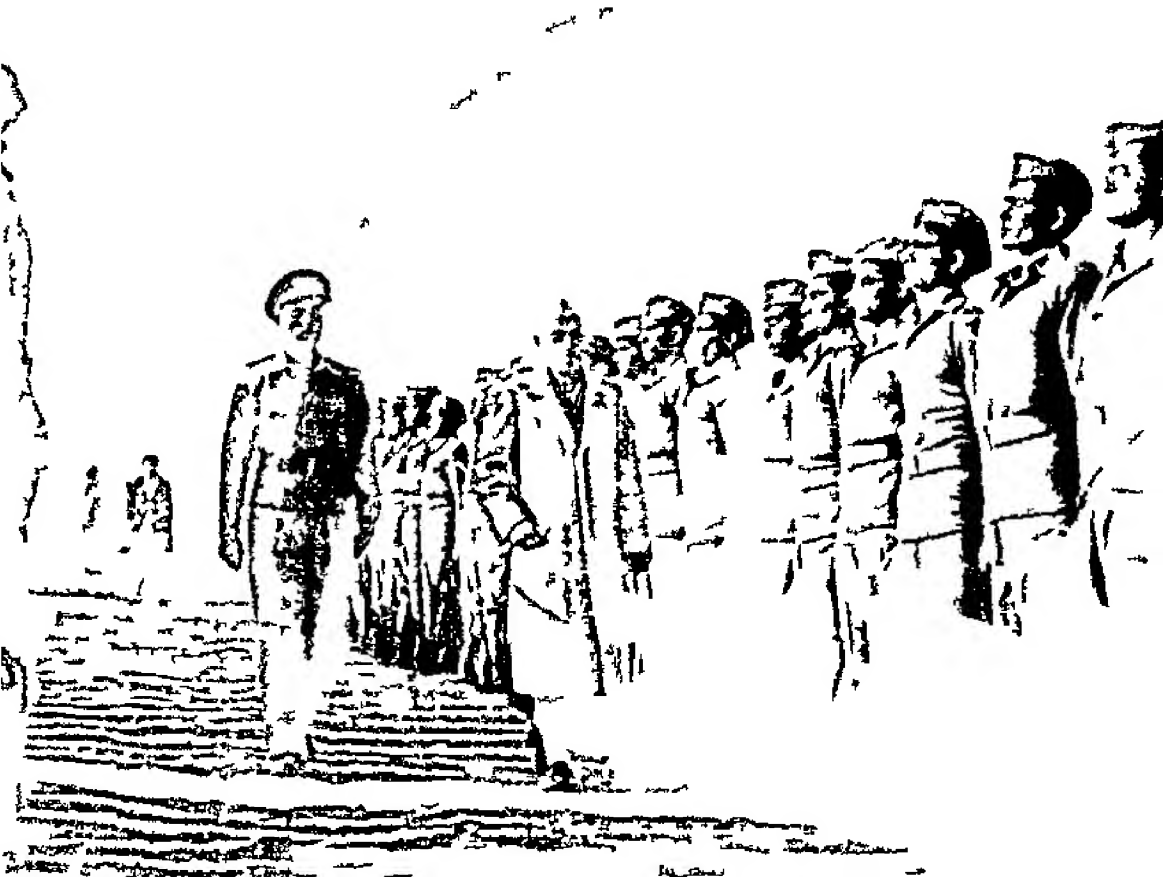
were now very enthusiastic in imparting the theoretical as well as practical training to the students. Besides the system of compulsory training for the rest of the pupils of the college continued as before.

With the advent of Independence in the country on August 15, 1947 the need was felt for giving more intensive training to the students of this college. All the students of the college were divided into 8 groups of 60 each and the compulsory parades were held once a week under the supervision of

some ex U I C professors of the college. During this session of 1947-48 we could not achieve unqualified success as we were very short of the trained personnel and we specially felt the absence of the enthusiasm of Lt Comdr S D Pande who could no longer devote his time to the parades on account of his becoming the whole time Secretary of the Trust.

In the summers of the year 1948 the College deputed Messrs Dool Singh and B B Mathur for Military Training organised by the University of

The Prime Minister reviewing

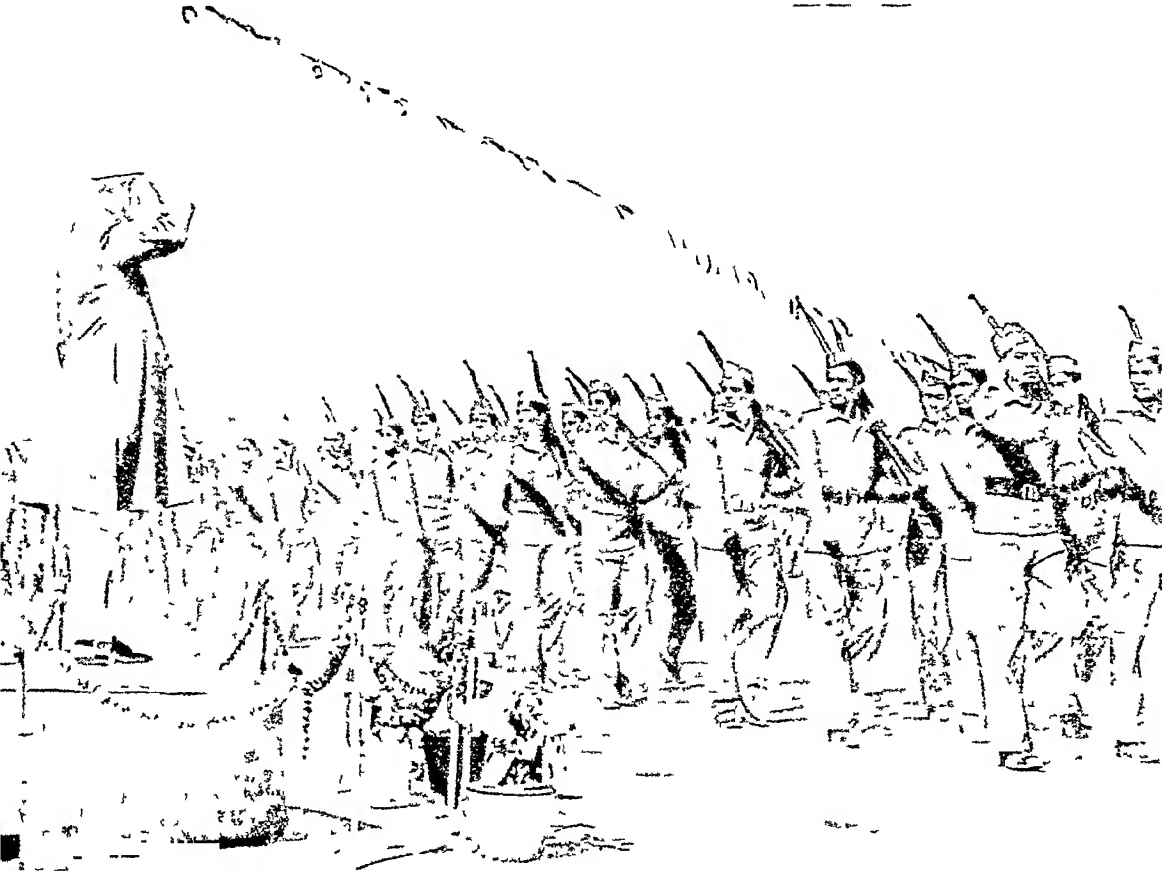


Rajputana. After receiving 3 months' intensive military training at Jaipur they thoroughly overhauled the programme of military training with the help of Lieut. Balwant Singh of the I.N.A. who fortunately enough happened to join the Department of Physical Education that year. During the Session 1948-49 the military training was a great success. Principal S. Pal took a keen interest in the smooth running of the training and during the later quarter of the session our new Principal M.L. Schroff was a great

source of inspiration. Lt. Comdr. Pande used to pay occasional visits which added a good deal to the zeal of the students and the instructors.

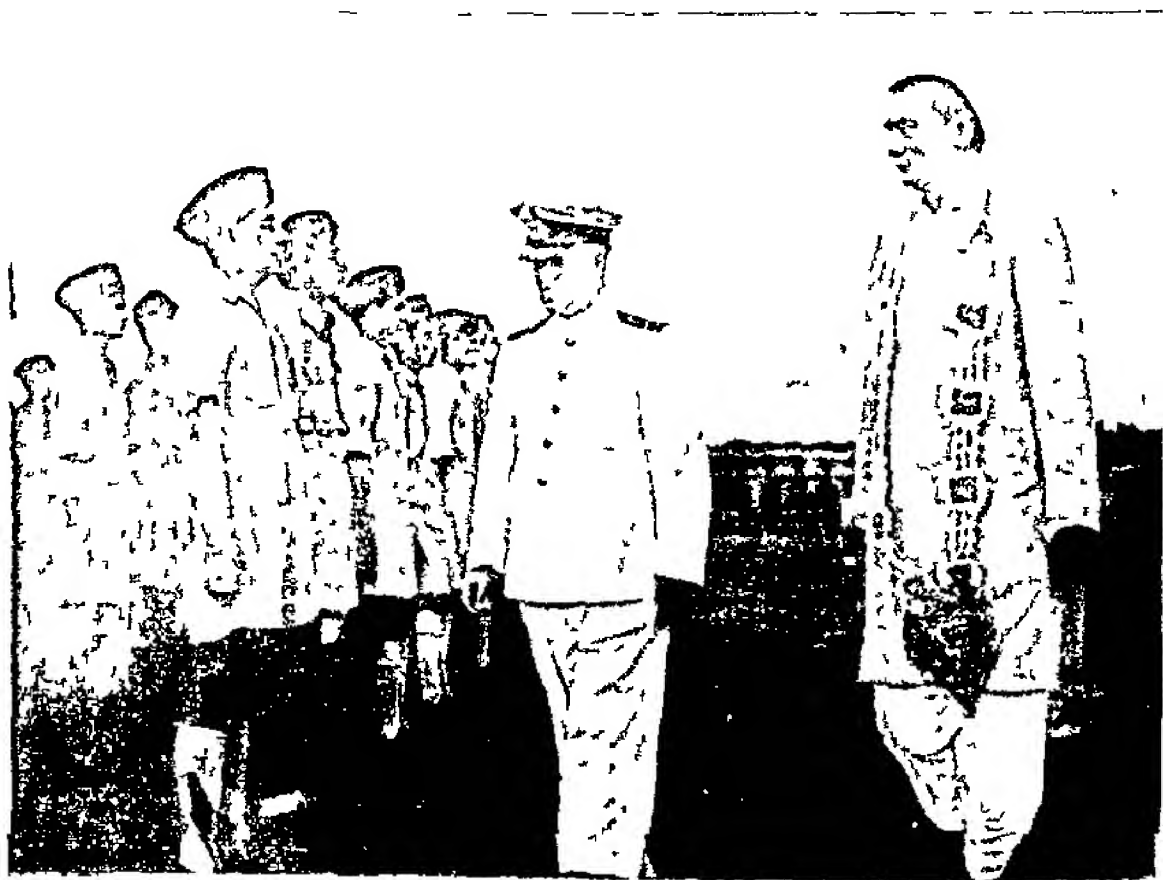
In the 1949-50 session the college took great strides in the field of military training. Although the Government of India had already decided to establish the National Cadet Corps in 1948, the Birla College was not allotted any quota of raising the NCC till June 1949. In July 1949 a full company of the NCC was allotted to the College by the Rajasthan Government and in August

N.C.C. Cadets



96 students were selected from the Birla College and the remaining 49 from the Birla College of Engineering, one of the platoons having been allotted to the Engineering College. After completing the selection the Commanding Officer of the 1st Rajasthan Bn, NCC of which this company is a component introduced four parades of one and a half hours duration each per week and the detachment here at Pilani was left in charge of 2 Lieut Dool Singh who was appointed as Officer Commanding of the Detachment 2 Lieut B B Mathur

was the 2/IC of the Detachment. Later on 2/Lieut B P Gupta also joined the NCC. During this session the cadets were given a thorough training in the general military drill and marching besides some lectures on Discipline, Leadership, Message Writing and Map Reading. During the X-mas holidays a 15 days' camp was held near Sheodaspura on the south of Jaipur and 18 Non commissioned Officers from amongst the cadets and 3 Commissioned officers of the Company took part in the same. It was the Annual



The President reviewing Cadets.

camp of the A Coy. of the Battalion which was raised at Jaipur a year earlier. The cadets received a very intensive training in the Small Arms and Tactics of the Army.

Another important achievement of the NCC Company during the session was the presentment of a Guard of Honour to the Prime Minister of India on February 11, 1950. 99 cadets and two officers took part in this Guard of Honour. Then again in the evening of the same day the full company and about 800 Cadets of the Birla College C.T.C. and the Birla Engineering College O.C.C. gave a Royal Salute to Pandit Nehru. After giving the Royal Salute the whole parade had a march-past in which Pandit Nehru took the salute.

During the current session of 1950-51, the military training in the College has been stimulated further due to the arrival of the Arms from the Battalion H. Qrs. at Jaipur and the decision of the Defence Ministry, Government of India, for the grant of regular commission in the Army to NCC cadets on achievement of certain NCC qualifications. The NCC training is now held thrice a week and a programme of intensive training in small arms, namely, the Rifle, V.B. Gun, T.S. Machine Gun, and Grenade is being followed besides the general training in Drill, Map Reading and Tactics. The cadets are given complete uniform on loan for the duration

of their stay in NCC by the NCC Stores. A Cadets' Welfare Room equipped with a very good Radio set and books and periodicals of military interest, has also been established for the recreation of the cadets.

Besides the Government sponsored NCC, the College is also enforcing the programme of compulsory military training to the remaining students of the College. The Parades of the College Cadets' Training Corps are held twice a week and are supervised by Prof. M.M. Mehra who is in-charge of the C.T.C. He is assisted by Prof. L.N. Maheshwari of the Commerce Department. Both these gentlemen had received their pre-commission training in the winters of 1949 and since then they are taking a keen interest in the training of the cadets.

In the end it may be pointed out that the Birla College in collaboration with the NCC Authorities and with the active co-operation and support of the Birla Education Trust under the able guidance of Lt. Comdr. S.D. Pande, is determined to develop character, comradeship, the ideal of service and capacity for leadership in its young pupils by providing service training to them with a view to stimulate their interest in the defence of the country and to build up a reserve of potential officers to enable the Armed Forces to expand rapidly in a national emergency.

2ND LIEUT. DOOL SINGH.

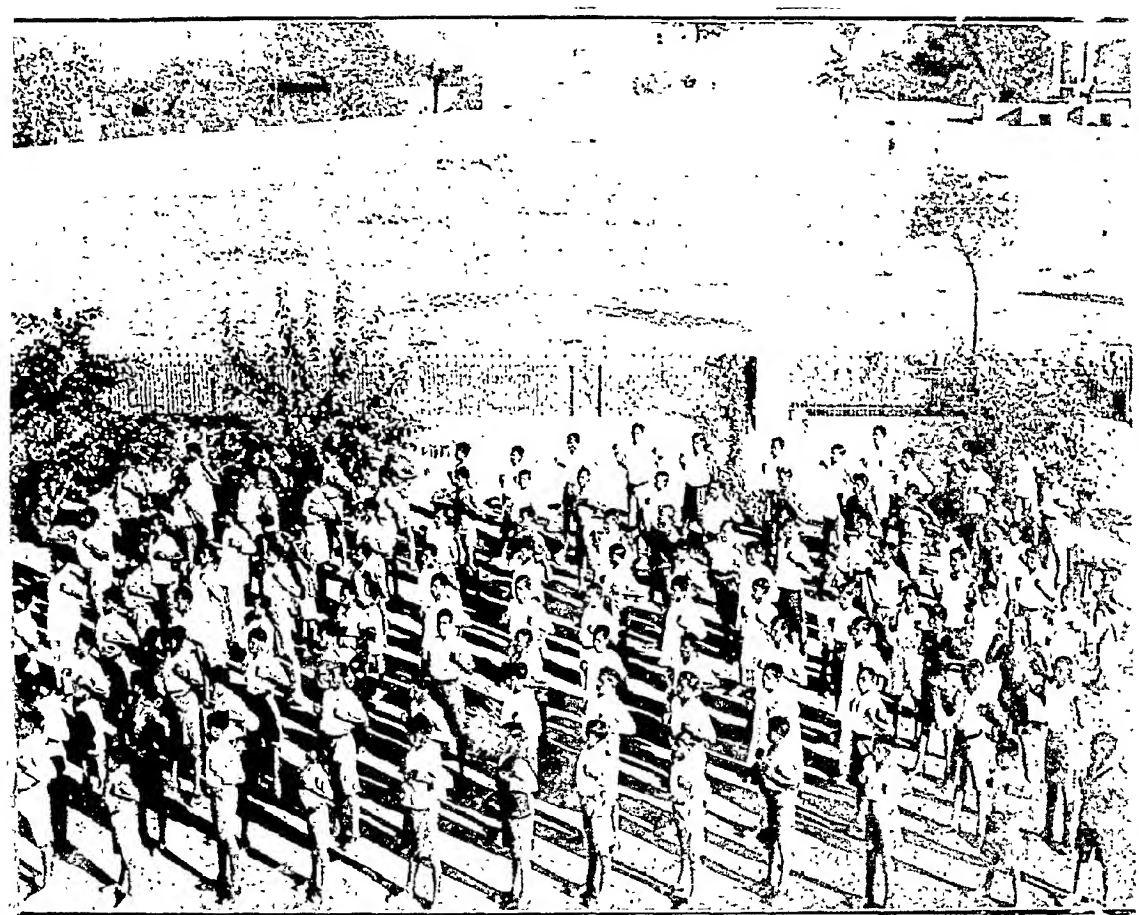
Physical Education in Birla College

PHYSICAL Education in the Birla College was started about twenty years back. A good deal of stress was laid on compulsory physical activities and games. It has been given the same importance in the college as the teaching work. The college does not aim at mere intellectual attainment of the students but is keen on building their bodies also so as to be healthy and use

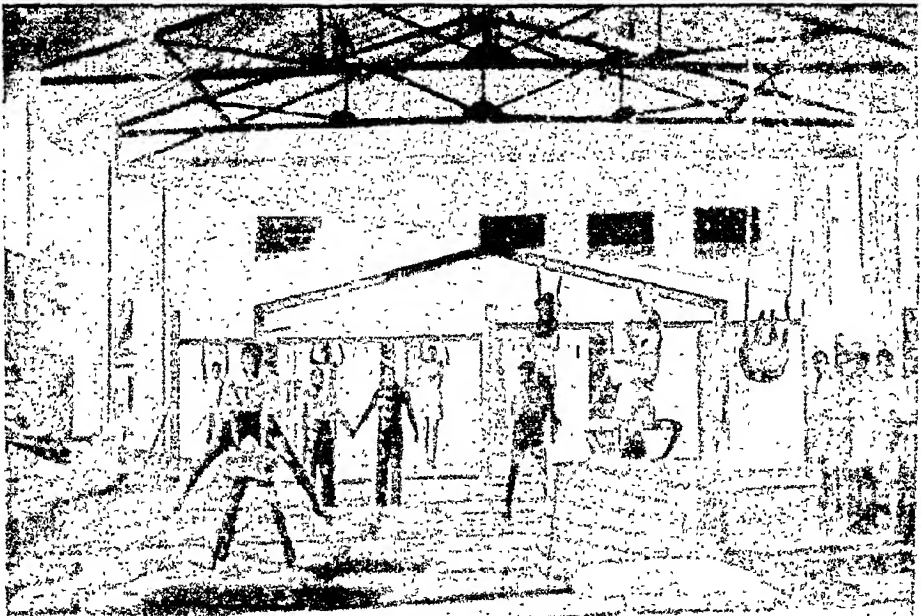
ful to society. In physical education our programme has been devised with a view to help the growing individual to develop a healthy muscular body, endurance, physical strength, courage and self reliance. Through major games a definite effort has been made to develop real sportsmanship to inculcate a sense of fairplay and importance of co-ordinated effort subordinating

College Band





Mass Drill

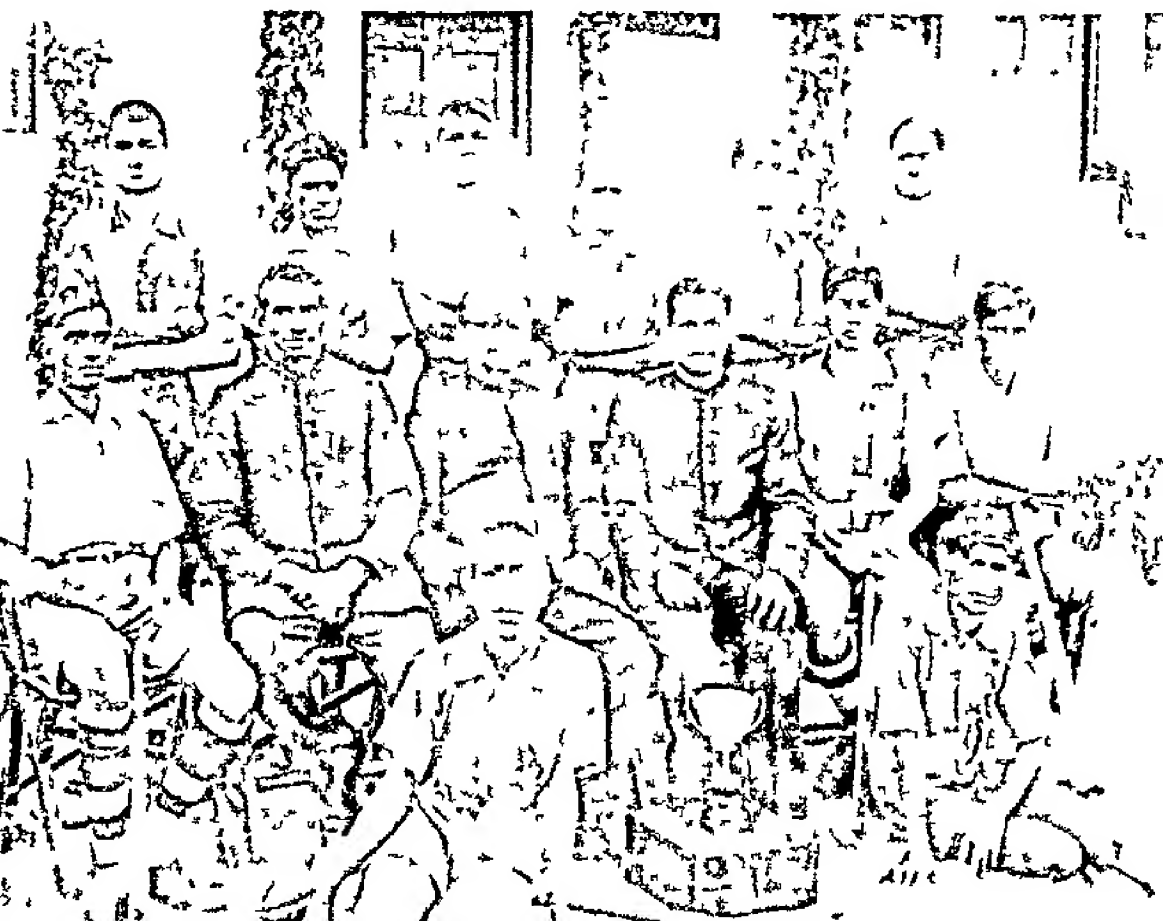


Gymnastics

personal interests to those of the community. The prefect system in the classes and the group system in the field give large opportunities for developing a sense of leadership and initiative among students of the college so sadly lacking in the general run of students in our country. The gymnasium of the College is well equipped with various kinds of useful apparatus just as the Library is with books. Physical Education in the College has gone hand in hand with general education.

Physical Education was made compulsory for students in the year 1933, the year which will remain a landmark in the history of the Birla College. Very few institutions in India look after the bodily health of students or provide for adequate physical development so well although the problem of health is even more nagging than that of literacy. It is difficult to deny the absolute need of such compulsory games and physical activities. Students spend most of their time in closed rooms and they have very little time to breathe fresh

Four of the Ten Winners of Jaijuranj



air. These stay-at-home youngmen are mainly responsible for the introduction of compulsion. It is a pity that our youths are so careless about their bodies and that they must be made to take part in out-door exercises.



Birla College Hockey Team 1932

And during this long period of 17 years this scheme of compulsory physical training has been so successfully carried out in the college that students rush to the play-grounds with a keener interest and enthusiasm. The sting of compulsion has been softened into a willing and ready response to the games bell. Remarkable progress has been made in this direction.

Students on admission have to undergo a physical examination. Special care is taken for remedying physical deformities and defects through a set of corrective exercises. Healthful and recreative exercises are conducted. Competitive side of athletics is developed by organizing tournaments, wrestling and boxing contests and Annual and Inaugural sports. Instruction in the art of self-defence such as Lathi, Pata, boxing, wrestling and gymnastics is regularly given. Scouts and Rover Troops are organized and instruction in various scouts crafts is imparted. Calisthenics is practised

under expert supervision. Swimming is a regular feature during summer in an artificial but beautiful canal named the Shiva Ganga.

Medical Examination.

The Medical Examination of students twice a year is a regular feature of the Physical Education programme. The physician incharge of a well-equipped dispensary, run for the benefit of the staff and the students and the physical instructor conduct medical and physical examination of all the students. The records of all such examinations are systematically maintained and proper advice and guidance is given to the students as are found to suffer from remediable physical defects and deformities. Illustrated lectures on rural hygiene, sanitation cleanliness and similar topics are delivered and students take active part in them.

A.N. Chawla

Games and Sports in Pilani

THE story of the athletic activities in Pilani should convince even the most determined optimist that in games as in life there is no straight line of progress but many a backward streamling curve that often seems and at times is more like retrogression than progress. Starting from scratch some twenty years back, we made our presence felt in the inter-college tournaments, swept everything before us and then quietly relapsed into inactivity and oblivion. Once again we shook off our lethargy, won the championship at the Rajputana olympic meet at Ajmer and showed to the world what stuff we are made of. The years immediately after the war found us washed back to the most backward point of the curve. We seem to have found our feet again and are definitely on the progressive side of the wave.

The credit for what the Birla College has in the past achieved in the field of sports and what it is likely to do in future, is due, in no small measure to Shri S. D. Pande, at one time the Principal of the College and now the Secretary of the Birla Education Trust. One cannot but admire his stout-hearted refusal to bow down to age and though he no longer plays Hockey and Football an invitation for a Cricket match or a game of Tennis always finds him willing to participate.

As soon as he joined the college he took steps to improve the physical well being of the boys and to make them more alert. As a result compulsory P. I. was introduced in the college. This helped in imparting rhythm to life. The aim of the college was not to rear a generation of prize-



Tennis C
1934-35

fighters after all. The authorities early realised that music creates harmony in life and moulds the character of a man.

The fruits of the new scheme were early visible and the Principal's report read on the occasion of the prize distribution on the 14th November 29 observed.

"The athletic life of the college is quite well organised. Besides extensive playgrounds there is an open air gymnasium and an Akhara. Wrestling, Lathi, gymnastics and boxing are taught. P.T. is compulsory for all the students for half an hour in the morning and it has effected a marked change in the physique of the young men in the college some of whom gained as much as 6 pounds in five weeks".

In sports also specially in jumps the boys were quite early able to achieve a fairly high standard. The opening of the Tennis Club in the same year was eagerly welcomed. The enthusiasm among the students and the citizens was stupendous and when the teams from the neighbouring town of Chirawa came to try their measure with us in Football, Volleyball and Hockey, the matches were watched by mammoth crowds.

Another factor that helped in the development of this enthusiasm among the boys was the keen interest taken by the members of the Birla family in the athletic life of the college. Shri L.N Birla and Shri Gajanand Birla, the latter himself an all-India tennis player and sportsman of no mean repute, invited a number of outside teams to



*Birla College
Hockey Eleven,
1935-36*

*Winners of the
Doongan Hockey
Cup.*

visit Pilani and play hockey football and cricket matches against the college

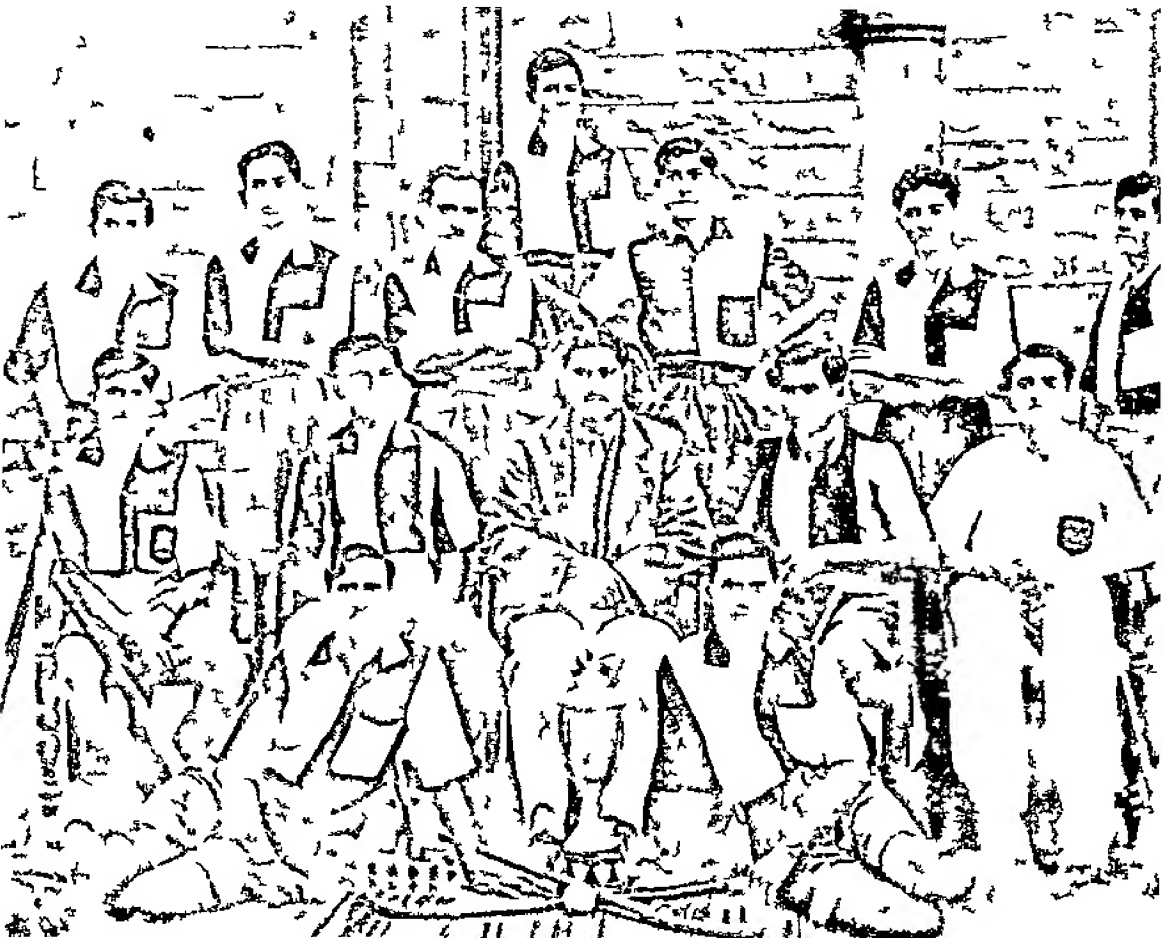
Soon Pandey's athletic enthusiasm infected others also and within a year of his coming to Pilani the college fields were humming with the playful noise of the boys. A number of class tournaments were organised and a long series of friendly matches played.

Our ability in the field of sport soon caught the public eye in the neighbouring area and Khetri sent a team of some 25 players to play football volleyball cricket and tennis matches against the college. We were overwhelmed in

cricket and tennis but in volleyball and football we established our superiority in a manner that was anything if not conclusive. The Chirawa teams on their annual tour to Pilani were swept off their feet both in football and volleyball.

The next two or three years were a period of preparation by the college for its crowning glory that was soon to follow. Our boys had started going out of Pilani as representative of this great institution at the inter-college meets. Constant practice helped to develop in the boys a sense of team

The College Hokey Eleven 1931 - Winners of the Durrar Cup and Rajasthan Championship Cup



spirit, pluck, scientific game and untiring energy and this paid good dividends when after a very successful hockey tour of Hissar Rohtak and Delhi where we beat all teams except the St. Stephen's College, Delhi, we won the hockey championship at the inter-college tournaments at Alwar by defeating the Government College, Ajmer in the finals. The match between the Ajmer team and our boys was described in the press as an encounter between the giants and the pygmies. To Prof. P.P. Banda goes the credit of having trained the pygmies that overthrew their more bulky and experienced opponents.

Meanwhile nearer home wrestling was being developed and a number of contests were arranged. The Birla family awarded a number of handsome prizes that gave a big fillip to the activity here.

Our superiority in hockey continued the next year also and we retained the trophy at the inter-college tournaments held at Udaipur. During the tournament no goal was scored against us and our goalie Dixit got his colour in his first appearance in the tournaments.

We added another by winning the Juniors Hockey championship at the Jaipur State Tournaments the same year.

Next year we had a successful Hockey and Football tour of the Punjab and visited Hissar, Amritsar and Lahore.

The tour was immensely helpful to us but we were already on the backward curve of the wave and our teams had deteriorated. This is what Shri

Pande Ji had to say about them in his report in 1939:—

“In the sphere of athletics there has been some deterioration in the standard of senior teams. As they seldom get chances to try their strength against others, they seem to live under the delusion that they are a match against any first class team. The successes they scored against the visiting teams has added to that delusion though their narrow victory over the veterans of the staff should have put them on their guard. The Hockey and Football teams visited Delhi where they suffered heavy defeats. The same story was repeated at the Jaipur State Tournaments. Only the Junior team has won the Hockey Championship at Jaipur for the fourth year in succession”.

But we were never actually defeated at the inter-college tournaments. Due to some differences with the Tournaments Committee we withdrew from the games and the Birla College never participated in them again.

But in the meanwhile we had found out new fields for the free play of our athletic talents and the Birla College Volleyball team had become a force to be reckoned with in Rajputana. We contributed four players namely Satyapal, Vidyadhar, Prahalad Rai, and Mkardhaj to the Rajputana Volleyball team that won the All India Championship in 1942. Newal Singh was selected to represent Rajputana at the All India Olympic Meet.

Then in 1945 we did it again. The Birla College lifted the championship at the Rajputana Olympic Meet at Ajmer. But that was not all. The

individual championship was also won by Nawal Singh of our College and we stole the lime light once again.

After that there has been a steady fall in our standards which has only recently been arrested. I had an occasion of speaking to Pandey about this point and Pandey ought to know more about it than anybody else. He is very naturally sorry at our fall from grace. He is definitely of this opinion that the one and the only cause of the decline in our standards is that there is no enthusiasm among the boys and the teachers together. Probably our teachers are more busy now than they were in the past. The demands of degree and post-graduate teaching are undoubtedly true.

Obviously with the exception of cricket they are not actively participating in any other game. But we have plenty of material in the raw and with the increase of the strength of the college there shall be better scope for selection. We are sure we will be able to build stronger teams in the future and if all goes well to recapture the glory that was once ours.

This account of the athletic history of the college will be incomplete without a mention of the University Tournaments staged by us here last year. The Birla College occupies a very important place in the Rajasthan University and so when we invited the Uni-

versity Tournaments in Jaipur last year they readily agreed. Both the zonal and final tournaments were held here and Dr. B. B. L. Saxena was nominated by Principal Schroff as the Secretary of the Tournaments Committee. The tournaments were to say the least pre-eminently successful. B. B. MATHUR

No account of the effort and achievement of the games department in the Birla College would be complete without making some personal references. In a way every teacher contributed to success and efficiency by regular attendance in the playground supervising, physical drill and participating in games but the names of Choudhury Ratan Singh, Shri B. S. Audholia, Sri S. R. Joshi and Shri P. P. Banda deserve special commendation. They played with the students, shared their enthusiasm and identified themselves with their cause. Themselves players of high standard they stimulated young players to greater endeavour and trained them for greater achievement. The great contribution made by Ch. Rattan Singh and Shri P. P. Banda as superintendents of games deserves special mention. H. R. B.



11 / 1 / 37

Educational Census Of Pilani - 1941

VERY interesting figures were made available by the efforts of the Gram Seva Sangh regarding literacy in Pilani. All credit is due to members of the staff who took part in the survey under the guidance of their indefatigable leader Mr. Ambikeshwar Sharma, M.A. The whole town was divided into several wards and the houses in each ward were given serial numbers. Headman of each house was approached and requested to give information regarding literacy of the members of his house-hold with a view to determine the number of boys and girls of school-going age who are out of school and the condition of adult literacy. These were entered in registers provided with a number of columns to answer to the enquiry.

A similar survey was conducted in the year 1930 by the staff and students of the college under the leadership of Mr. R.N. Agrawal. With the figures of these two surveys, it is possible now to determine what educational progress has been made during the last decade. The figures given in the table at the end indicate that in May 1941, 52.7% of the boys were at school as against 20% in 1930. If we take the percentage of boys of school-going age only who were at school in 1941, it works to 73.3% excluding the boys who number 734 from 0 to 5 years of age. Similar figures for 1930 are not available. The number of boys attending the school then was 262 as against 1097 now, the number having quadrupled itself. Among the girls the

literacy is 17% as against 12.3 in 1930. Here also if we exclude 682 girls from 0 to 5 years of age, the number of girls attending school in 1941 works upto 29.7%. The figures show that progress in the spread of education among girls has not kept pace with the progress attained by boys. The percentage of literates to the whole population in 1930 was 22.4 which has increased to 32.4 in 1941, i.e. by 10%. In the census of 1941, figures were also collected of literacy among adults of the age of 20 years or over which were not collected in 1930. We find 41.5% of the male adults of the town are literate while among womenfolk, literacy is only 11.5%

These figures are definitely flattering to the workers engaged in the spread of education as far as they relate to the boys of school-going age at school but in other respects they reveal a sorrowful tale. It may be that our achievement under all the heads may compare very favourably with what has been achieved in the state or even in British India but if we begin to congratulate ourselves by comparing our results with the areas where the educational machine moves with a snail-like pace, we are not doing justice to all the facilities that are being made available here from time to time and to the funds that are being expended on educational effort in this area. We have now a very respectable contingent of educational workers at Pilani. Shall we not put our heads together to make the long cherished efforts to educate

one and all of the population of Pilani which number 7891². If we exclude 20% of the population who may be too old to learn and 10% of the children who are too young for the purpose, we can certainly, if we will, raise the adult literacy to 70%. The Gram Seva Sangh has this year started 10 adult schools. This is an effort in the right direction. Some of the boys have taken to it seriously but we have not had that response from the staff and students as could guarantee success. For the 487 boys of school going age that are out of school, we have to organise house to house visitation and necessary propaganda to induce the guardians to do their duty towards their children. We have done this in the past successfully but this has now to be done with a little more vigour by a larger number of people than before. For the girls a lot more has to be done but for the workers in this cause we have now to look to the Birla Balika Vidyaapeeth which has now been established at Pilani. We have a compe-

tent staff and I have no doubt after they get settled up, they will do all that may be possible to increase literacy among the women of the town.

The first preliminary to any progress that we may like to attain in any field of activity is the spread of literacy and in this workers of educational institutions and social workers can achieve wonderful results if they get genuinely interested in it. We have to realise that a super human effort is needed to lift ourselves to the level of the other civilized countries and once those who sincerely feel for the neglected and the down trodden realise this, sufficient effort will be forthcoming to banish illiteracy for this land where there has been an educational black out now from centuries. How many amongst us both staff and students are genuinely interested in the welfare of the people around our work for their uplift alone can show. Will this be a number worthy of our institution? Let the workers answer.

LITERACY AMONG DALIS

	Childrens from 0 to 15 years of 'age'	No of boys of school going age	Literates	p c	Adults age 20 yrs	Literates	p c
Hindu	638	1643	1273	77.4%	1463	651	44%
Muslim	96	181	64	35.3%	253	69	27.3%
Total	734	1824	1337	73.3	1736	720	41.5

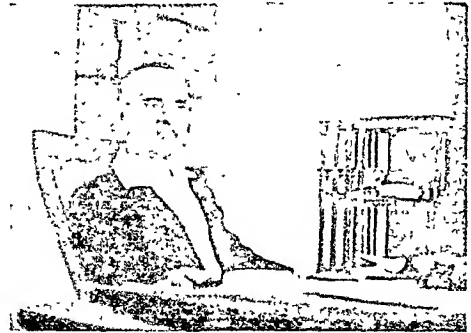
LITERACY AMONG FEMALEs.

	Children 0 to 5 yrs. of age.	Girls from 5 to 15 yrs of age.	Literate	p.c.	Adult 15 or over	Literate	p.c.
Hindu	583	742	263	35.4%	1764	222	12.6%
Muslim	99	153	3	2%	256	10	4%
Total..	692	895	266	29.7%	2020	232	11.5%

DRAMATICS

IT was on Shri S.D. Pande's assuming office of the Principal in 1929 that all kinds of activities of the Birla College, (an Intermediate College then) were properly organised and regularly run. An active dramatic club there already was as was clear from the curtains and other equipment handed over to us by Shri Mamrajji who was in-charge of the material and who was requested again to carry on the work. The Birla College dramatic club however was initiated by Principal S.D. Pande and it was placed under the charge of late Shri S.K. Pareek in the beginning. I too was placed on its committee. The late Shri Devi Prasad Priyatam was appointed the Stage Manager.

Only one annual show was the usual routine and the time of performance was almost always chosen to be the Krishna Janmashtami Day when the



Shri D. N. Abrol

plays enacted were invariably connected directly or indirectly with the life of Lord Krishna.

Krishna-Sudama was the first play which was staged by the Club soon after Shri S.D. Pande's arrival at Pilani. Shri R.D. Duvedi played Krishna, Shri Devi Prasad Priyatam an illiterate Pandit and Manmath Kumar Misra, a

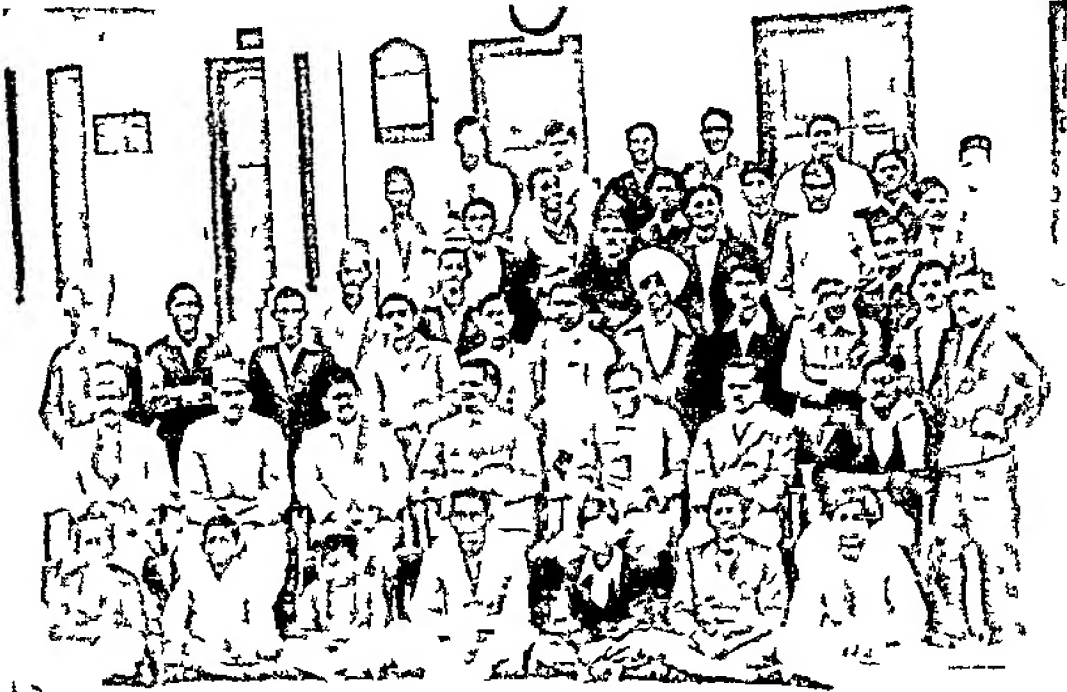
student of C \ who had a sweet voice played Sudama's wife Babul Laxmi Niwas Birla who was at Pilani in those days took a keen interest in its staging. Play was an old type—full of verses and a composite of tragic comic scenes, the two bearing no relation with each other.

This performance was given in the old building of the school by putting up a temporary stage there.

On our transfer of the High School and Intermediate classes from the old building of the School to the present one of the College which was however been considerably extended by later

additions a more or less permanent stage was provided quite adjoining the temple of Siva. This too however was given up some year afterwards for a more permanent one in the New Hall which was constructed along with the Library Hall and the Clock tower.

It once so happened that a performance of ours failed to satisfy our audience especially our students some enthusiasts from whom organised themselves under the leadership of Krishna vir Nagaich, a student of the 1st year commerce and were soon ready for a rival show under the supervision of Shri S R Mital, the then Superintendent of the Hostel. This performance



Birla College Hostel Natya Parishad 1934-1935, "Ishwar Bhakti"

happened to bring me into a closer contact with the players. Swargiya Shri S.K. Pareek who had been feeling the weight of his more serious responsibilities of the College shifted this burden of his own to my shoulders with the sanction of the Principal, himself however still standing by us for our benefit of his experience and advice.

The College had now firmly established itself and the Club thought it to be high time to introduce certain essential reforms for restoring the normal standard. The usual displays of religious stunts on the stage formed the first target. We decided to place some problems of social and national interest instead before the public. This was done through the staging of D.L. Ray's Chandragupta and Sita. Both the performances were ardently and gladly received. This led us further to quite a difficult and risky enterprise of trying plays dubbed literary and thus doomed, strange enough, by even the educated people for the class and examination only. Thus Shri Harsh of Seth Govind Dass was taken up and preparations for its staging were soon afoot. Most of the players felt despondent at the undertaking mostly because of the unmanageable and obsolete vocabulary of the old days of Sanskrit contained in the play. Through the players other students of the College also rose against us. But reasoning and discussing matters with players in rehearsals and with students in and outside the class helped us a lot in bringing home the point that in schools and colleges and other literary institutions we as devotees of the goddess of

learning are dutybound to patronize our Shakespeares and Prasads not merely by reading them for examinations but by putting them on the stage too. With whom else can they find favour and recognition? This had a salutary effect even on the reactionaries and the play Shri Harsh was produced quite successfully although it could not win that mad, but hollow applause which impulsive spectators shower on foul and foolish shows.

Thus we went on and on. The aim now turned to the creating of an abiding interest in the student community in the art of drama. Teachers particularly of the languages were therefore requested to draw students into critical talks about plays and plots, about language and literature, about diction and design, about players and parts played by them and so on. They were further requested to ask questions in the examinations on the dramatic performances of the year. Further the Club would draw up a questionnaire for students on all such points as mentioned above for every performance done under its auspices.

And there was yet another serious drawback to be tackled and the Club which had been renamed as the Birla College Natya Parishad set to it. It was about the make up of the players. The powders and paints were so lavishly used for the purpose that they turned out simply ludicrous figures of the players. Hardly any care was given to the proper dress of fashion, the one the character deserved according to time and status. The Parishad

affected some suitable changes in this direction also beginning however with the staging of D I Ray's Bharat Ramni. When the students heard that the performance was going to be held almost without the use of powders and paints and wigs and beards they thought very low of the show and went to the theatre hall just to pass some time. They were however highly pleased to see to their surprise that discarding superfluous and unnecessary items in the make up adds to the beauty and reality of the shows instead of detracting any thing from them.

We cannot afford to ignore the valuable services of Shri Bhurstingh, our young Art Master who exactly followed our point of view about the make up and thus formed one of our pillars of success. He reminds me about his guru Shri Veda Ram Swami also who with the help of his favourite disciples obliged the Parishad in his days by preparing some good curtains, etc., that of the Fort for the staging of Mira and those of the desert scenes for S K Pareek's Baulavan.

Such measures and means of the Parishad did help us to cover a little bit in our march on the right road.

I am not likely to forget one point which I left undone at Pilani. It is the enactment of a Comical play. The idea of such a performance grew and strengthened from the repeated comp-

laints of some friends that the total elimination of comic scenes and banishment of music (it was only inopportune music which had suffered that lot) had made shows too serious and dull. I put myself at last to the task of finding out a comic play worthy of the stage and only failed to do so. On the advice of Shri S Pal I then thought of dramatizing one of Tagore's such works but circumstances changed and nothing could be done. I am sure it will give me genuine pleasure even to learn that such a play has been staged by the Birla College Natya Parishad.

D N Abrol

For the past several years two short plays, one in English and one in Hindi, have been quite successfully staged every year. One-act plays are popular and putting them on the stage does not require long and elaborate preparation which most often hampers study. Often such plays are quite well known to students and their performance is critically appreciated by them. There is enough dramatic talent, only it has to be pooled, and with the new arrangements in the new hall it is hoped enthusiasm for drama will find a more creative outlet.

A very useful addition to our effort to entertain our campus is the weekly exhibition of Indian and English films. They attract large audiences and will soon begin to be exhibited in a hall set apart of the purpose.

H R B

HIS MAJESTY'S INDIAN SHIP "PILANI".

Pilani did not lag behind in its war effort. Immediately after the hostilities commenced, need was felt to provide technicians for the various services of the three arms of defense and technical centres sprang up all over the country. The Birla Education Trust was approached to provide facilities for training of artisans, fitters, turners, electricians and carpenters to which the Trust readily agreed. A big workshop was built with great speed and hutments were provided for the trainees and the staff. A foreman instructor fresh from the United Kingdom—Mr. Morecraft—was deputed in 1942 to conduct the training under the supervision of the Secretary of the Trust Capt S.D. Pande who was appointed as the Hony. Principal of the establishment.

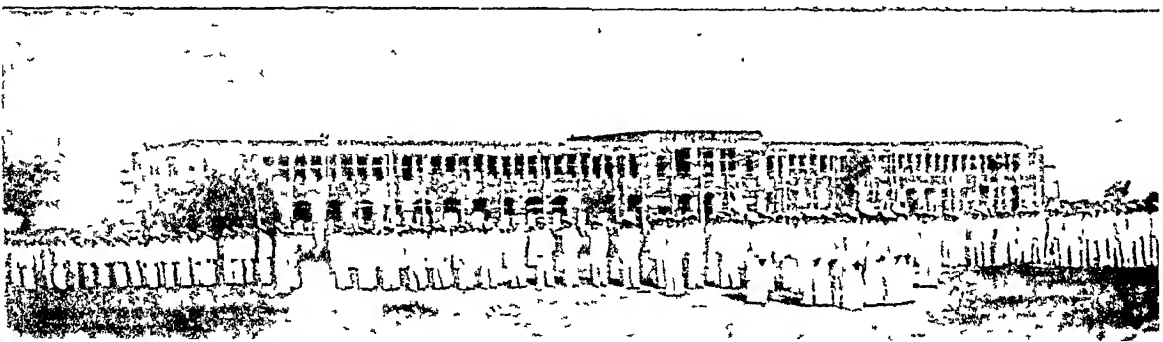
As the demand for men increased the institution worked in three shifts of 8 hours each. Young boys from far and near thronged to seek admission and almost all the boys of the Wardha school who had developed special

aptitude or craft work joined the training centre en block. The Centre due to its efficient organisation and



Lt. Comdr. S. D. Pande.

R. I. N. Cadets at Parade.





Comdr
C I Blizard



Comdr
Tele

transfer Recruitment started for Engine Room artificers, Electrical artificers and shipwrights ordnance artificers The Scheme was given publicity all over the country and recruiting centres were established at several places in India

Pilani justified its selection as a centre for training and within a few months Officers from the Royal

the good training it imparted to the trainees attracted special attention of the authorities When the need of establishing a training establishment for the Royal Indian Navy to train artificers at short notice was felt the authorities looked to Pilani for speedy action Commander Streatfield James of the R I N and Mr W W Wood, Senior Regional Inspector came to Pilani and met Shri G D Birla and requested him to transfer the Training Centre to a Civ Naval Centre Mr Davis took over charge from Mr Morecroft who applied for



R I N Cadets in the workshop



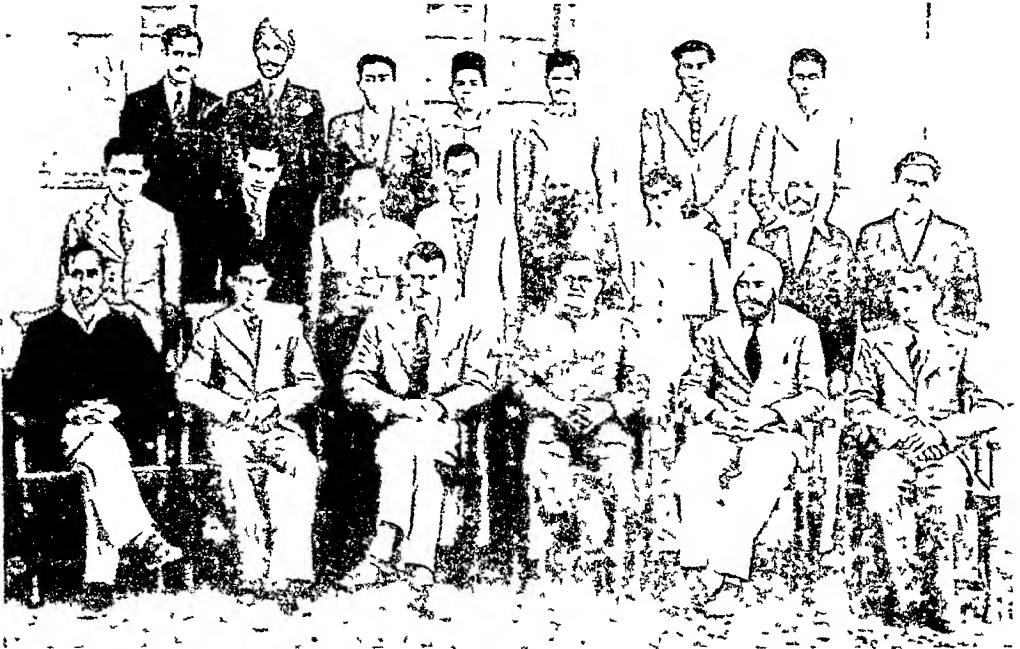
Indian Navy were deputed to man the several departments and the trainees were put under Naval discipline. The programme of training was revised and put on Naval footing. The trainees were given all amenities given to the cadets of R.I.N. Lieut Bhandari took over charge of the

establishment. Later another senior officer, Lieut Comdr. Lele was sent to the establishment.

The institution was inspected by Naval Officers of high ranks and Vice-Admiral Godfrey, Flag Officer Commanding Indian Navy inspected the cadets and expressed his appreciation of the work that was being done at Pilani. The Hony. Principal of the establishment S. D. Pande was given the Hony. rank of a Lieut. Commander, and the establishment was named later as His Majesty's Indian Ship, Pilani

At the cessation of hostilities the Naval establishment was closed and the workshop of the centre formed the nucleus of the workshop of the Birla Engineering College.

Lt. Comdr. S. D. Pande.



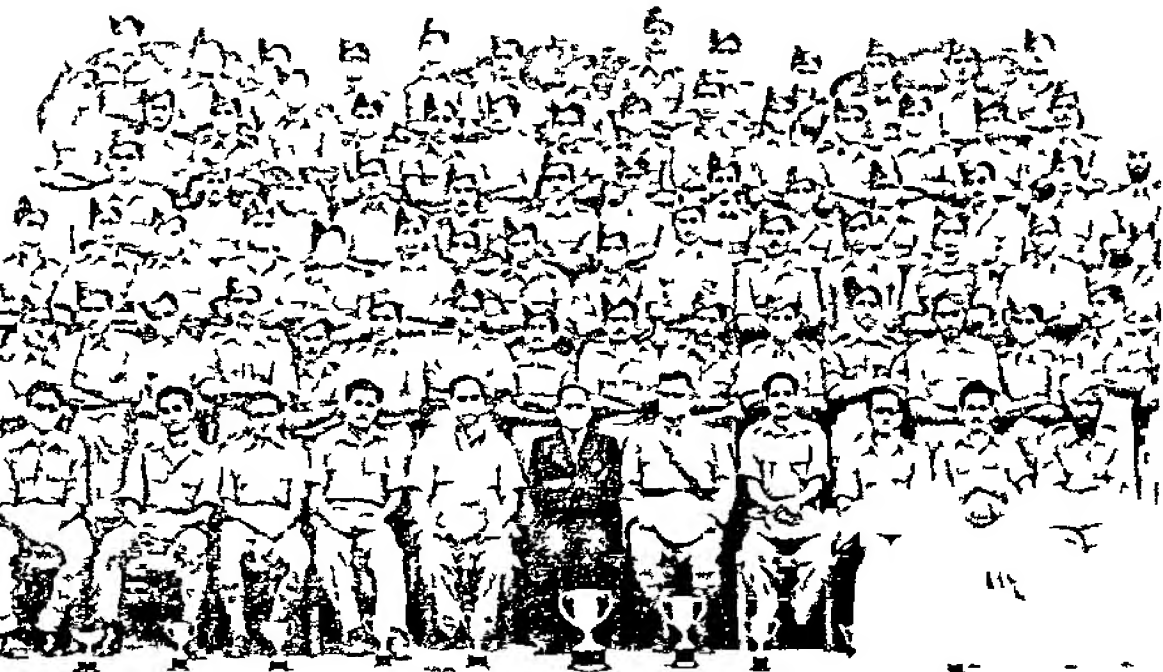
Staff R.I.N. Training Centre.

THE BIRLA COLLEGE OF ENGINEERING

THE BIRLA COLLEGE OF ENGINEERING is the crowning achievement of fifty years of educational work done by the Birla Education Trust. Among the many institutions managed by the Trust the Birla College of Engineering occupies a prominent position. It is the youngest member of the family—just a five

year old. The Engineering College was the main attraction of the Benares Hindu University, and likewise, the Birla College of Engineering has tradition famous by attracting to its portals the cream of talent from all Universities in India. It has achieved phenomenal progress during the past five years—and within this short period it

The Vice-Chancellor with B. E. College cadets





Pandit Nehru in one of the workshops.

has taken a prominent place in the front rank of engineering institutions in the Country.

R.I.N. CENTRE. During the World War II in 1941, the Government of India established a Technical Training Centre at Pilani for the training of Technicians required for Civilian Industry and Defence Services. Later it was developed into the only "Civnaval" Centre in India for the training of Technicians required for the Royal Indian Navy—viz. Engine Room Artificers, Electricians, Shipwrights etc. Capt. S.D. Pande, Secre-

tary of the Birla Education Trust and Principal of the Birla College was appointed Hon'ry. Principal of the H.M.I.S. Pilani and was given the rank of Lieutenant-Commander R.I.N. V.R.

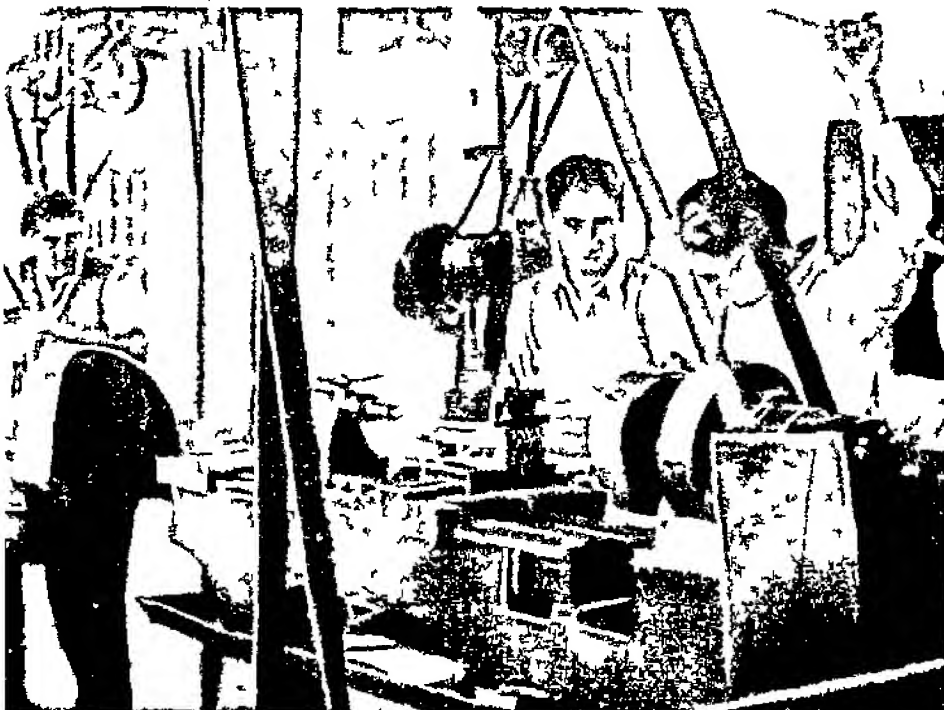
AFFILIATION TO UNIVERSITY. At the close of the War, the Civnaval Centre was closed, the Workshops and Buildings of the Centre became the nucleus over which the Engineering College was established. That benign, large-hearted Dewan Sir Mirza Ismail, who was sponsoring a University of Rajputana, allotted the

Engineering College to Pilani His successor, and one of the greatest administrators of Princely India, Sir V J Krishnamachari, blessed the scheme and supported it

An application for affiliation was made to the Agra University early in 1946. The University sent an Inspection committee consisting of Principal M Sen Gupta (Benares Engineering College) Principal T H Mathewman (Aligarh Engineering College) Professor H C Singh (Punjab Engineering College) Principal P Basu (Udaipur College) Prof N M Antani (Agra College) and Mr R C Gupta (Agra). The Inspectors after considerable deliberation recommended unanimously the affiliation of the Engineering College. The Agra University made a wise and shrewd decision to approve the starting of two Engineering Colleges in their newly started

Faculty. Dayalbagh did not start the College in 1946, but they have done so now four years later. When the University of Rajasthan was formed in 1947, the Engineering College was affiliated to it.

I may be pardoned for introducing a personal note. I was then the Regional Inspector of Technical Training of the Central Circle in the Government of India at Delhi having an extensive jurisdiction over Delhi, Rajasthan States, C P and Berar. In February 1946, I was ordered to take charge of the Civil Centre from Lieut Commander B N Lele in addition to my own duties. I was delaying my visit to Pilani, as the journey was none too attractive a proposition, and as my hands were full with other work. I got three reminders, and a peremptory order to proceed to Pilani. I relieved Lt Commander B N Lele



Student

on 8th February 1946. Little did I then realise that I would be permanently shifting to Pilani six months later, and take up the stewardship of the Engineering College.

OPENING OF THE ENGINEERING COLLEGE. And so it happened. On 5th July 1946 I took charge of the Engineering College at Delhi, and reached Pilani on the tenth July. The Workshops, (with four thatched sheds behind, and the few Workshop Staff) was all that was in existence, along with one hostel block (Krishna Bhawan). Advertisements had to be hastily put in for admission of students, and for recruitment of staff. The College commenced working on the 15th July 1946. The College became instantly popular, and there was a great rush of students. The sanctioned number of seats was increased from 120 to 132. In the fol-

lowing year the number was again increased to 150. The popularity of the College can be assessed by the fact that for admission to 1950 session, 4000 application forms were sent, and 1500 applicants registered their names.

AN ALL-INDIA NATIONAL INSTITUTION. The Birla College of Engineering has been established as an All-India National Institution. All the engineering colleges in India, with the solitary exception of Benares, are provincial colleges. This narrow provincialism is not a healthy factor, and is ruinous to the country. One of the fundamental principles on which we have built up this College is that it must be a truly national College. Seats have been allotted for all states in India. We have students from every province, and even from far-off Manipur (Assam). We have students from Nepal, Burma, Malaya and East Africa.

*at work
(The welding
shop)*



The College presents a cosmopolitan atmosphere, and is a picture of national unity

STANDARD DRESS This national consciousness has been given a permanent and concrete shape in many essential details like clothing and food. The diverse provincial costumes may be colourful and picturesque, but have the danger of perpetrating provincial differences. Further, none of the provincial sartorial creations is suitable from the point of view of smartness or convenience for the working man. The standard dress prescribed is trousers and shirts, white for class room wear, and khaki for workshop and laboratory wear. Blue blazer coats complete the ensemble.

STANDARD FOOD Food has also been standardized. A well-balanced nourishing diet yielding 3200 calories consisting of a breakfast, lunch and dinner is given to each student. When the College was first started in 1946, food was the greatest problem. After a series of experiments with different methods, a central Canteen was organized, and this has proved very successful. There are two large dining halls—each with a capacity of 288 seats, and all students dine together on tables, and eat the same menu. We hope the standardization we have achieved in food and

clothing will be copied by other Colleges as well. Unity of the country is synonymous with unity in habits, customs and manners.

PHYSICAL TRAINING Then again, all students have a compulsory hour in the evenings in physical training and games. All students are members of the College Officers Cadet Corps where they are trained in the essentials of military training. Though the Cadet Corps is officered only by members of staff and students, a high standard of training has been achieved. We have also one National Cadet Corps Company at Pilani of which one platoon is entirely of Engineering college students.

BUILDINGS The process of building the College had two stages, temporary and permanent. The main College building is an entirely new

Machine room



structure. It is one extensive construction (area 350000 sq. ft.) with a frontage of 1100 ft. It consists of two blocks, one for the Science College, and one for the Engineering College, and the Central block houses the administrative offices of the Birla Education Trust, and the Library, Museum and a large auditorium (120' x 80'). There is a Central Tower 137' high in which are incorporated two large water tanks with a capacity of 60000 gallons of water at a height of 60'.

During 1946-1948, the lecture classes and laboratories were temporarily housed in a group of buildings—the Cinema Hall, Shanker Bhawan, Dining Hall, and Mahadeo Desai Hostel. During 1949-1950 all classes and laboratories have been shifted to their permanent places in the New Building.

Workshop



LABORATORIES. The total area of the class-rooms and laboratories is over 100,000 sq. ft. The laboratories and class-rooms have wide verandahs on either side, and are fitted with electric fans and lights. The laboratories are the best planned and the most up-to-date in India and comprise the following:—

Strength of Materials and Materials Testing, Hydraulics and Water Power Engineering, Internal Combustion Engineering, Steam Engines and Boiler House, Electrical Machines, Electrical Instruments and Standardisation; Communication Engineering, Engineering Chemistry; Engineering Physics: Applied Mechanics; Surveying; Engineering Models and Mechanisms, etc.

Some more laboratories are under the process of being equipped, *e.g.*, High Tension and Electrical Testing; Refrigeration and Air-Conditioning.

DRAWING HALLS AND CLASS-ROOMS.

There are four large well lighted drawing halls with a capacity of 300 seats. Apart from a number of lecture halls, there is one engineering theatre with a seating capacity of 500, equipped with epidiascope, cine-projector, and visual training equipment.

WORKSHOPS.

An entirely new

workshops (35000 sq ft) will be built close to the New College in the near future. It will be fitted with up to date and modern machine tools and workshop equipment and is being specially planned to undertake post graduate instruction in Production engineering. The Aeronautical Engineering Laboratories will also be housed in the same building.

The College Power House is in a separate building. It has two Diesel Generator Sets with a total capacity 300 k W.

HOSTELS The Hostels consist of three blocks—Krishna Bhawan, Gandhi Bhawan and Shanker Bhawan. Each Hostel has 144 single rooms fully furnished. In each hostel there are two common rooms which are well equipped with radio, reading room and indoor games.

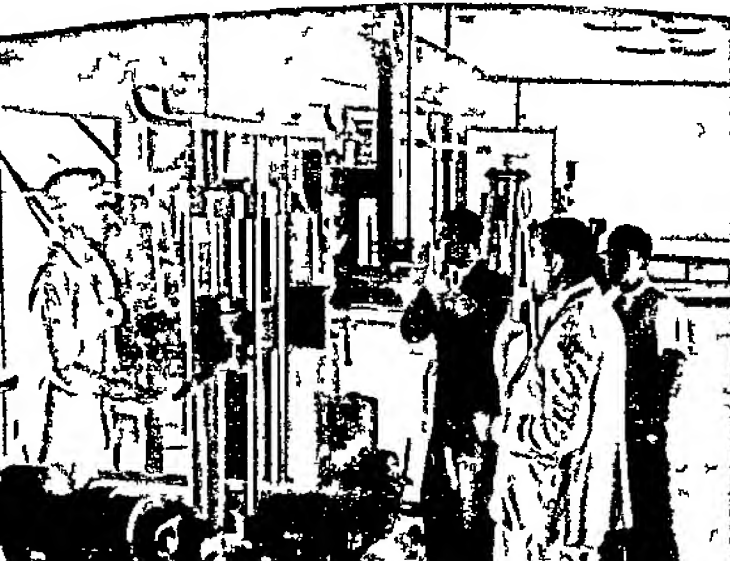
EXTRA CURRICULAR ACTIVITIES

UNION The Cultural and Social activities are organized by the Students Hostel Union. Variety entertainments

and dramatic performances are arranged frequently, and students have exhibited a very high order of histrionic and musical talent. Dinners and socials are arranged when eminent leaders visit the College, and on important occasions.

ENGINEERING ASSOCIATION The Engineering College Association looks after technical and literary activities. Lectures are held during the visits of eminent scientists and political leaders. The Engineering College team won an Inter Collegiate Debating Trophy during 1949-1950. The Association also arranges an annual exhibition. The 1950 exhibition was a great success—it was a "Believe it or not—Pilani can do it" show.

ATHLETIC CLUB The Engineering College Athletic Club has a very proud record. During 1949-1950 the Engineering College won the Rajputana University Championships in Athletic and Sports, Hockey, Basketball and Kabaddi. The team lost by a few points the Rajputana Olympic Championship in 1950. Playing for Rajputana, the College team won the Basketball Championship at the All India Olympiad in February 1950. This is an unprecedented record for a college team in India. Jugal Kishore Kapur has been our star sportsman—winning the Championship for four years running 1946-1950. He is the best basketball player in India. He has been awarded the University Gold Medal for Athletics.



HIGH ACADEMIC STANDARDS.

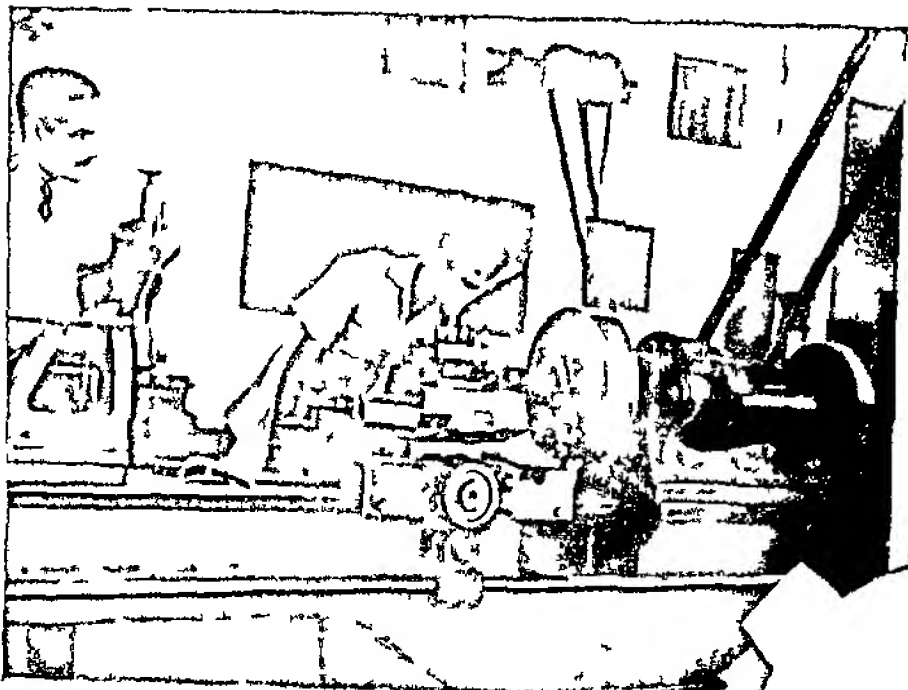
The College has set up very high standards in academic work—both in theoretical and in practical fields. The University examinations are of a very high standard, and the results have been uniformly good. The first batch of students passed their Final B.E. degree examinations (Mechanical and Electrical branches) in 1950 scoring a brilliant 100 per cent success. In the Mechanical Branch 55 students passed, 22 in first division, and 13 in second division. Kali Charan Saraswat stood first, and Srinivas Ramaswamy stood second. In the Electrical branch 28 students passed, 12 in first division and 16 in second division. Shyam Lal Gupta stood first and Shreehari Mahoday stood second. Shyam Lal Gupta was the only student to pass with "Honours". It is a happy matter to note that he is an "old boy" of the Birla College. He is a brilliant scholar in a class by himself, and I have great hopes of his achievements in future.

PRACTICAL TRAINING. Very great attention is paid to the practical training of our students. Students have to undergo four weeks practical training during vacations at the end of the first and second years. No other engineering college has introduced compulsory vacation training. We find that this training has been of immense benefit to the students. During the third and the fourth years, practical training has been arranged for a period of one year for all students. Students are sent to well-known firms where good training facilities are available. Many of the students are awarded substantial stipends. During 1949 and 1950, our students have done



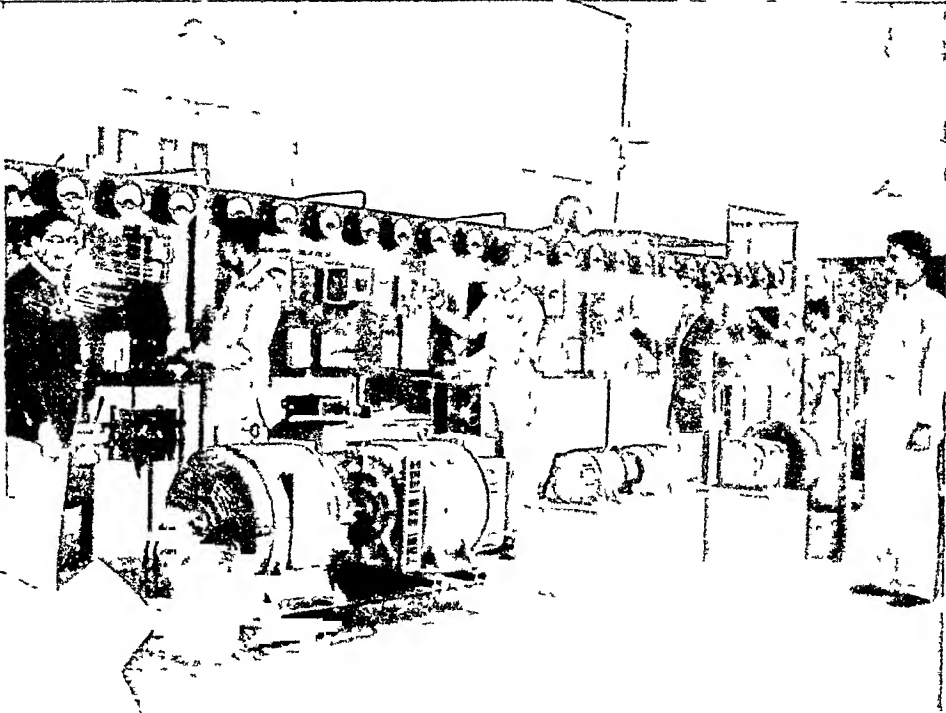
Principal

extremely good work (without a single exception) and taken to their training very seriously and in earnest; They have all obtained uniformly good reports. Quite a number of our students have been offered good posts by the firms. The first batch of students have earned a good name for themselves and for the college—and it is really a creditable achievement as they had to show their merit in severe competition with graduates from older and well-established Engineering Colleges. They have acquitted themselves as "Pioneers" very very well indeed.

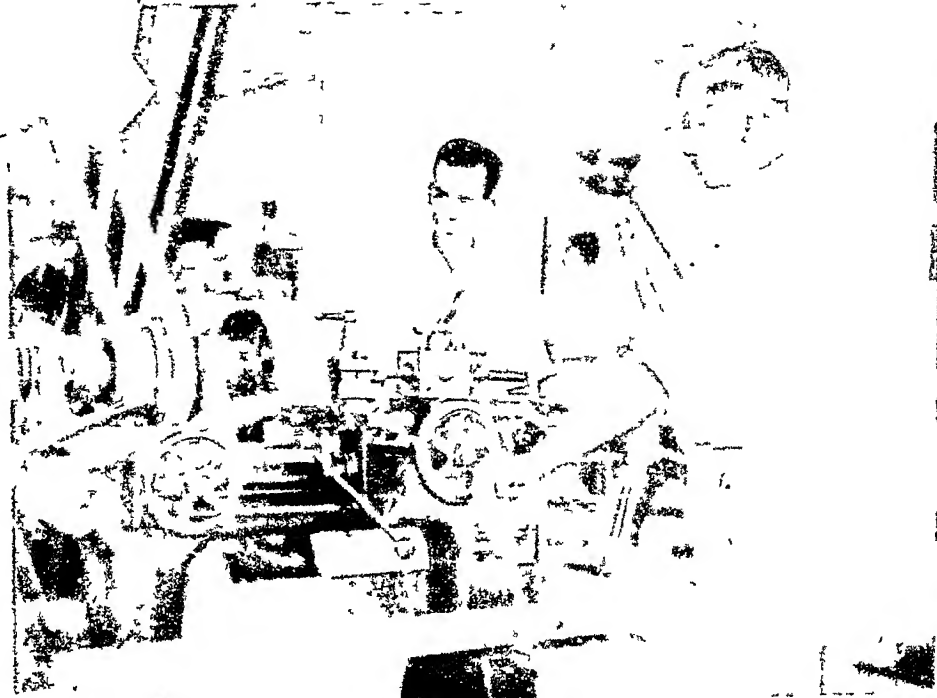


*From the
work*





College
Shop

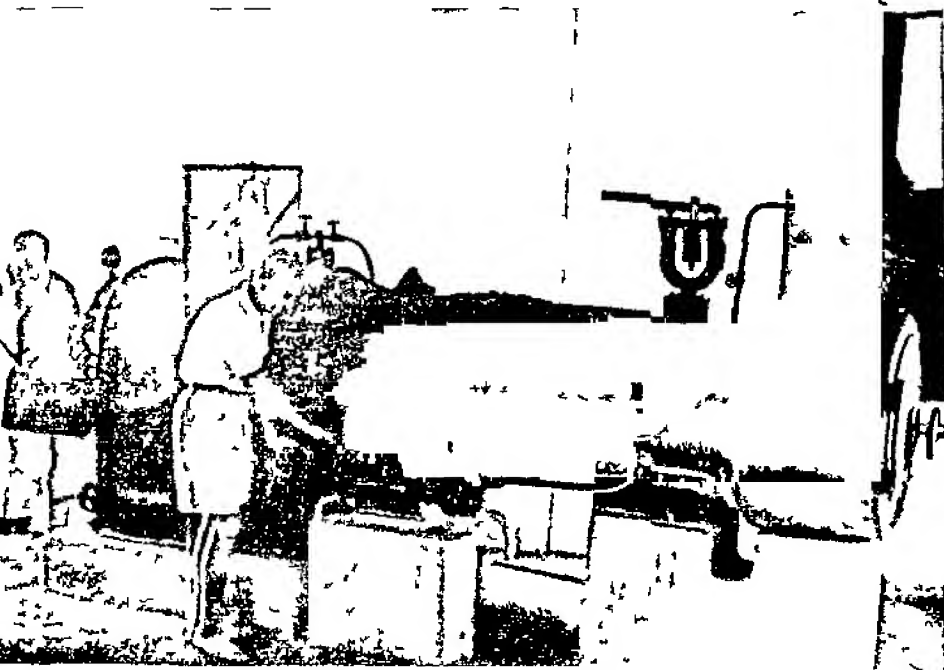


STUDENTS' SUCCESS Recently, the IAF recruited Engineering graduates for award of commissions in its Technical Wing. Due to lack of publicity only two of our students appeared for the selections. A K Banerji topped the list at Delhi (97 candidates) and Inder Swarup Raturi topped the list at Calcutta (200 candidates). This is a grand achievement as the IAF selection is a very tough one. Quite a good number of our students are expected to succeed in the next selections.

RECOGNITION The College, has undergone periodical inspection from expert committees. The University Inspectors consisting of Principal M S n Gupta (Banaras) and Prof Tarap Jewala (Joint Director of Technical Education, Bombay) visited the College on 14th and 15th March, 1949 and were well impressed with the progress of the College.

The Institution of Engineers (India) sent an Inspection Committee consisting of Major-General A H Williams, (Engineer-in-Chief Army Headquarters), Shri I N Khanna (Ministry of Industries and Supplies), Shri P R Agarwal (Chief Mechanical Engineer, Jodhpur State Railway) and Shri Patel, (Bombay). The Committee made an extensive and thorough inspection of the College, and as a result of their report the Institution of Engineers (India) have granted recognition to our B.E. degrees (Mechanical and Electrical Branches) as exempting from Parts A and B of the A.M.I.E. Examination.

VISITS BY EMINENT PERSONALITIES Apart from the above Committees the College has been visited by Dr J C Ghosh (Director, Eastern Higher Technical Institution, Hujh), Shri H K Chandiramani (Deputy Technical Adviser, Education Minis-



*The steam
Laboratory*

try), Dr. C.V. Raman (Nobel Laureate), Shri A.N. Khosla (Chairman, Central Waterways Irrigation and Navigation Commission), Sir L.P. Misra (Ex-Chairman Railway Board), Shri K. Santanam (Minister of State, Railways & Transport) and General Cariappa (Commander-in-Chief of the Indian Army). These eminent scientists and leaders have expressed genuine appreciation of our progress, and have given us the benefit of their valuable advice and help.

VICE-CHANCELLOR, DR. G.S. MAHAJANI. Special mention should be made of the great services rendered to our College by our Vice-Chancellor, G.S. Mahajani. Apart from his position as Vice-Chancellor, he took great personal interest in our College, and made himself one of our own "Family". He paid a special visit to the College on 22nd April, 1950, to congratulate the students on their "Recognition" by the Union Government.

STAFF. The remarkable progress of this College is due to the very hard work and co-operation given by members of the staff. Very great care is taken in the selection of the staff, and we have been fortunate in obtaining the services of the best talent available in the country. Our staff is drawn from all provinces—keeping to its fundamental principle of being a national institution.

In the Electrical Department we have three overseas scholars with research experience. Dr. A.K. Chatterjee M.S. (Cornell), Ph. D. (III), (Head of the Department), Shri N. Kesavamurthy



Survey work.

M.A., B.E.(Hons), M.Sc.(Manch.), Shri V.J. Joseph, B.Sc.(Engg.)(Lond.). In the Mechanical Department we have two experienced persons—Prof. C.A. Subramanyam, B.E., (formerly Head of the Mechanical Department at Annamalai) and Shri V.U. Mansukhani, B.E. (formerly Head of the Mechanical Department at N.E.D. Engineering College, Karachi). There are two scholars with post-graduate training in Aeronautical Engineering, Shri N.K.N. Murthy, B.Sc., B.E. and Shri T. Roy Choudhary, B.Sc., B.M.E. and Shri N. L. Gupta B.Sc.(Engg.). M.S. (Purdue) has specialized in Refrigeration and Air Conditioning.

Dr. S. Bhattacharya, Ph.D. (Manch.,) a holder of Cort's silver medal of Manchester is in charge of Engineering Chemistry Department.

Shri F M. Parikh, B E, Assistant Professor of Civil Engineering has been serving us since 1946

EX MEMBERS OF STAFF.

Quite a number of our members of staff have jumped off to seek their fortunes elsewhere

Mr J B Sutcliffe, M Sc (Manch) was with us as Principal and Head of the Electrical Department from January to June 1947. He came with a varied practical experience acquired during his service in Sudan, Nigeria and Tanganyika. He was a typical Britisher with strong conservative views. He went back and joined an oil company in the Persian Gulf.

Mr A D Bohra B Sc (Engg), a brilliant graduate from Benaras was one of our best teachers. He is now Works Manager at the Nilokheri Rehabilitation Colony. Mr G A Shama, M Sc (London) was a fine Mathematical genius and he has been absorbed by the I A S (the old story of the Civil Services spreading their octopus tentacles over University top rankers) and is now Dy Commissioner at Raipur. Messrs Bohra and Sharma did yeoman work and stood solidly on either side by me during the trials and tribulations of the first two years. Shri V S Menon B Sc (Engg) is now Principal of Huzli Engineering College. Shri M S Pat, B A, B Sc (Engg) (London) is in Dhanbad School of Mines, Shri S P Dutta, B Sc (Engg) is Principal of Nilokheri Polytechnic. Shri M A Parikh, B Sc (Engg) was sent to U K for training in Ball bearing Manufac

ture, and is now at the National Ball Bearing Factory at Jaipur. Messrs G Narasimha, B Sc (Engg), M S Padmnabhan, B Sc (Engg), G D Bhalla, B A, B Sc (Engg) are in the Indian Ordnance Service. Shri M L Babbar, B A, B Sc (Engg) is in Punjab Government. Shri S S Bhatia, B Sc (Engg) is now Head of the Mechanical Engineering Department at Annamalai nagar and Shri D P Mukerji, B Sc (Engg) is in Bangalore.

FIRST FIVE-YEAR PLAN. The Birla College of Engineering is in its fifth year of existence. We started with a clear five year plan in 1946. We have kept up to the plan according to schedule. We had Himalayan obstacles to overcome. The building of an Engineering College is not an easy matter—particularly when we are faced with the multifaced dragons of controls, permits, licences and priority certificates. The bureaucratic spiders are unapproachable behind their cobwebs of correspondence, and sheltered behind the barbed wire of red tape. The transport problem is another maddening feature with the ever present "Booking closed to Chirawa". In spite of all these hurdles, we have kept up our programme, and have done our duty.

PRESENT ACHIEVEMENT.

The College is one of the largest Engineering Colleges in India, with the largest intake of students for Mechanical and Electrical Branches. Realising that Production is the primary need of the country, and also that technical personnel are needed to man produc

tion schemes, we have concentrated on giving the right type of training to produce engineers required for Industry. Our engineering graduates have already given proof of their merit to industrialists who are giving first preference to "Pilani Engineers".

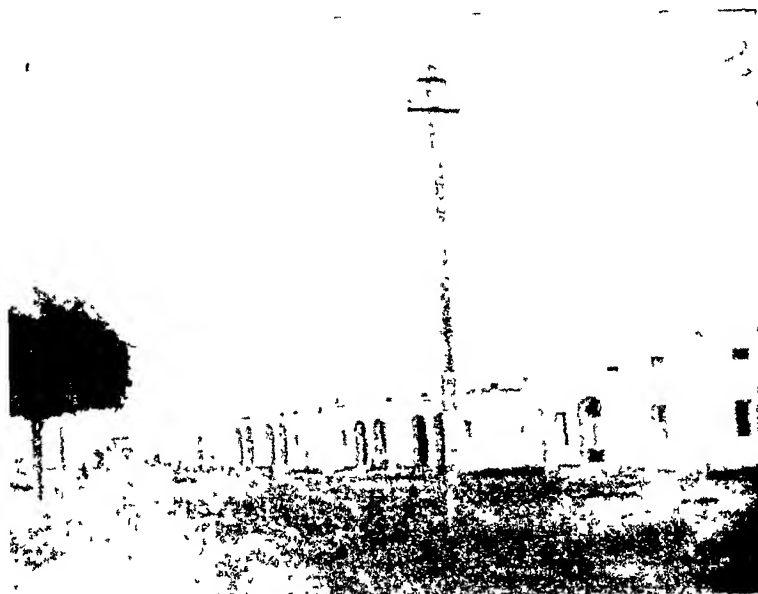
FUTURE PLANS. We have our second five-year plan on the anvil. We want to start post-graduate and specialized courses in Electrical and Mechanical Engineering fields. We have initiated a scheme of training Production engineers in close collaboration with different Industries. Graduate Courses in Civil Engineering, Town Planning and Architecture, and Textile Engineering are being worked out. Lastly with the support of Department of Scientific and Industrial Research, we hope to open higher technical research laboratories to enable our brilliant intellects to probe into the frontiers of technical knowledge.

CONCLUSION. Thanks to the Engineering College, Pilani is a famous

name throughout the length and breadth of India. The campus has taken a beautiful shape. It is growing fast enough to be "presented at court" as a Maiden University debutante. President Rajendra Prasad has strong attachments to Pilani. May we hope, he will, as President, present us the Charter.

The Birla Education Trust has done the greatest service to the youth of the country in establishing this Engineering College. It has also under its endowment the Birla Viswakarma Mahavidyalaya at Anand, and another proposed Engineering College at Ranchi. The Birla Education Trust can look with pride the celebration of its Golden Jubilee. The old boys and present boys pay their homage with the golden flowers of their gratitude, at the Temple of Learning at Vidya Vihar, Pilani, and to its revered Kulpati Sukhdeoji Pande. They are ever grateful to the members of the Birla Family who have richly endowed the Trust true to the behest of Bapuji that the Rich should consider themselves as the Trustees of Peoples Wealth.

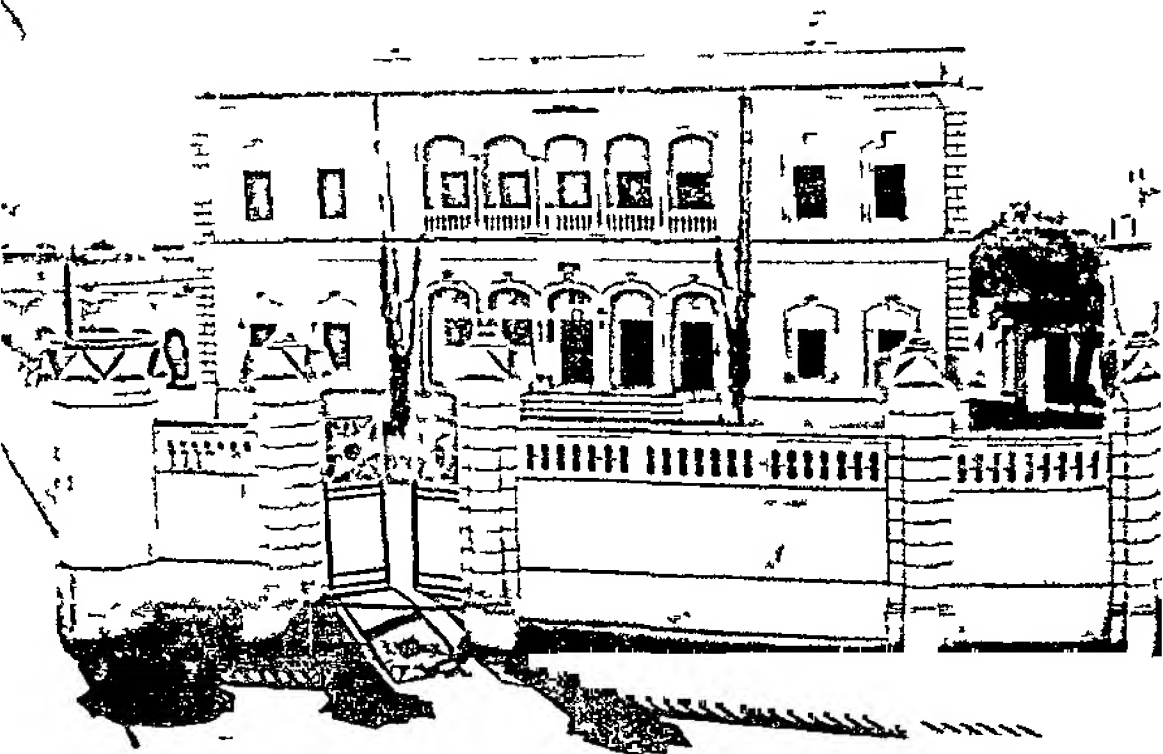
Staff Quarters



BIRLA HIGH SCHOOL

THE little sapling, that later gathered a great grove around it, was the Birla High School. The little primary school founded by Seth Sheo Narainji Birla in 1901 for his own grandsons and a few other boys of the same age continued as such till 1923 when it received affiliation as a High School from the U.P. Board of Education. At that time the school was in charge of Shri Manmohan Nath Zutshi who worked very hard to give

it the proper shape and form. Only two persons who joined then and who still continue to be on our staff Shri Gulab Dutia and Shri Rameshwar Dayal Dwivedi still recall with affection the names of Shri Damodar Prasad Kukday, who was the Headmaster till December, 1923, when Shri M.N. Zutshi took over and tried to develop the school further. Other names still on their lips are those of Shri Lajji Sibal, Shri Manoharlal and Shri Megh





Pandit Nehru at the High School.

shyam who helped to run the school and made a start of scouting, dramatics and other activities in those days. Mr. Zutshi prepared for the first time a batch of students who took the Jaipur Middle Examination in 1924 and the Punjab Matriculation in 1926 (privately). In 1927 the first batch of students were sent up as regular students for the High School Examination. With the limited number of students at his command, Mr. Zutshi tried to organize the life of the school with great success. In December, 1928 when I joined as the Senior English Teacher, there were about two hundred boys with the Upper Middle and High

School classes consisting of less than 20 boys in each class. A few boys were privately coached for the Intermediate examination too. Mr. R.K. Kumar had also joined as the Principal just a month before. The undefined powers of the Principal and the Headmaster led to complications and embittered relations between the two, which deteriorated so much that in 1928 both were asked to quit. Then Dr. D.K. Laddoo took over for three months, and was succeeded by Dr. V.J. Shivadasani who also left in 1929, when Shri S.D. Pande arrived from Benares and took charge as the Principal.

Shri S D Pande then put new life and vigour in the institution and organized once again all the different activities like games, scouting, dramatics etc. The institution had just been affiliated for the Intermediate Examination and soon developed into a very vigorous Intermediate College under the fostering care of the new Principal. In this he was fortunate to get the help and assistance of the late Suryakaran Pareek as a Vice Principal and of many other efficient and hard working colleagues who all combined to make the regime a grand success and spared no pains in that effort. In studies as well as in games and sports, in discussions and debates and scouting, the institution attained an enviable place among all similar institutions round about. The relative cheapness of living in Pilani in those days, the almost negligible fees in the College and the reputation it had acquired for its academic life began to attract students from far-off places, and the numbers grew from session to session. In this the College Magazine with Shri H R Bhatia as Editor and myself as Manager for over a dozen years was vastly helpful in giving publicity to the various attractive features of the College. Efforts were made to seek affiliation for the B A and B Com degrees, and though the Agra University were satisfied and granted permission the actual starting of these classes was held over for years by the order of the then reactionary administration of Jaipur for reasons best known to itself. But with the arrival of Sir Mirza Ismail as the Dewan of Jaipur a new orientation took place in the political and educa-

tional outlook of the Jaipur administration. One of its first fruits was the permission given to start the degree classes at the Birla College from July, 1943.

Thus commenced a new life for the institution. Ever since 1935 (or perhaps a little earlier) I had been looking after the lower classes (in addition to my teaching English) which were housed in the original school building, while the High School and Intermediate classes were housed in the new College buildings under the direct supervision of the Principal Shri Pande ji. Now the High School classes had to be shifted from there to provide accommodation for the new degree classes. So in July 1943 the Birla High School again got a lease of life as a separate institution as it had been till 1929. I took charge and the first problem was how and where to house it. As a temporary measure we had the western block of the Birla Hostel vacated, shifting some of the inmates to the Guest House. This block housed the High and Middle classes, while the lower classes upto VI were left over in the original building. A new double storied block was ordered to be constructed at the side of the old small rooms in its compound and other changes were planned, mainly the shifting of the lower primary classes to a rented pucca building in the interior of the village. This had to be done as the occupation of the block in the Birla Hostel proved profitable neither for the school nor for the Hostel administration, and had to be given up as soon as practicable. So as

soon as the new block of six rooms was ready the upper classes were shifted again to the original building, and the High School occupied its old original site, though vastly altered in shape. I tried to improve its frontage by laying out a neat little garden, just near the main gate. For our needs at the moment the building proved adequate, though there was hardly much room for expansion. But our numbers have continued to swell, and almost all classes now have turned into three-section classes. We have had to shift the classes IV and III to the Primary School called the Shishu Mandir in the interior of the village and yet we are hard pressed for more space and feel very congested.

On the academic and social sides we have tried to continue all the good features of the institution which had been developed when it formed a part of the Intermediate College. The compulsory physical training in the evening followed by games, sports and scouting still forms a prominent feature of the school. At the Annual Inter-class tournament, the boys get recognition and rewards for their skill in all team games and sports. The scouts hold one or two camps almost every year and practice their craft. In this connection the names of Mr. Soni Ram Joshi, Mr. Nityanand Sharma and Mr. Chunni Lal Chadha come to our mind for having rendered long and meritorious service in keeping these activities at their usual level. The former two have left us now, while the third is fortunately still with us. While the Jaipur State Tournament was held, our middle school hockey

team established the record of having won the first prize for six years in succession under the able guidance of Mr. S.R. Joshi and Mr. Jagdish Narain. In scouting too we won the Maharaja of Jaipur's Flag for general efficiency two or three times. Only last year we held very successfully a Scout Camp in Pilani for nearly a thousand scouts from all over Jaipur division, while a few years ago a Rover's Moot for the whole of Jaipur State was held in Pilani.

In debates, recitations and dramatics the school provides regular opportunities to the boys to show their talents. The plays we stage are always a great success, and for the last two years in succession we have won the trophy in the Pareek Memorial Debate. The school Panchayat gives an opportunity to the boys to learn and practise the art of self-government. A Chief Secretary elected by the boys with the help of his cabinet carries through a budget to dispose off the Panchayat fees collected from the boys and usually prizes are awarded by the Panchayat for all the various items of competitions in school-boy activities.

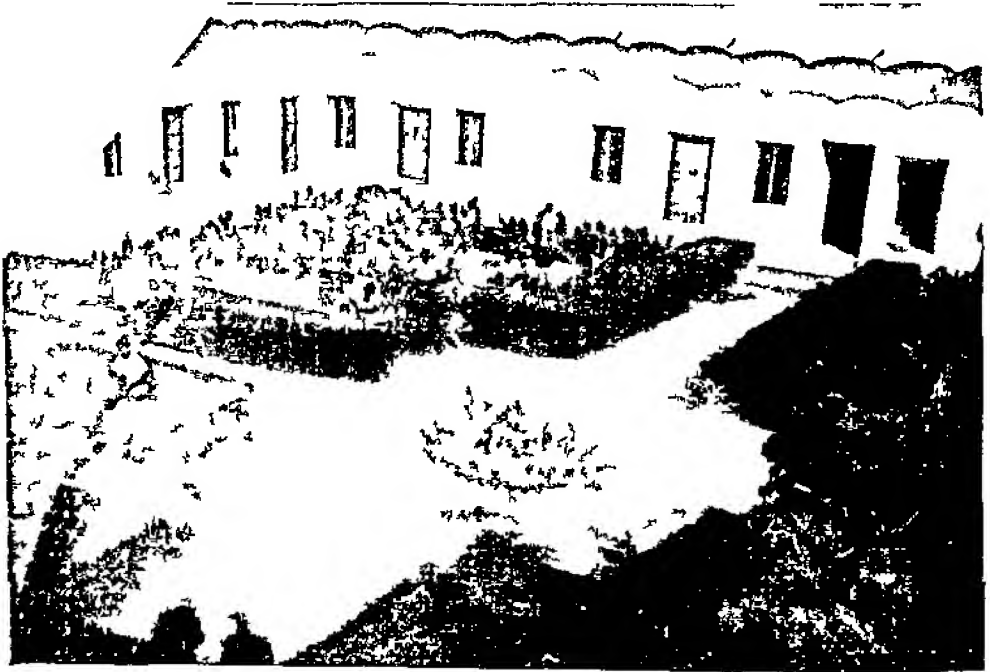
Two years ago we started an Itihas Parishad to rouse the enthusiasm of our boys in the correct appreciation of our historic past under the enthusiastic guidance of Mr. Bhagwat Dayal Sharma and other colleagues. It received the inaugural blessings of no less distinguished a person than Dr. Rajendra Prasad, now the first President of the Republic of India. In its short career, it has arranged successfully a number

of talks and lectures by distinguished persons staged three plays very successfully collected and donated a large sum to Dr Rajendra Prasad's Political Sufferers' Fund and put up a neat little museum in the School at the time of the visit last year to our school of the Honble the Prime Minister Pandit Jawharlal Nehru and other very distinguished guests

Our Art and Music sections provide scope to our boys to develop their aesthetic sense and the standard attained by them as shown at our Annual Exhibition and other school functions has been praised by all visitors to the school. A large group of boys practise painting a hobby after the usual school hours

and the enthusiasm and guidance imparted to them by our Art Teacher Mr Bhoor Singh is very remarkable indeed while their total output is large and of a high standard. He himself is a product of our school. He later finished his education at the J.J. School of Art, Bombay. One of his pupils here in this school Mr Krupal Singh later went to the Shanti Niketan and is today one of the remarkable artists on the staff of that great institution. The school choir and the orchestra and the school band are always in demand when distinguished visitors come to Pilani and their performances are always appreciated.

The School thus maintains all its old standards in various activities



School Hostel

curricular and extra-curricular. And for this thanks are due to all my colleagues past and present whose co-operation and hard work has made all this possible. Today we have nearly five hundred students on roll in classes V to X, while about three hundred and fifty students more in classes I to IV are housed in two other separate buildings. Another off-shoot, the Montessori school, which was till two years back a part of this institution, has now developed into a separate school with about two hundred and fifty students under the fostering care of Shri Radha Raman. It has an excellent building of its own with a hostel attached for little children.

Thus while a cluster of other institutions have grown around it, like the Arts, Science and Commerce College,

the Engineering College, the Balika Vidyapeeth and the Montessori school and have been provided with new and specially designed buildings and latest equipment, the original sapling the Birla High School—continues its activities in the same old way, rather handicapped for want of a big Hall and spacious rooms to provide proper accommodation for all its needs. But what it lacks in picturesque value, it tries to make up by giving attention to the minds and bodies of the students on its rolls. The little sapling planted fifty years ago by Seth Sheo Narainji's wisdom still continues to thrive vigorously and has gathered, due to the care and interest of Shri G.D. Birla, a veritable grove round about it which is today the pride of Rajasthan. We all wish it a very long life, indeed.

T. Muttoo.

Boy Scouts Association

Scope and Jurisdiction:—

For about six years this association under the name of Shekhawati Boy Scouts Association had the privilege of having the whole district under its jurisdiction. For the first three years, the association restricted its activities to local troops. But as the movement found favour with a growing number of school authorities, we seriously thought of extending the activities all over the district. Correspondence was conducted with Head-Masters of mofussil schools, a Scout

Master's training camp was organised and the District Scout-master visited the various institutions in the district. There was every hope of having a network of Scout troops in the district, but a letter dated 15th Dec., 1930 from the State H.Qrs., Jaipur informed the Secretary that as another association raised an objection this association could not work as Shekhawati Boy Scouts Association. Sufficient correspondence was conducted with the State H.Qrs. in this connection but there was no response. Our associa-

tion was in a position and felt confident to organise scouting all over the district. But when its activities were restricted the movement was bound to suffer.

Considering the resources and the spirit behind our request we had the courage to be persistent in laying claim to a wider jurisdiction. We continued our efforts and in 1938 the State H Qrs agreed to give us an area of twelve miles towards Chirawa and Bagar on one side and upto the boundary of Patiala and Bikaner on the other side.

With the formation of new Rajasthan Scouts & Guides association we have been given the whole of Jhunjhunu district. The new name of our association is JHUNJHUNU DISTRICT SCOUTS & GUIDES ASSOCIATION PILANI. We control 21 Scout Troops, 20 Cub Packs and one Rover crew consisting of a large number of Scouts, Rovers & Cubs earning the same of Scouting which

tends to develop them morally, physically and mentally. We intend to start Scout troops and Cub Packs at places where there are no troops at present. We have formed Local associations at Pilani, Nawalgarh and Jhunjhuru under this association.

Scouters

In the early days Mr. Sita Ram Swami was the Secretary and incharge of Scouting activities at Pilani for a few years. He was a capable scouter and was successful in organising the Scout troops. Then upto 1933 Scouters Shiv Charan Dass Sharma, B.S. Audholia and Ram Kripal Gupta were incharge of Scout troops, Rover Crews and Cub Packs respectively. These three Scouters were very keenly interested in the Scout movement and worked hard to organise the troops on right lines. Mr. S.C. Dass Sharma as Secretary and Mr. B.S. Audholia as District Scout Master were responsible for popularising scouting in the district.



*Shri S. D. Pande
scout commissioner,
addressing scouts rally*

Then Mr. P.P. Banda worked as Secretary for about a year and when he joined B.T. class at Banares Mr. H.L. Verma was appointed Secretary of the association. He served the association till 1942, when he was transferred to Birla Secondary School, Delhi. Mr. P.P. Banda was also incharge of college Rovers for about four years.

In 1933 Scouters, C.L. Chadha and Ram Kripal Gupta were deputed to attend first All India and Burma Wood Badge Camps conducted by Mr. J.S. Willson Camp Chief Gilwell Park, London at Pachmari in December 1933. Scouter C.L. Chadha passed in all the three courses, Scouting, Cubbing and Rovering. He completed Scout Wood Badge in 1934 and Cub Wood Badge in 1935. Since 1934, he is incharge of the Scout activities at Pilani and in the district. He worked as district Scout master for about nine years and since 1942, he is working as Secretary of the association.

Scouters S.R. Joshi, Barkat Ram and H.L. Gupta successfully attended one months training Camp at Sat Tal organised by the Hindustan Scouts Association. Mr. Ram Kripal Gupta and Mr. Jiwan Lal Pareek completed Scout Wood Badge and Mr. H.L. Gupta completed Cub Wood Badge. These Scouters were incharge of different Scout troops and Cub Packs for a good number of years. They took keen interest in their work and were successful Scouters. Scouters S.R. Joshi, Jiwan Lal Pandit, Parma Nand Saraswat, Ram Swaroop Goyal and Bansal worked as Rover Leaders for a good number of years. Messrs



Sri C. L. Chadha.

Ambikeshwar Sharma, Hur Dutt Sharma and Ganga Prasad Sharma served the association as successful and popular Scout masters. The association is very much indebted to all these Scouters for the hard work done by them.

At present Mr. Vidya Dhar Sharma is incharge of college Rover Crew, Messrs S.S. Sharma, S.S. Yajnik, Dube, Bakshi Bhagwan Dass and Saraswat are incharge of Scout troops and Messrs Mehta, Malik, Ram Swarup and Mathur are working as assistant Scoutmasters. Messrs. Pat Ram, Surjan Singh, Barkat Ram, Swami, Kanhi Ram, Birbal Sharma, Ghanshyamdas, Banwari Lal and Badri Prasad are

working at Cub masters They are all working hard to maintain the numbers and efficiency of the troops

Brilliant success at the State Competitions —

At the 1st Jaipur competition Camp and grand Rally held at Bani Park Jaipur from 24th Nov to 2nd Dec, 1936 our Scouts secured the highest number of points and won His Highness the Chief Scout's flag for all round efficiency Their work at the Grand Rally was considered to be the best and they got the Rally trophy also

There was an exhibition of Scout Arts and Crafts at this Camp Our Scouts got seven certificates for their exhibits This was the largest number of certificates awarded to any institution

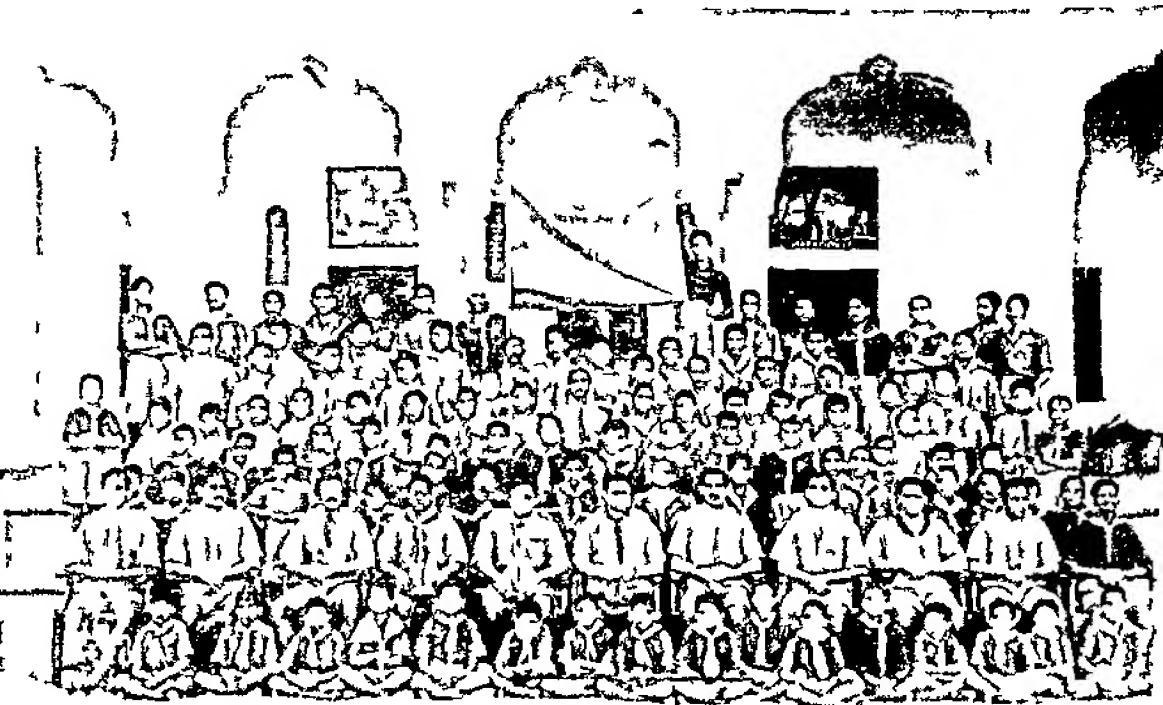
Our band display at the grand Rally was very much liked and appreciated

by the audience Our bandmaster Mr Hur Dutt Sharma, his brother Trilok Chand and Scout Hanuman Gaur gave very good display Cap Pran Nath of the military hospital awarded silver medal to Scout Hanuman Gaur our drummer

At the 2nd Jaipur State competition Camp and Grand Rally our Scouts again came out with flying colours having won "His Highness the chief Scouts' Flag" for all round efficiency for the second time Besides the flag they got knotting, First Aid, Rally trophies and a large number of certificates for the exhibits They achieved a far greater success than was estimated

Fifty Scouts and Scouters attended the 3rd Jaipur State competition camp and grand rally held at Bani Park, Jaipur from 20th to 26th Nov, 1940 They

Loy Scouts of Pilani





Winners of His Highness Flag.

got Signalling, First Aid and observation trophies and had a tie with Nobles School in Marching. This time they lost the flag for only three points. So far as day to day competitions were concerned our Scouts were leading by clear 10 marks but they lost heavily in Camp and Law trophy and so could not get the flag.

Forty three Scouts and four Scouters attended the 4th Jaipur State competition Camp and Grand Rally held at Bani Park, Jaipur in Nov., 1943. This time they could win only Signalling and observation trophies.

Social Service rendered by our Scouts at Daya Nand Nirwan Ardh Shatabdi celebration at Ajmer:—

Thirty Scouts and Rovers of our association headed by Mr. Chuni Lal Chadha rendered yeoman service at

the Daya Nand Nirwan Ardh Shatabdi Celebration at Ajmer.

Six Scouts Ganga Prasad, S.K. Rath, Ladu Ram, Ambika Prasad, M.D. Desh Pande and Y.K. Vaidya marched from Pilani to Ajmer and covered 180 miles.

Their work was very much appreciated and applauded by a number of prominent people who attended the celebrations. Accompanied by the college band they were very much in demand in leading processions and guiding delegates to their respective camps. At the Annasagar Ghats where they were posted and where thefts were so frequent, they helped a great deal in restoring lost property and strayed children.

Two Rovers R.D. Gattani and Ambika Prasad were on duty for 14 hours daily at the Shatabdi office.

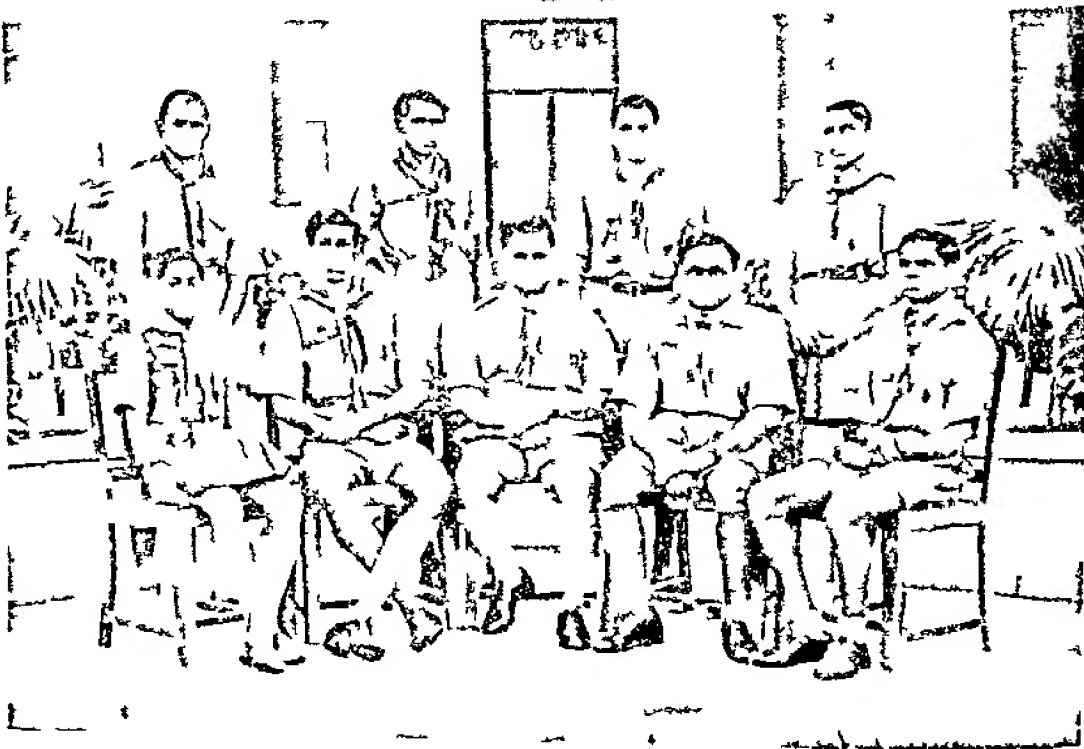
Few lines from the following two letters give ample proof of the work done by our Scouts —

The Scouts of Birla College Pīlani Jaipur State and their band served most creditably on the occasion of Daya Nand Ardashatabdi. They had a true spirit of service selflessness and devotion to duty. It is a great pleasure to note that two scouts worked even for fourteen hours a day continuously at their own will and wished to work more than this.

Sd Chandkaran Sarda
Secretary Shatabdi Committee
All Scouts seemed to be well be

haved, energetic and painstaking. They were amicable to discipline and will themselves form good disciplinarians. I have every confidence in recommending them for any duty where qualifications such as they possess are required. Their work in the Shatabdi was excellent and most of the success of our camp organisation was undoubtedly due to their participation. I will ever remember with what zeal and enthusiasm they conducted the work.

Sd L N Moona
DFH (Lond)
Chief Commander and
General Camp Director



Birla College Rovers



The College receiving His Highness the Chief Scout's Flag.

Social Service at the annual fair of Lohagarh

A contingent of 40 Rovers and Scouts under the command of Scoutmaster C.L. Chadha reached Lohagarh on 27th Aug., 1934. The party marched from Pilani to Jhunjhunu and back, and from Nawalgarh to Lohagarh and back. The actual journey on foot was more than 100 miles. In order to inspire the Scouts our popular District Commissioner Shri S.D. Pande marched with them from Pilani to Jhunjhunu.

At Lohagarh there was a huge public gathering of about 60 thousand men and women who flocked from far and near to have a dip in the holy Surajkund. Our Scouts worked at the Kund from 3 a.m. to 9 a.m. and helped the pilgrims in several ways. They helped in managing the rushing crowds and providing an opportunity for the weak sex to have an easy dip in the holy Kund. They restored to the parents many of their missing children and earned their lasting gratitude.

Our Distr Commissioner writes —

A party of 35 Scouts with five Scouters led by the D S M Mr C L Chadha marched on foot to render social service at the annual fair of Lohagarh. They covered 100 miles on foot. I had the pleasure of accompanying the party upto Jhunjhunu. The scouts were all in high spirits and in spite of the arduous march in oppressive heat they were found ever ready to render service on all occasions. They have more than proved their mettle in this trip and have shown to their friends who are either too lazy or too careless to take advantage of the Scoutcraft training in the institution, now besides many other things, the Scouts have developed endurance, hardihood and sense of service and duty. I congratulate the Scouts, the Leader and the other Scouters on their very successful hike.

Sd S D Pande,
District Commissioner

Good work done at the time of Mr M P Birla's marriage

There were huge crowds at Pilani at the cinema shows, dramas and other entertainments in connection with the marriage of Shri M P Birla. Our Scouts and Rovers worked hard to keep the crowds in perfect order. At the two marriage processions every thing was in perfect order and there was not even the slightest disturbance.

Shri G D Birla our Patron and Chairman B E T was so much pleased with the work of the Scouts that he sent the following letter of thanks with Rs 1000/- for the use of the association.

Pilani
9th March 1938

Dear Mr Chadha,

I am writing this to express my warmest thanks for the admirable way in which you and your scouts controlled the crowds during the processions on two days. But for your help it would not have been possible to conduct the processions in an orderly manner. The scouts gave ample proof of their ability to control large crowds and it speaks highly of the organising capacity of their officers. Please convey to the Scouts my personal thanks for the service that they have rendered us.

Yours sincerely,
Sd G D Birla

Good work done at the time of heavy rains —

In Aug, 1942 there were heavy rains at Pilani and in the neighbouring towns and villages. One day it was raining very heavily continuously for fourteen hours. Severe wind accompanied the rains and almost all the kachha houses were razed to the ground. Thousands were rendered homeless. Our Scouts and Rovers helped the sufferers in removing their belongings to various Dharmshalas and schools vacated for the purpose.

Fire Fighting work.

Our Scouts had many opportunities of doing fire brigade work. On all such occasions they worked hard and helped the people in taking out their belongings, children and animals from the burning houses.

Village uplift work by Rovers

Every year our Rovers were getting more conscious of the necessity of rendering some service to the villages.



Scout Rally at Jaipur, where our scouts won His Highness the Chief Scouts flag.

folk around. Till July 1937, cleaning of some dirty spots and rendering service at the time of local melas were the only items that found place in their programme. Then some of the Rovers extended their field of activity to a village about a mile and a half from Pilani. They met the village folk, talked to them, cleaned their wells and lanes which were full of dirt. An effort was made to set up a panchayat to look after the cleanliness of the village. They rendered some medical aid and entertained the villagers by reciting Ramayan, etc. The response they received from the villagers encouraged them to take up work in

three villages, viz., Khudana, Khedla and Devrod. Batches of Rovers were visiting these villages regularly every week. They were running reading rooms, distributing medicines and entertaining the villagers with magic lantern lectures, kathas and the like.

Some rovers under the leadership of Mr. Parma Nand Saraswat started a night school at Khedla in the open. After some time they secured a piece of land from the thikana and got the school built with the help of the villagers. They used to visit the school regularly every night. Work done by Jai Narain Tayal deserves special mention.

in their own Club

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 work at the time of 1st All India
 Montessori Conference held at Pilani
 in December 1935 They helped the
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 looked at
 Vishram Vatsa,
 Chandr. Bha.
 posted at the conference hall had to
 be on duty continuously for about nine
 days The hard work done by the
 Scouts was very much appreciated by
 the delegates and the authorities

Jaipur Congress Adhivashan

Jaipur State Scout H Qrs offered
 the services of 1000 Scouts and Rovers
 for the Congress Session The offer
 was accepted and training camps were
 held first for the Scouters and then for
 the Scouts and Rovers A contingent
 of Scouts, Rovers and Scouters
 association was well prepared

for the work but at the last moment
 on account of certain differences with
 the Congress authorities over the use
 of uniforms and badges it was decided
 that Scouts should not work at the
 session as members of the Scout orga-
 nisation All these Scouts were sent
 to the Congress session as student
 volunteers and they worked hard to
 help the delegates and visitors in several
 ways The authorities were very much
 pleased with their work

**Awards to Scoutets for meri-
 torious services**

Our popular District Commissioner,
 Shri S D Pande who has been serving
 the Scout Movement for the last twenty
 years was awarded Medal of Merit
 by the Chief Scout of the world in
 recognition of his good service to the
 Scout movement The association is
 very much indebted to him for all that
 he has done for the cause of Scouting
 at Pilani and in the district The
 progress made by the association under
 his leadership is well known to every
 body

Scouter C L Chadha, Hony Secre-
 tary was awarded Medal of Merit by
 the Chief Scout of the world on 18th
 Sept, 1940 in recognition of his good
 services to the Scout Movement He
 was awarded Long Service Medal
 on 24th Feb, 1949 upon the comple-
 tion of 20 years service to the move-
 ment

Mr Ram Swarup Goyal of the
 college Rover Crew found a bag con-
 taining three gold ornaments weighing
 19 tolas and Rs 845/- in cash which
 Mr Prabhash Chandra had left behind
 in the railway train on 24th Oct, 1938

The Rover Scout opened the bag and seeing the name and address on the card inside the purse, went to the residence of the owner and returned the bag to him in the same condition in which he found it. Mr. Prabhash Chandra offered him a reward of Rs. 20,- but the Rover Scout refused to accept it saying "I am a Rover Scout and Scouts do not serve society for the sake of rewards. Mr. Ram Swarup was awarded Letter of Commendation by the Chief Scout for India.

On 4th Sept., 1938 Mr. Ratan Dass A.S.M., First Birla Troop rendered conspicuous service by rendering First Aid to a man who was very seriously injured at the Jini Fair. About two miles from Jini a man was thrown down by a horse and before he could get up he was trampled upon by two other horses. He sustained serious injuries. He had a deep cut on his calf and was profusely bleeding. On receiving information Mr. Ratan Dass rushed to

the scene of accident with a helper and after applying bandages took the injured person to Chirawa hospital. The man was in a precarious condition and immediate First Aid rendered to him saved his life. Mr. Ratan Dass was awarded Letter of Commendation by the Chief Scout for India in recognition of his service in saving the life of an injured person.

The first All India Boy Scouts Jambourle 1937

A contingent of 16 scouts and 2 scouters with Mr. C.L. Chadha as leader attended the 1st All India Jambourlee held at Delhi from 1st to 7th of Feb., 1937. About 4000 Scouts from all parts of India and Burma had assembled there. Our Scouts took active part in the camp fires, folk dances and the All India National pageant. They had an opportunity of making friends with brother Scouts from all parts of India.



Scouts at Zulu Dance.

First Aid classes of the St John Ambulance Association

Scouter C I Chaddha passed all the examinations of the St John Ambulance Association. He was qualified to conduct First Aid classes and was appointed lecturer in First Aid to the injured by the St John Ambulance Association. He conducted First Aid classes for many years and a large number of Scouts and Rovers of our association passed the examinations.

Camps and Hikes

Camping and hiking forms a very important feature of Scouting. It not only brings the scouts in the midst of the inspiring aspects of nature remote from the artificial ways of man but affords to them lessons in self reliance independent initiative and corporate spirit of co-ordinated action. With this end in view, we organise training camps for Scouts, Rovers and Cubs every year. We conduct special camps for the training of our Patrol Leaders every year at the beginning of the season.

Our Rovers have undertaken a large number of long hikes. Some of these hikes from Delhi to Agra, Pilani to Jaipur, Ambala to Simla, Kath Godam to Almora, Pilani to Lohagarh and from Haridwar to Mussorie deserve special mention. Each time the Rovers covered more than 100 miles on foot and qualified for the Rover Ramblers badge.

Manuscript Scout Magazine

For many years our Scouts were successful in bringing out very good issues of the 'Pilani Scout' a manuscript Scout magazine. The editorial board consisting of Messrs Mukat

Beharilal Shrivastav, Jivan Lal Parcek and B P Jain deserves special mention of the splendid efforts they made in bringing out the magazines, I shall be failing in my duty if I do not accord my sincere thanks to Mr R S L Saxena (Harrop) who made almost all the cartoons published in the magazines. It was he who made the magazines worth reading.

Scout Shops

At the time of local melas and college sports our Scouts and Rovers have often run tea stalls, etc. All the arrangements and service at the stalls was always very nice. They used to prepare most of the things themselves. Each time they could save a good amount for their troop funds.

Jaipur State Rover Moot

One of the Rover Moots of Jaipur State Rovers was held at Pilani from 20th to 23rd Dec, 1941. The moot was held in the jungle near the Harijan Hostel and was attended by about 160 Rover and Rover Leaders from all the colleges of the State. Messrs Ganga Prasad Sharma, Ambikeshwar Sharma, Shivam Sunder Sharma and Ram Swarup Sharma were in charge of the shopping centre. All the campers were given two dinners one by the college and another by Shri Seth Chiranjilalji Loyalika. Mr G T J Thaddacus, General Secretary Boy Scout Association, India also visited this Moot. A rally of Pilani Scouts and Cubs was held at the time of closing ceremony of the Moot.

Sixth Jaipur State Competition Camp and Grand Rally

Sixth Jaipur State competition Camp and grand rally was held at Pilani from

24th Nov. to 1st of Dec., 1949. This camp was held near the Balika Vidya Peeth and was attended by about 1200 Scouts and Scouters. All the arrangements were made by Mr. C.L. Chadha under the guidance of Lt. Com. S.D. Pande and with the help of some scouters. Arrangements of electric and water supply were very satisfactory and we are grateful to Mr. R. Sharma and Mr. Mathur for this. Our thanks are due to Khetri, Sikar and Nawalgarh Thikanas for the supply of tentage. Mr. B.D. Chharia and Mr. Rewat Singh deserve our special thanks for the help given by them. We are thankful to Haweli also for the supply of tentage and other articles for the camp. Ganpati Swami, Ram Swarup Sharma, Banwari Lal, Raj Kumar Malik, Shiv Narain, Tripathi Ram Kumar and Pujari were incharge of the shopping centre. All of them worked hard from early in the morning till late in the night and deserve our special thanks.

All the arrangements of their camp were most satisfactory. The unique feature of this camp was the transport of 1000 Scouts from Chirawa to Pilani and back within two hours. All this was done in an orderly manner and there was no confusion of any sort at all.

This camp was visited by five Ministers of the Rajasthan Govt. and they were very much pleased with the quality of work, efficiency and discipline maintained by the Scouts. They expressed a desire to hold a similar camp for Scouts from all over Rajasthan.

I shall be failing in my duty if I do

not accord my grateful thanks to Mr. Ram Swarup Dhiman organising secretary who came to Pilani about ten days before the camp and worked hard day and night to make the camp a great success. We are very much indebted to our Commissioner Shri S.D. Pande who stayed in the camp throughout and helped us in making satisfactory arrangements. Co-operation offered by the Principals of Birla College, Birla Engineering College, Balika Vidyapeeth and Birla High School deserves special mention.

THANKS

At the end I must congratulate the Scouters, Scouts, Rovers and Cubs for their achievements. Let me also cheer up their spirit to take up Scouting work with greater enthusiasm. The Scouters inspite of daily routine in school and domestic worries, have very kindly taken upon themselves the responsibility of their office and have successfully maintained a fairly high standard of efficiency. All the Scouters deserve our special thanks for the valuable cooperation. We are very much grateful to our popular District Commissioner Shri S. D. Pande who inspite of rush of work on all sides makes it possible to spare time to inspire the workers by his presence on all Scouting functions. But for his valuable and constant guidance the association would not have been what it is.

We hope and trust that we will always have in future the cooperation of all interested in Scouting movement for the betterment of which a lot has yet to be done.

C.L. C h

विड़ला विद्यालय चित्रशाला

विछडे २० कथा का सिहावलोकन

कला मन और मध्य ना कोमल भावनाओं का उगना और विकसित करना और इनका अनुपस्थिति में जीवन और सामाजिक समग्र में रस और रसि लुप्त जाना इसीलिए प्रगतिशील संस्थाएँ मूल्य व्यक्तित्व व विकास के लिये कला की शिक्षा की भरपूर सुविधाएँ प्रस्तुत करती हैं। विड़ला विद्यालयों में कला प्रवृत्ति व विकास पर विशेष ध्यान दिया जाता है पर हाई स्कूल में नवयवकों का काम रस दिना में विषय गौर पर समाप्त नोय है।

१९३० में पहिले पहल चित्रकला का विद्यालय का काम आरम्भ आ। श्री वेणुकांत नाम का अध्यापक आगर न आय। वरन् पुन समय बाद ही व यहा स चर म। उनक स्थान पर श्री वेणुकांतजी स्वयं आरम्भ करके से यहा नियुक्त हुए। उनका कई प्रकार की दस्तकारी का भी गान था। उनसे उन्माहलेखन विद्यालयों में चित्रकला व प्रति रसि काफी बढ़ी। शाम व समय रात व समय व छात्र व समय कई प्रकार का काम शाना रहता था। जिम्मे ननाओं व महान व्यक्तियों के चित्र पर प्रत्येक अंडी पर चित्रकारी व मिलीने जाते हा काम विषय रूप में होता था। कई बह लल चित्र भी उन। उस समय व विद्यालयों में श्री रामानुज गरिषाद नाम उन्माहलेखन नाम जावनकर फारीक व भर्गमठ गलावन व नाम विषय उन्माहलेखन। उस समय जा चित्र व दस्तकारी बनी उनका बनारस में आरम्भ विद्यालय एगिजिटिविगन में भजा गया उसमें उनका रूपग स्थान प्राप्त हुआ।

यह काय १९३७ तक चलता रहता। उस समय तक अधिकतर चित्रों की नकल हा करवाई जाती थी तथा कोई नियमित कला आदि नहीं लगती थी। १९३७ निम्नर में श्री भूरामिह वलावन न बम्बई में जी डी आर पाठ किया तथा श्री वेणीरामजी क स्थान पर अध्यापन काम आरम्भ किया। उस समय यह आवश्यक समझा

गया कि एक नियमित आठ कलाग हाती चाहिए तथा छात्रों का केवल चित्रा ही नरल न कराकर उनका



श्री भूरामिह

मौलिक चित्र तैयार कराने का अध्यापन करना चाहिए। और इस पद्धति पर काय आरम्भ हुआ जिसे में काफी सफलता मिली।

एत वारह वर्षों के समय में इस पद्धति में बहुत उप्रति हुई। बहुत न छात्र उन स्तर के चित्रकार हा गये। श्री कृपालसिंह रामनिवाम वर्मा, नवलगढ़ टिकाने व कुवर मधुसूदनसिंहकी गंगाप्रसाद गारदा मधुकरदयाल पारीक आदि के नाम विषय उन्माहलेखनीय हैं। श्री कृपालसिंह इस समय धान्तिनिकेवन कलाभवन में प्रोफेसर ह तथा इस वय दिल्ली में होन वाली अखिल भारतीय विद्यालय प्रदर्शनी में उनको पूर्वीय कला में प्रथम पुरस्कार मिला है तथा वे जापानी कला का अध्ययन करन के लिये टाकिया रायल कालिज आप आर्न में ज डी डी जात वाले हैं। श्री रामनिवाम वर्मा वनस्वली विद्यापीठ में आर्न डाइ रेक्टर ह। श्री गंगाप्रसाद व मधुकरदयाल पारीक का उदयपुर व स्वालयर आदि स्थाना स कई वार प्रथम पुरस्कार मिले हैं।

छात्र वच्चा में भी चित्रकला के प्रति रसि बढ़ी है। इनमें अमृतलाल चावठा विजयसिंह जगदीशचन्द्र धवन

राजेंद्रपाल चावला, मुभापनेठी, जगदीश सच्चदेवा, वादूचन्द व केसरदेव आदि खूब लगन से काम करते हैं। इनको विडला एज्यूकेशन ट्रस्ट की साथी संस्थाओं में बहुत बार पारितोषिक मिल चुके हैं। देश के बड़े बड़े नेता जय पिलानी पधारे तब इन बच्चों में उनके कई रेखा चित्र बनाये और उनसे हस्ताक्षर करवाये।

आर्ट क्लास से हर वर्ष कई छात्र ग्वालियर की इन्टर ट्राईंग में भी बैठते हैं। आज तक सभी उत्तीर्ण हुए

हैं और कइयों ने अध्यापन का कार्य भी आरम्भ कर दिया है। वर्ष भर में जो कार्य होता है उसकी एक प्रदर्शनी भी की जाती है, जिससे बच्चों में मौलिक चित्र बनाने की भावना पैदा होती है। इस वर्ष प्रधान मंत्री पं० जवाहरलाल जी नेहरू के पिलानी आगमन पर जो चित्र प्रदर्शनी हुई थी वह आज तक की हुई प्रदर्शनियों में से सबसे बड़ी थी। प्रधान मंत्री जी तथा अन्य सभी लोगो ने इस की सराहना की।

प्रदर्शनी भवन



Rural Education

THE Indian Village is the heart of the country and no attempt at uplift and reconstruction can touch even the outer fringe of the problem unless it bears upon life in villages. Pilani pulsating with progressive educational ideas and efforts could not afford to ignore the surrounding villages particularly when rank poverty, ignorance, superstition and shockingly low standards in all aspects of life were too patent to be missed. It was a great problem, a great opportunity for service and the Birla Education Trust ever eager to render service where it is due rose to the occasion to do its bit, and

as I look back over the last 15 years of rural education under the Trust I cannot help recording that it is a mighty bit that the Trust did, against odds that certainly would have baffled any other agency. There is no parallel in my knowledge of any private agency undertaking so colossal a task of educating such a large part of the population in such a backward and difficult country, and if the Trust is a household word today even in small hamlets there is a very good reason for it.

Before 1942 the bureaucratic regime in the Jaipur State dominated by die-hard British officials looked with sus-



A Typical Village School

picion on every effort of the Trust to extend educational facilities and opportunities to the public. They clearly did not wish people to be educated and placed arbitrary restrictions on all educational work. No primary school could be started in any village of the State and if after several representations a school was started the State would have a teacher employed on a salary a month should not only be a resident of the State but should obtain a certificate to that effect from a district magistrate. Too often his life was made miserable by local officials and the school died before it was born. But the Trust was in corrigibly public spirited and Pilani being a "frontier" town was situated on the boundaries of several States like Bikaner, Jind, Patiala, Nabha and the Panjab started quite a number of schools outside the Jaipur state but definitely in adjoining areas. The rural masses responded with enthusiasm and full co-operation and these schools flourished.

In early forties Sir Mirza Ismail took over the Department of Jaipur. He removed all restrictions with a strong hand and all the available opportunities to expand, create and extend educational effort to the best and utmost. There was a complete release and freedom and the Trust stretched its legs to stand to its full stature.

In 1942 I was placed in charge of the Department with a tall and urgent order to raise the number of schools to 400. Mr Birla wanted quick work, progress must be measured month by month even week by week and reports to be submitted regularly. His personal interest and enthusiasm as well as his financial resources. Half

a dozen supervisors were immediately appointed and asked to invade and conquer the countryside at their earliest. Schools were to be started in small and remote villages where benefits of education could never be expected to reach for several decades. The only condition was that there should be no school within a radius of 3 miles and the village should provide a house for the school and the teacher. Not only a bus office came into being but these couriers of education awakened the rural masses to a new consciousness of the meaning and value of life and progress and happiness. Soon villages formed committees whose members invaded the office with a request for a school, their rustic manner and speech with the ubiquitous Lathi, and above all their forthright way of pressing their demands, will ever live in my memory. Not seldom came the village headman imploring me with folded hands not to start a school in his village as educated people do mischief with simple folk in the village. Poor dear, he was trying to save his time honoured supremacy.

The supervisors worked with a will and honesty of purpose. Names of Messrs Nihal Singh Tavaak, Banwari Lal Sharma, Mahendra Sharma, Pratap Singh and Harswarup Sharma deserve special mention. Mr Mahabir Prasad in the office was a great help with his knowledge of the countryside.

In its peak period this department was running 396 schools with more than 500 teachers and 18000 pupils at an annual cost of 2 lakhs a year. These schools were supervised by 8 inspectors who had their offices at Delhi,

Khetri, Chirawa, Sikar, Mukandgarh, Reengus, Sanganer and Pilani. It was huge work directing and supervising their efforts. Monthly reports from schools and inspection reports from supervisors and inspecting staff of the thikanas and the states had to be carefully scrutinised. Almost endless correspondence was maintained and since salary was to be sent to a small village by money order and no money order could be sent for more than Rs. 30/- this office at one time used to send out more than 600 money orders every month. The post-office was a major headache. There were only a couple of clerks and the authorities had to be moved to provide more hands when this office was paying so much in money order commission. Government machinery is usually slow but it must be said to the credit of clerks in the local post office and this office that on the whole work went on fairly smoothly. Often money orders were delayed or returned unpaid and there was so much follow-up work, but it must be observed to the credit of both agencies that hardly one or two cases can be recalled of lost money orders in all these years when so large a number of them had to be sent every month.

Maintaining records of so many schools and teachers was no small affair and if all went well it was a case of where there is a will there is a way. Attention to organization and minute details saved time and energy later, and this was a great impetus to devise workable ways and methods. Forms and files became the order of the day and filled up most of our time. I was happy with my colleagues and what

little was achieved was clearly due to their efficient field work, genuine interest in education and full co-operation and loyalty.

Public co-operation was readily forthcoming in ample measure. Village committees collected large funds for building schools, organising tournaments, anniversaries and prize distribution ceremonies, and clamoured for my presence. Uptil now school buildings worth more than Rs. 4,20,000/- have been erected. All this was a great encouragement, so much so that the more we did the more we were expected to do by the public. But the whole programme had a drawback. Effort and enthusiasm on the part of public bodies and this department meant expansion and increase in educational facilities and equipment. Primary schools wanted to become lower middle schools and lower middle schools wanted to become middle schools. If we persuaded the people to send children to school they came in large numbers. This meant more staff, more equipment, and more supervision, and MORE MONEY. The Trust was already spending a huge sum on this department. Our annual grant was greater than that of any other institution under the Trust. There was no other alternative but to exploit public good will and enthusiasm and it must be said to the credit of some of our supervisors that they were never slow to do it. Travelling libraries of the Trust were converted into school libraries and some of them claim to have more than 1,500 volumes. Some schools had their own battery receivers and readers can visualise the great joy and astonishment of those

people, young and old who have seldom seen a railway train much less travelled in it. With gaping mouths they devour the news and at one place started a new movement. Poverty and dirtiness had killed the human spirit too much and the people were in a state of depression and ennui and this was the state of most of the Rajasthani villages. Will they ever be awakened by the name of

the common extra-curricular activities in such schools usually have been organized by the teachers at several places and the Ramayana was recited. After the declaration of Independence and Gandhiji's call for the way of patriotism spread over the whole country. We have seen the impact of Gandhiji's post-prayer speeches to most of our schools and these were regularly read at school and village gatherings. Gandhiji's Bhajans, nature cure pamphlets, Premchand's stories, Gita Pravachan and so on were most popular in the growing schools. The Trust which the Government had set up to teach in the villages also supplied the books to every school.

There were some 50 circulating libraries each having more than 150 books on fiction, gardening, social reform, health, sanitation. These moved from school to school and were avidly read by teachers, pupils and people in the village. There are 20 middle schools and each can boast of a collection of books ranging from 50 to 1000, and every year new books were made.

The schools are a centre of social education. Not only does the teacher discuss questions relating to the life of villagers but also recited Katha to the villagers on religious occasions. Inter-school tournaments are common.

A word must be said about our teachers. A large majority of them worked with zeal and earnestness helping pupils to higher standards. A very common feature of our schools is that teachers in primary schools are ever eager to teach pupils of higher classes and enrolled them without any prospect of material gain. Most of them have become important members of the village community and help to mould its social, religious and economic life.

One question has been persistently asked why I did not try any new experiment in curriculum. Numerous friends among educationists who heard of this large scale enterprise in rural education repeatedly requested for detailed schemes and reports of our work. Some of them threatened to come to Pilani and stay here for a couple of weeks, others did actually carry out the threat. Except that they saw a new and magnified backwardness in Rajasthan villages and a fund of keen if not a little pathetic enthusiasm on the part of our teachers to struggle with the great problem, they were visibly disappointed. "No new methods, curriculum or programme. All time honoured rut." I had to smile acquiescence. It may have been a loss to the spirit of educational experiment which urgently needs cultivation in our country but it was a great gain to the

people whom we were called upon to serve. My long experience of educational effort has convinced me that old methods and curricula must be reconstructed and that idealism must be encouraged among those whose good fortune it is to supervise, direct and control schooling but their feet must be firmly planted on the hard ground. Let not the steed starve while the grass grows, let not public education be neglected in any way till new ways and means are formulated. As I look back on work in our village

Statement of Schools under Rural Education Department from January 1936 to January 1950.

Years			No. of Schools	No. of Teachers	No. of Students
January	1936	21	23	729
„	1937	33	39	1205
„	1938	93	117	3669
„	1939	124	171	5338
„	1940	130	181	5660
„	1941	144	223	6967
„	1942	155	204	6549
„	1943	287	328	10034
„	1944	337	409	12816
„	1945	395	481	15063
„	1946	318	417	12954
„	1947	268	378	11870
„	1948	293	343	10486
„	1949	223	358	11215
„	1950	163	268	8389

Average attendance which ranges about 80% rose to 84% in the year 1944 and in 1948 it touched the peak at 90%.

schools I have no qualms that I followed the traditional ways. War was in full swing, qualified teachers were not available, the public wanted schools urgently, even books, maps, furniture, chalk and writing material were in short supply. I cannot forget what hectic efforts I had to make to secure supplies of paper for our minimum requirements in the office. Under these circumstances to have embarked on any ambitious plan of curriculum making would have spelt disaster to our humble work. A number of times refresher courses were organised during the vacation and they were very successful mostly because enthusiasm for teaching is still very great among the younger generation and colleagues in the college were too ready to help. But even these could not be repeated often. Arranging for the board of 100 teachers for a month was a problem

due to rationing apart from the rising cost of it.

With the dawn of independence and popular ministries in full control of public affairs the Trust is justified in expecting the State to assume full responsibility for public education particularly at the primary stage. Provincial governments are therefore being approached to take over all Trust schools in villages and it is very gratifying to report that PEPSU has responded very promptly. It is hoped that the Rajasthan Government will also do the same.

Work in the rural education office has not been without its humorous side. After a refresher course a teacher wrote back "My health is going from bad to worse. Please send one seer of soyabean." Another wired "Wife died send substitute leaving today."

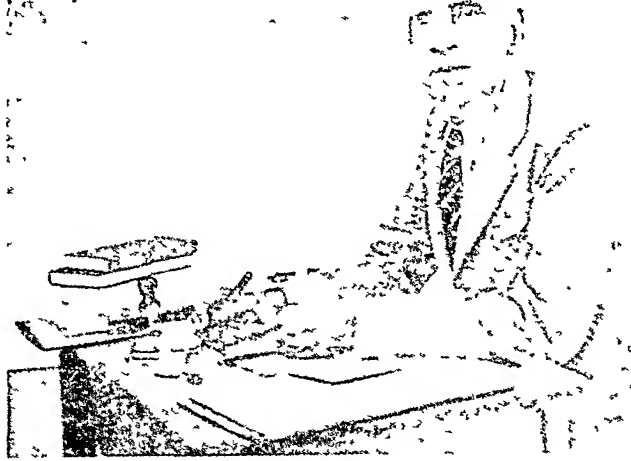
Birla Vishvakarma Mahavidyalya

THE Birla Vishvakarma Mahavidyalaya, which is an Engineering College affiliated to the University of Bombay, provides instruction for the Degree and Diploma Courses in Civil, Mechanical and Electrical Engineering. It is sponsored by the Charutar Vidya Mandal in cooperation with the Birla Education Trust which has spent Rs. 25 lacs towards the cost of buildings and equipment for the College.

The College is located a few miles away from Anand at Vallabh Vidyanagar which is an educational colony in a rural setting. The Institution started functioning in 1948 and the opening ceremony was an historic occasion when His Excellency Earl Mountbatten of Burma performed the formal inauguration on the 14th June 1948.

The College forms a very important unit of a novel and comprehensive

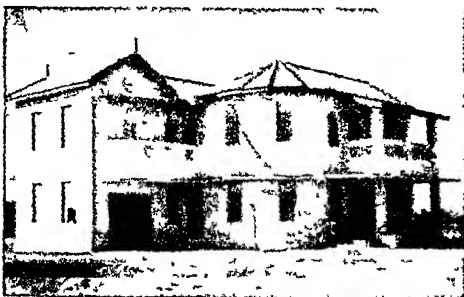
scheme of rural uplift and development The Honourable Sardar Vallabhbhai Patel, Deputy Prime Minister of India, had for a long time cherished a desire that some scheme embracing all-round rural uplift should be launched in the midst of villages with a view to raising the social, economic and cultural level of our villages to a standard comparable with that of any civilised country in the world. The pioneers of the scheme—Messrs. B.D. Patel and B.K. Patel—thought out and carefully prepared a plan which tackled the problem of villages from two directions. For economic and social uplift, it was proposed to render direct service to villages by tackling problems of water supply, sanitation, provision of cheap power for developing small cottage industries in rural areas; while for educational and cultural uplift, it was proposed that colleges for higher education in all branches of knowledge be established in the midst of villages. For the first objective, a co-operative society called the Charotar Gramodddhar Sahakari Mandal was established, which runs an upto-date workshop producing articles of household and



Principal

agricultural requirements, saw-mills and furniture shops, a big foundry, a spun pipe factory which supplies pipes for water supply and irrigation purposes and a cement tile factory. For the second objective, another body known as the Charutar Vidya Mandal was formed which runs a first grade Arts and Science College—the Vithalbhai Patel Mahavidyalaya, and the Engineering College which is known as the Birla Vishvakarma Mahavidyalaya. A Commerce College is being started in June 1951 and thereafter it is hoped to establish a good Medical College in the educational colony.

The entire scheme was carefully studied by Sardar Vallabhbhai Patel, who felt that it would serve the needs



Principal's Lodge



College Building

of our villages adequately. And before it was launched it was placed before Mahatma Gandhi who blessed it.

His Excellency Lord Mountbatten in his inaugural address remarked that the most interesting part that I have seen here is the concept of a reformed village around a township educational establishment for which the Birla Education Trust has made such generous provision. Arising out of this whole concept comes the idea of a complete rural university and as we all know, the establishment of a Rural University in Gujarat was one of Gandhiji's chief desires. He saw clearly that the different outlook between town and country postulated different methods in education. For example town life with its large industries and mass production methods demands very different treatment from the rural areas where cottage and small scale industries are far more suited. Town and country also require different applications of science in its many aspects. These words of Lord Mountbatten are likely to prove prophetic. Very soon it is hoped that the educational institutions at Vallabhi Vidyapeeth will form the first rural university of its kind in this country.

The number of admissions permitted to the Birla Vishvakarma Mahavidyalaya by the Bombay University is 150 for Civil and 50 for Mechanical and Electrical Degree courses. The number of the Degree courses is prescribed by the Bombay University. The minimum qualification for admission to the Degree

courses is the Inter Science of Bombay University with Physics, Chemistry and Mathematics or its equivalent from another University recognised by the Bombay University. There is tremendous rush for admission to the College and students who get less than 50 per cent marks at the Inter Science examination have very little chance of being admitted.

The College also runs three year Diploma courses in Civil, Mechanical and Electrical Engineering. The minimum standard for admission to these courses is the certificate of the Secondary School Certificate examination Board of the Bombay State or its equivalent. The courses are approved by Government of Bombay and students who qualify will receive Government Diplomas.

The tuition fees are Rs 250 - per term for Degree students and Rs 100/- per term for Diploma students.

The College encourages a number of extra curricular activities. Apart from sports, there is a very active Literary and Debating Society, a Dramatic Society and a popular Cine-club which exhibits good films providing instruction as well as entertainment. The College publishes a good Annual which is called the "Vishvakarma".

Mr S B Junnarkar, MBE, B.A., B.Sc (Eng) London, who was the Principal of NED Engineering College Karachi, for a number of years, is the Principal of the College, assisted by an able staff of 36 teachers.

S B J.

पिलानी के चारों ओर ग्राम शिक्षा की वृद्धि

ग्राम ही इस देश का हृदय है यदि ऐसा कहें तो अत्युक्ति न होगी। जिस देश के सात लाख गांवों में शिक्षा का अक्षम्य अभाव हो उसके भविष्य की सहाज ही कल्पना की जा सकती है। इसलिये आज देश के दूरदर्शी, विद्वान गांवों की ओर लौटने की सलाह दे रहे हैं और यदि सच पूछा जाय तो ग्रामोद्धार हुए बिना इस देश का उत्थान नहीं हो सकता और यह तभी सम्भव है जब शिक्षा सूर्य की किरण देश की झोंपड़ी झोंपड़ी में पहुंच सके जिससे निरक्षरता का अंधकार दूर हो और देश में सच्ची सभ्यता और संस्कृति का विकास हो।

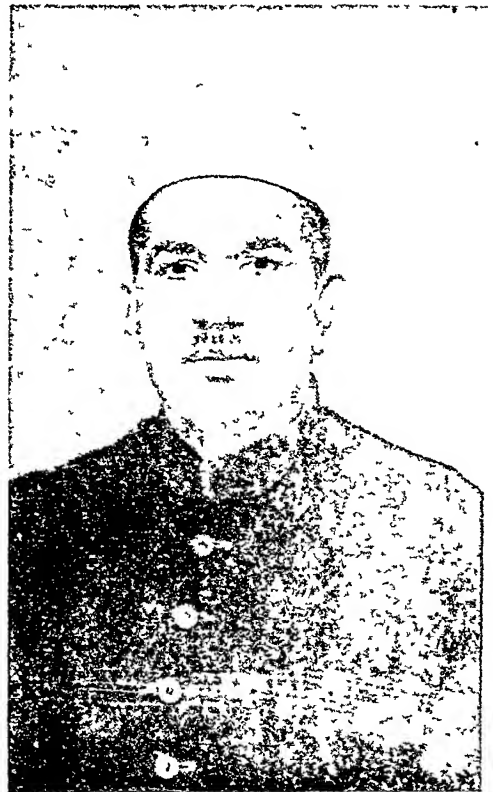
नीचे लिखे निरक्षरता के आंकड़ों से ज्ञात होता है कि भारत संसार के अन्य देशों की अपेक्षा माक्षरता में कहां आता है।

डेनमार्क ०.१%, स्वेडन ०.२%, इंग्लैंड तथा बेल्स .०३%, स्काटलैंड .०३%, जापान .०५%, अमरीका ४.३%, कनाडा ५.१%, वेलजियम ७.५%, फ्रांस ८.२%, पोलैंड ३२.८%, रूस ४३.३%, मैक्सिको ६२.२%, दक्षिणी अमरीका ९०.३%, भारत ९०.५%, मिश्र ९२%।

१९३७ ई० में भारत में कुल स्कूलों की संख्या इस प्रकार थी :—

हाई स्कूल	अंग्रेजी मिडिल स्कूल
३,२४२	४,१२३
वर्नाकुलर मि० स्कूल	प्राइमरी स्कूल
५,६०९	१,६४,८९४
	कुल
	१,७७,७६८

इनमें से अधिकांश हाई स्कूल व बहुत से मिडिल स्कूल तो कसबों व नगरों में थे। इस प्रकार ५ लाख से अधिक ग्रामों में शिक्षा का कोई माधन नहीं था।



श्री निहालसिंह तक्षक, भूतपूर्व शिक्षा मंत्री, पेशवा

राजस्थान भारत के अन्य प्रांतों की अपेक्षा साक्षरता में और भी पिछड़ा हुआ था। शेखावाटी निजामत में तो प्रत्येक १७ पुरुषों में १६ तथा प्रत्येक ३२५ स्त्रियों में ३२४ अनपढ़ थे।

ऐसी अवस्था थी देश की साक्षरता की जब १९३२ ई० में विरला एज्युकेशन ट्रस्ट ने ग्रामीण शिक्षा की आवश्यकता को अनुभव किया और पिलानी के आसपास ग्राम पाठशालाएं आरम्भ कीं। १९३३-३४ में १३ ग्राम पाठशालाएं खोली गईं और २५८२ रु० खर्च किया।

१९३६ ई० में पाठशाळा था का चला २० वीं जनरि ट्रस्ट न जयपुर राज्य म गहर नो घडामी दगी राख्या म ल्या गिावा उडा जभाव था ग्राम्य पाठशाळा ध्यात नो निम्नव किया । ट्रस्ट व गार व म परत ग्राम शिक्षा विभाग की स्थापना का अम ध्यात गारज व पुगन छात्र धी नह गेव तक म पाठशाळा की देखरेख म गिा उद्देश्य ० ६ ई० म निरीक्षक नियुक्त किया गया । २०० ग्राम्य पाठशाळाए चालन का योजना बनाई गई और गिलाना के पडोस म वाकानर जार व परियाला के राज्या में भी पाठ शाळा म्वाठी गई । १९३७ म पाठशाळा की मर्या १०० हागइओर यह मर्या प्रति माम बढ़ती ही गठ और छात्र व छात्राओं की मर्या ५०० म जरिफ लान मर् । दग क जिम भूभाग में निरक्षरता का गइ था वहा त्रिडला एज्यूकेशन ट्रस्ट ने यह ग्राम्य पाठशाळाए खाल कर जकिया के अवकार में प्रकाश फंलाया जिसकी किरण केन्द्र भारत में ही नहीं विदेशा तक पहुची और Times Educational Supplement ने भी इस जनहित मवा कार्य की मूरि मूरि प्रशंसा की ।

१३ दिसम्बर / ई० जे० सी० कुमारप्पा न शकतम पाठ शाळा के संव २० ग्राम पाठशाळाओं का । कया कानता पढाई का एक अम बना लिया गया था । दगी खेत स्वाउटिंग, कविग भी चालू कर दिय गये थे । रात्रि पाठशाळा द्वारा प्राड शिक्षा दी जाती था और कुछ पाठशाळा म फरदार वृक्ष भी लगाए गये । १९३८ ई० में ट्रस्ट के आधीन भिन्न भिन्न राज्या में २२८ ग्राम्य पाठ शाळाए इस प्रकार थी जयपुर राज्य म ७०, बीकानेर में २४, जींद म ३० परियाला में ५ जायपुर म २, मत्तानी में । इसी वर्ष २५ केन्द्रो म पुस्तकालय खोले गये । साधारण तथा सत्रामक रोगा क लिय पाठशाळा द्वारा औषधि वितरण करने का प्रबन्ध भी किया गया ।

ग्राम पाठशाळाओं को ड्रिल, ध्यायाम, स्वाउटिंग, गित्यकला धार्मिक शिक्षा तथा ग्राम-मवा की शिक्षा देन के लिये समय समय पर Refresher Course दिये जाने की योजना की गई । प्रतिवर्ष कुछ बाल के लिये अध्यापक शिक्षण के लिये विज्ञानी बुलाए जाते थे । बहुत सी पाठशाळाओं में छात्र न कक्षाओं में बैठने के लिये दरिया बनाया और पनाई का काम नियमानुसार होने लगा । कुछ पाठशाळाओं में बगीचे भी लगा लिये । प्रत्येक पाठशाळा में एक साप्ताहिक पत्र मगवाया जाने लगा । अध्यापक ग्राम वाता को समाचार सुनाने थे । ७ पाठशाळाओं में, जहा मौसम म शिक्षित दम्पति मिठ गये, महू शिक्षा चालू की गई । अध्यापक ग्राम कामियों के विद्वाम-पात्र बन गये और त्रिडला ग्राम पाठशाळाओं को ग्राम सुधार कार्य के लिये केन्द्र बनाया गया । स्कूलों के खुलने से ग्रामा म कुछ जीवन आ गया और ग्रामासा मावेंजितक कार्यों म भाग लेने लग गये । बहुत से ग्रामा म ग्रामवासियों ने चला एकत्रित करके स्कूलों के लिय अच्छे मकान बनवा लिये ।

१९३८-६० ई० में ४९ रात्रि पाठशाळाओं म अध्यापका द्वारा लगभग २००० प्रोडा को माक्षर किया गया । घूमत पुस्तकालया की मर्या म वृद्धि की गई । घरेलू दम्नकारी का पुनर्जीवन करने के लिए उचित व्यान दिया गया । ३७ स्कूलों म बगीचे लगाए गए और ०३ ग्रामा म अध्यापका द्वारा प्रात्माहन दिलाने पर ग्रामवासियों ने फालतू पानी म सब्जी उगाने का प्रयत्न किया ।

जब तर मिर्जा इमरईठ जयपुर राज्य के प्रधान मंत्री बने तो उनके आग्रह पर त्रिडला एज्यूकेशन ट्रस्ट ने जयपुर राज्य म ५०० ग्राम पाठशाळाए खालन की योजना बनाई जिसने फलम्बरूप तील मीर के भीतर पाठशाळा चालू हो सकी । सब पाठशाळाओं की देखरेख के लिये चिडावा, सीकर, रोंगम, खेतडी व सागानर केंद्रों में सुपरवाइजर नियुक्त किए गए । हिन्दू (आर्य) धर्म

सेवा संघ की प्रेरणा से ५० स्कूल उत्तर प्रदेश, अजमेर आदि क्षेत्रों में भी हिन्दी प्रचार के लिए खोले गए जिनके लिए शाहदरा (देहली) में केन्द्रकार्यालय स्थापित किया गया ।

विडला ग्राम पाठशालाओं की कुछ अपनी विशेषतायें हैं । प्रत्येक पाठशाला में पढ़ाई आरम्भ होने से पूर्व प्रार्थना कहलवाई जाती है । नई तालीम का कुछ अंश भी चालू किया गया है । प्रत्येक छात्र के लिए शिल्प-कला का एक घंटा करना अनिवार्य है । छात्र तकलियों पर सूत कातते हैं, निवार बुनते हैं तथा अपने बैठने के लिए दरियां बनाते हैं । पढ़ाई के पश्चात् सभी छात्रों को १ घंटा खिलाया जाता है । देशी खेल अधिक खिलाए जाते हैं । ड्रिल और स्काउटिंग भी करवाई जाती है । सप्ताह में एक घंटा धार्मिक शिक्षा के लिए नियत किया गया है । प्रत्येक शनिवार को बाल सभा करवाई जाती है जिसमें छात्र कहानी, कविता, भजन आदि सुनाते हैं तथा छोटे छोटे विषयों पर वाद विवाद होता है । कभी कभी बाल सभा गांव में करवाई जाती है जिससे ग्रामीण जनता भी लाभ उठाती है । छात्र अन्वयाक्षरी भी करते हैं । अध्यापक ग्राम वासियों को विद्या प्रचार, समाज सुधार, ग्राम सुधार आदि विषयों पर व्याख्यान देता है और गीता, रामायण, महाभारत या अन्य किसी धार्मिक पुस्तक से पाठ करता है ।

छात्रों के स्वास्थ्य तथा स्वच्छता पर विशेष ध्यान दिया जाता है । प्रार्थना के पश्चात् छात्रों की सफाई देखी जाती है । रविवार की छुट्टी के पश्चात् सोमवार को सफाई देखने पर विशेष ध्यान दिया जाता है । छात्रों को त्यौहारों का महत्त्व बतलाया जाता है । कई पाठशालाओं में त्यौहार भी मनाए जाते हैं । पाठशालाओं में ग्राम सुधार का रचनात्मक कार्य भी करवाया गया है । मकानों की दीवारों पर शिक्षाप्रद वाक्य लिखे गए हैं । 'देहात की काया पलट' पुस्तक सुनाई जाती है । कूड़ा करकट दूर डालने, खाद के गह्वे खुदवाने का काम किया गया है । कुछ स्थानों पर रविवार

को अध्यापक तथा छात्र गांव की गलियों की सफाई भी करते हैं । दीवाली से होली तक अध्यापक सेवाभाव से रात्रि पाठशालाओं में प्रीड़ों को साक्षर करते हैं । तेल व लालटेन ट्रस्ट की ओर से दी जाती हैं । कुछ पाठशालाओं में बगीचे लगाए गए हैं जिनमें शीघम, नीम, बड़, पीपल आदि के पेड़ लगाए गए हैं । सब्जी व फूलों की ब्यारियां बोई जाती हैं ।

भारत कृषि प्रधान देश है । इसकी अधिकांश जनता इसके ७ लाख गांव में बसती है । ग्रामवासियों की कुछ आम बुराईयां—अस्वास्थ्य, गरीबी, अज्ञानता, अंधविश्वास कम उपजाऊ कृषि, घटिया पशु, निकम्मी गृहस्थी, सुविधाओं का अभाव और फालतू समय का दुर्हयोग करना हैं जो हमारे देश को जड़मूल से खा रही हैं । भारत के जन समूह की दशा को सुधारने का कोई प्रयत्न करना इसके ग्रामवासियों को उन्नत करना है । ग्रामवासियों को ऐसी शिक्षा देनी चाहिए जो अपने देश में काया पलट लर दे । हमें अच्छी सामाजिक आदतें व प्रवृत्तियां बनानी हैं । ट्रस्ट न अपनी पाठशालाओं के सामने जो दोहरा कार्यक्रम साक्षरता फैलाने तथा पाठशालाओं को ग्राम सुधार का केन्द्र बनाने का रखा था उससे उजड़ व भुलाए हुए देहात में प्रसन्नता लाने में ठोस सहायता मिली है । ट्रस्ट द्वारा स्थापित पाठशालाओं ने केवल पढ़ाना ही नहीं सिखाया है बल्कि पीलानी के चारों ओर ग्रामों में पढ़ने के लिए रुचि भी पैदा कर दी है । इस सब का श्रेय विडला एज्युकेशन ट्रस्ट के संस्थापकों, विडला बन्धुओं और इस ग्राम शिक्षा योजना की 'आत्मा' श्री शुक्रदेव जी पांडे, मंत्री विडला शिक्षा निधि को है जिन्होंने देश के सामने इतना बड़ा आदर्श कार्य करके पथप्रदर्शन किया । अब स्वराज्य प्राप्ति के पश्चात् सभी राज्यों को प्राथमिक शिक्षा का भार अपने ऊपर ले लेना चाहिए जिससे ट्रस्ट अपनी सेवाएं दूसरे क्षेत्र में देश की आवश्यकतानुसार योग्य नागरिक तैयार करने में अर्पित कर सकें ।

—निहालसिंह तक्षक

BIRLA VIDYAMANDIR, NAINI TAL,

Brief History

The Birla Vidyamandir Naini Tal, was started in July 1947 almost exactly a month before India attained her independence. The Birla Education Trust had acquired the well known Landsmith estate which had been the seat of progressive schools for European children for more than half a century. It was felt that the site so bounteously endowed by Nature, so rich with memories of the past, so healthy and salubrious, was ideally suited for the establishment of an Indian Public School for imparting

education to Indian boys and developing in them qualities of intellect and character which would fit them, when they grew up, for officering the administrative services and directing the industrial and business enterprises of the country which was then in the throes of a new birth. Lt Commander S D Pande, the Secretary of the Trust, set about the task, in May 1947, of giving shape to the idea and with his characteristic thoroughness and his capacity for taking infinite pains, he had done most of the spade work by the first week of July. His efforts were considerably quickened by the

active support and advice of important public men and educationists of the Uttar Pradesh, pre eminently Shri G B Pant, the Chief Minister, and Shri Sapurnanandji, the Education Minister of the State. A powerful Governing Body was formed with the Hon'ble Shri G B Pant as the President. The school actually opened on 17th



*Lady Mountbatten and
Pt. Nehru visit the
Mandir*

July 1947. It grew rapidly into a full-fledged Public School and by the end of the first year of its work, all accommodation in its Boarding-Houses had been taken up and a long waiting-list opened for entrants keen on seeking admission to its portals when a vacancy should occur.

An Educational Community:

In common with the schools of the type to which it belongs the Vidya-mandir is an educational community inspired by a high sense of purpose in the education it offers. It is a self-contained colony, with the staff and students living on the estate, enjoying all the facilities and amenities of modern life. The boys reside in two large and spacious hostels, the Ashok Bhavan and the Vijay Bhavan. They live there in what is known as the Niwas System, with a Niwas Master in charge of about twenty-five boys each, and with matrons looking after the smaller children. The Niwas Masters, who are all highly qualified and experienced teachers, stand in loco parentis to the boys; and, as they live with them, they are their constant guides, philosophers and friends. The Boarding Houses have large living rooms, common-rooms, change-rooms, and separate sick-rooms where a fully qualified and trained nurse looks after the boys in their occasional illnesses. The School has its own Medical Officer who visits it daily. Near the main hostel is a big dining hall to which boys repair four times a day for nutritious, balanced meals served both in Indian and European styles. A whole-time House-keeper looks after the proper cooking of meals. A large gymnasium in the charge of a qualified

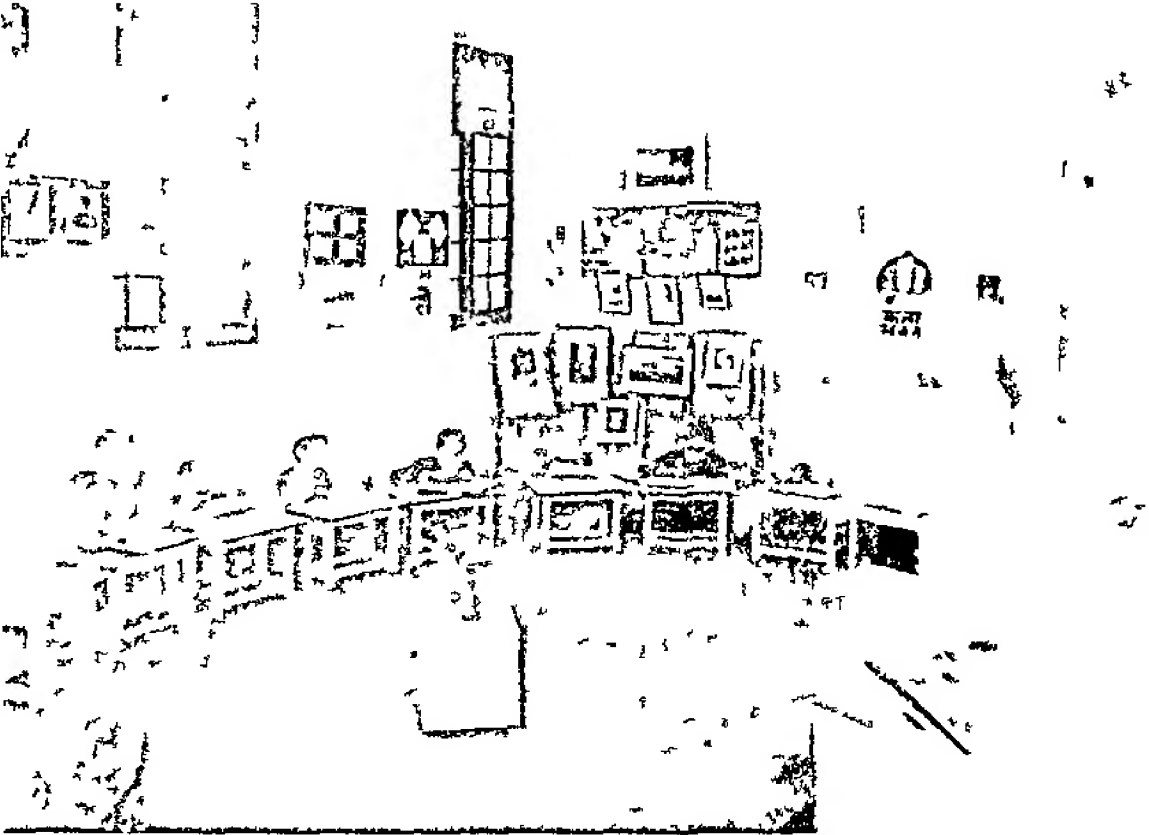


H.E. Smti Naidu at the Mandir

Director of Physical Education, is equipped to provide for the physical training and development of the boys, while four big fields are kept in trim for their games and sports. Education in the school is imparted in two buildings comprising the Senior and the Junior schools, with the Vice-Principal looking after the first and the Headmaster after the second. The office and the accounts section are in the charge of the Bursar. The Library is under an experienced Librarian and has already over six thousand volumes on its shelves. The school follows a routine of closely co-related and carefully supervised activities from early morning to late evening.

Work and Academic Activities:

The institution is recognised by the U.P. Board of Education for the



Art Section of the Girls' Vidyalaya

High School and Intermediate examinations in all subjects. It has already sent up two batches for each of these examinations where its boys have obtained very good results. In the H. I. School it has both the Science and the Literary groups and in the Intermediate the Commerce and the Science groups. It has well equipped Physics, Chemistry and Biology laboratories and large arts and crafts rooms where full facilities exist for learning painting and sculpture, carpentry and metal work. A trained music master teaches music, conducts the assemblies and prepares boys for dramatic performances. A high standard of academic work is maintained and a close check kept on the progress of the boys.

Play and Physical Activities

Cricket, hockey and football are the most popular games among the boys. The Seniors also play Tennis and Badminton. Indian games are equally popular but most of their devotees come from among the Juniors. Physical training is compulsory for all boys and they have it daily before breakfast. They receive practice in defensive arts like boxing and lathi play in the evening. The boys have also taken full advantage of a small swimming pool up on the hill top and of an expert swimming master to become excellent swimmers. The interest has culminated in the organization by the school of an All U.P. Aquatic Meet which was held in June.

1950 under the distinguished patronage of the Governor and the Chief Minister of the State. Teams from all over the Province and some of the Public Schools participated. Riding and roller-skating are other pastimes in which most boys are interested and which they learn under proper guidance. Military training according to the Government scheme is imparted to the boys in the Intermediate classes.

Hobbies and Extra-Curricular Activities:

The extra-curricular activities of the school are organised by its various student office-bearers and co-ordinated by the Vice-Principal. Besides the Swimming and the Riding clubs, there are the Dramatic Society, the Collectors' club, the Science Association, the English Association, and the Hindi Parishad. The Students' Union is an active, live body arranging literary functions and celebrating the 'Jayantis' of India's great men. Among the learned speakers who have addressed these student organisations may be mentioned Dr. A.N. Singh, Dean of Faculty of Science, Lucknow University, Dr. N.R. Dhar, Head of the Department of Economics, Allahabad University, and Shri Rahul Sankritayan, the well-known author and thinker.

Distinguished Visitors:

The institution has been fortunate



*Principal Pearce, Mrs.
Naidu and
Sri S.D. Pande*

in attracting a number of distinguished visitors. Pt. Jawahar Lal Nehru, India's Prime-Minister, paid it an hour's visit in June 1948 along with Lady Mountbatten. A week before his visit, late Shrimati Sarojini Naidu, the then Governor of U.P., had presided over its Foundation Week Celebrations. Shri H.P. Mody, the present Governor of the State, has visited the institution twice and presided over its Foundation Celebrations. The Chief Minister of the State, Shri G.B. Pant, has paid it a number of visits. Hon'ble Shri Rafi Ahmed Kidwai came to it in June 1949, while Hon'ble Shri Sampurnanand has paid it two visits at one of which he opened the Vidyamandir Educational Exhibition. This year the opening of the Exhibition was performed by Dr. Amar Natha Jha,



A Middle Eastern

democratic process. They have at the same time to develop a broad international outlook. They have to fit themselves for leadership by the pursuit of a high intellectual ideal by developing qualities of personal integrity and self-discipline and by learning to be regardful not only of the things of the body but also of the mind and the spirit. The Birla Vidyamandir has kept before itself these high hopes and ideals and its attempt is to work out methods of their attainment.

H R Kewalramani

111 Sri Bala Vidyamandir



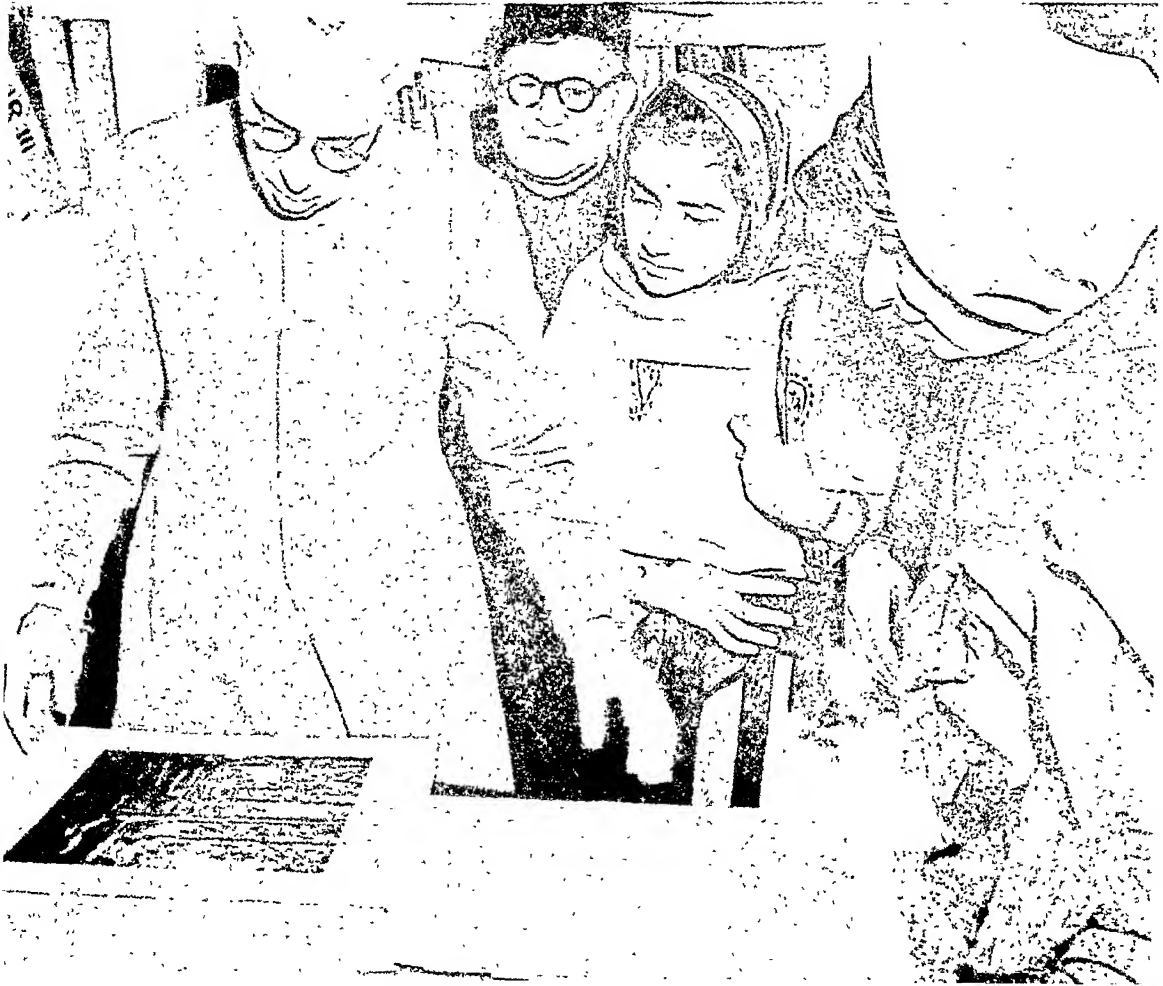
BIRLA CENTRAL LIBRARY

THE metamorphosis of a tiny private Pathshala into that of the University town of the stature and magnitude of the Birla Vidya Veehar is the romantic history of the Birla Education Trust, of which the Birla Central Library forms an integral part. Having grown out of a small school library it today stands as one of the biggest libraries in the Rajasthan. On account of the

richness of its contents and wide range of selection in various sections the Birla Central Library has become the pivot of the activities and glories of the Birla Education Trust.

Both the Trust and the Library owe their existence to the munificence of the Birla family. It is indeed their money and their unflinching faith in the institution of education which has made Pilani, in the words of Lady

The Prime Minister in the Library





Lord Venkateswara

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H R Kewalramani

Top view of the Birla Vidyamandir



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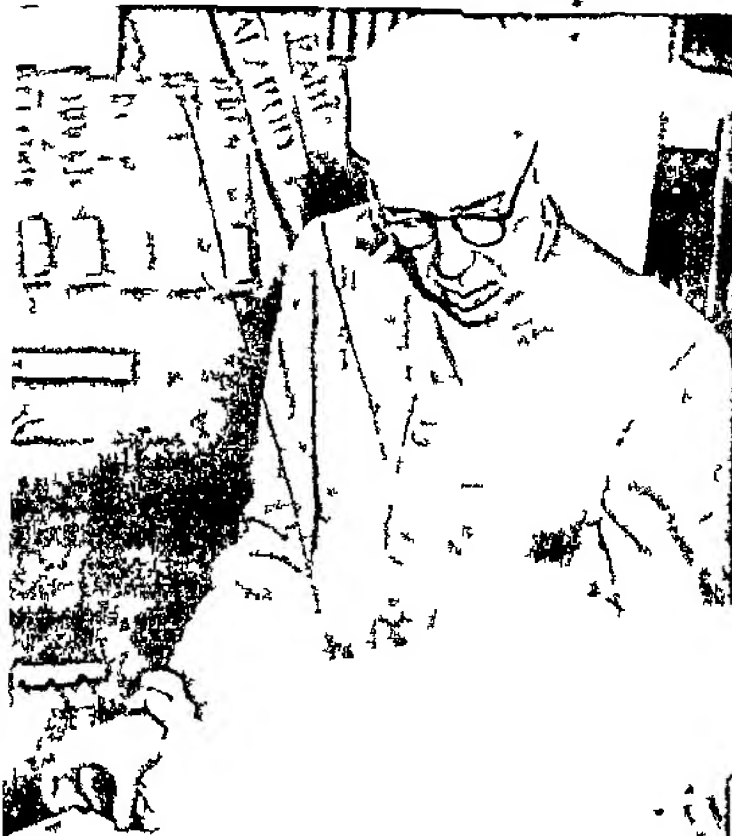
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The Prime Minister in the Library



Nye the wife of British High Commissioner in India a paradise in desert Miles away from the nearest Railway station Pilani truly is a paradise with its gigantic buildings studded with all the amenities of life But the growth of the Trust as also that of



the Library is a personal tribute to the indefatigable Secretary of the Trust Lt Com S D Pande It is verily his interest planning and unremitting endeavours that have been responsible to bring the Trust and Library to its present prestige and stature

Scope of Activities

The Library with its rich stock of well nigh 40 000 volumes serves the public of Pilani in general and the various institutions run by the Trust in particular It has set before itself the highest ideals and aims in moulding the human mind with a view to advancing the community It serves intellectually socially spiritually and culturally It exists mainly to make three rupees as

The Laxmi Mansarupri some very appreciable moment in Library looks by the same way

the real foundation of all education. The intelligentsia of the townlet draws its inspiration from the Library, while the students find it the very haven of their quest for KNOWLEDGE.

The library is classified on Dewey Decimal system with a few modifications so far as the Oriental languages and Law is concerned. Card catalogue is maintained both in classified and dictionary form. Steps are also being taken to have the catalogue printed and keep it upto-date by issuing periodical lists of new additions.

For the benefit of the readers the library has been divided into various seminars where open access is given to senior students. Periodicals section

of the library houses our entire collection of periodicals, both current and old files. Readers are encouraged to make free use of this rich collection and be benefited by it in their research work.

The sets of encyclopaedias, reference material and rare and out of print books and reports are kept in a separate section where seats have been provided for the readers to consult their references in a quiet and peaceful atmosphere.

Budget. Knowing as they do the great importance of a library in any educational institution the Trust is much too liberal in allocating the Budget to the Library. During the



A view of the Library Hall

last financial year more than 3000 volumes were added to the library at a cost of over Rs 36 000/ while another sum of about Rs 8 000/ was spent on journals To spend Rs 44 000 or more on books and journals is indeed a fairly decent sum for any library in the world

Besides this there is the expenditure on finding furniture library requisites electricity and salaries of the staff which takes the budget to touch the figure Rs 60 000 P A

Journals The library has a rich collection of about 3000 bound volumes of periodicals and journals and

subscribes to over a hundred journals annually on scientific technical and other subjects of general interest In addition it gets regularly about 50 periodicals from Sree G D Birla

Special Collections Whereas in Europe war spelled ruin to many a library it proved a boon in disguise to the Birla Central Library The threat of an attack on Calcutta by the Japanese in 1942 made the Birla family to make over to the Library their rich collection of over 2000 volumes comprising some very valuable and rare books and journals including complete set of bound volumes of



Another view at the Library

'Capital'. A collection of over 2000 rare and out of print reports is yet another gift of Mr. G.D. Birla to the library.

The personal library of Mr. N.C. Mehta is another valuable gift that the library received through the good offices of its patron Mr. G.D. Birla. The collection is indeed very rare and is of immense value to the students of History and Art.

Pandit Ram Kumar presented to the library a complete set of Trivandrum Sanskrit Series. It is a rare set and is of great interest to the Sanskrit scholars.

Recently Principal Schroff donated to the library about 500 volumes of his collection on Pharmaceutics. The collection contains some very rare volumes and will prove of great value to the students of Pharmacy.

Manuscripts & Rare Books. The library possesses a number of rare books but is particularly proud of its collection of Rajasthani manuscripts. Mr. G.D. Birla has set apart a special fund for the acquisition of Rajasthani Manuscripts and through the efforts of experts the library continues to enrich its collection.

Library Hours Staff. The library remains open from 8 A.M. to 6 P.M. and the staff works in two shifts. Besides the Librarian, the library has three trained hands, one clerk, 4 booklifters, 2 janitors and one peon. With the increasing demand in the library service a further extension of library hours is being considered seriously.

Talking about the staff a word about our Assistant Librarian, Mr. Shadilal and our Head Bearer Hari Ram, will not be out of place here. Both these gentlemen have served the library for the past two decades or more and have literally nursed it with their sweat to attain its present stature.

Mr. Shadilal through his lovable personality, helpful nature and spirit of service has become an institution by himself. He is indeed a great asset to the library.

New Building. The present building built about a decade back has proved much too small for the rapidly growing library. In spite of the library having acquired three adjacent rooms we still feel congested and wanting in space. A new palatial library building along with the buildings of the Birla Engineering College, Birla Science College and Birla Arts and Commerce College, is under construction. The building has been planned to accommodate about a million volumes and 300 readers at a time. It will have a separate periodicals section which will house about 20,000 periodicals and will provide reading space to about a hundred readers. The new building is expected to be ready for occupation in about a year's time. Designed by the well-known Architect Mr. Wood the new building is planned to offer all the modern amenities in the library.

V.P. Verma

THE BIRLA BALIKA VIDYAPEETH

EVEN as 'accidents of personality play a great role in history, accidents of events play a great part in moulding the lives and shaping the destinies of each one of us. The history of the world it is said would have been different if Cleopatra's nose was half an inch longer and for some trifle the course of each one of our lives would have run in different channels.

Prof S Radhakrishnan presided over

the Birla College day celebration held in March 1941 and had a look round Pilani and the educational institutions here. With unerring vision he saw the immense potentialities and possibilities of the place. Shri Birlaji to accelerate the sluggish pace of girls education in Pilani had just then opened a new Girls High School well planned and laid out with every provision for future expansion. He requested Prof Radhakrishnan to

The Princi Master receiving a presentation from the Principl



recommend to him an efficient lady to take charge of the new Institution. Sri Radhakrishnan on his return to Calcutta asked me to take up the job assuring me that it was a place with a future with one of the soundest trusts behind it and above all had at its helm a man who was devoted to the cause of education and would work miracles there in Pilani

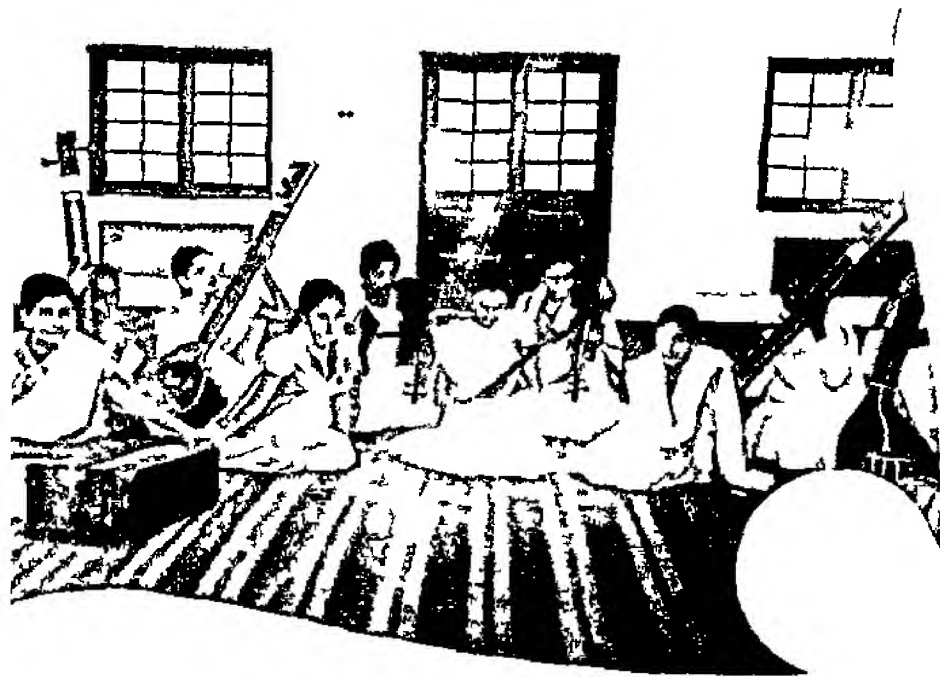
Difficulties he said there were especially for a person like myself ignorant of the language, customs, manners of the people and brought up in totally different surroundings and with different outlook on life. If only I took up the work seriously, he added, I would certainly be able to achieve something.

Then I met Shri G.D. Birla at Calcutta and to all the three questions he asked me namely whether I know Hindi, Sanskrit, and had previous experience in this line, I had to reply with an emphatic "No". To my surprise his next question was to ask me when I would be reaching Pilani. We had been taught in childhood in our grammar classes that two negatives make an affirmative. Surely three negatives must make it very positive indeed. Unless Mr. Birla argued in this line I could find no explanation for his asking me to join at my earliest convenience.

With everything against me, against the warnings of all my friends and the

Girls at Prayer





*Music Club
in the
Vidyapeeth*

stern disapproval of my family buoyed up solely by the very volume of opposition I encountered on all sides I came to Pilani in July 1941. To me it was a complete and sudden break from a life of sheltered ease. It was indeed a great adventure a veritable leap in the dark. The Delhi station enquiry office coolies informed me that such a place as Pilani did not exist and was not in the map of India. After the most impossible journey I reached Chirawa at midnight. I can well recall that at Rewari our bogey was detached and remained there for hours for no earthly reason. Being a stranger to such trains and journeys I wondered whether the railway authorities had forgotten our existence and on my going up to the station master to remind him that we had a destination to reach I was given the benign assurance that we would be on the move in another 3 hours.

I reached Pilani before schools and Colleges reopened. I had ample leisure to look round. Girls education was still in its toddling infancy in Pilani it was appallingly backward and the state had woefully neglected it—the little that was being done was done entirely by private philanthropy. The Vernacular Middle School for girls which the Birla Education Trust was running was the first of its kind in all Shekhawati. On July 14th 1941 the Birla Balika Vidyapeeth began functioning with classes from the IV to the IX and with 213 girls on its rolls. The building was spacious and airy with a hostel attached to it with residential facilities for 100 girls. Separate residential quarters were also provided for members of the staff within its area.

I took up the work seriously but my utter ignorance of Hindi was a serious handicap. I needed a translator

at every turn. Many were the difficulties that we had to face and many the fights we had to wage against prejudice and ignorance—till finally courage and persistence won.

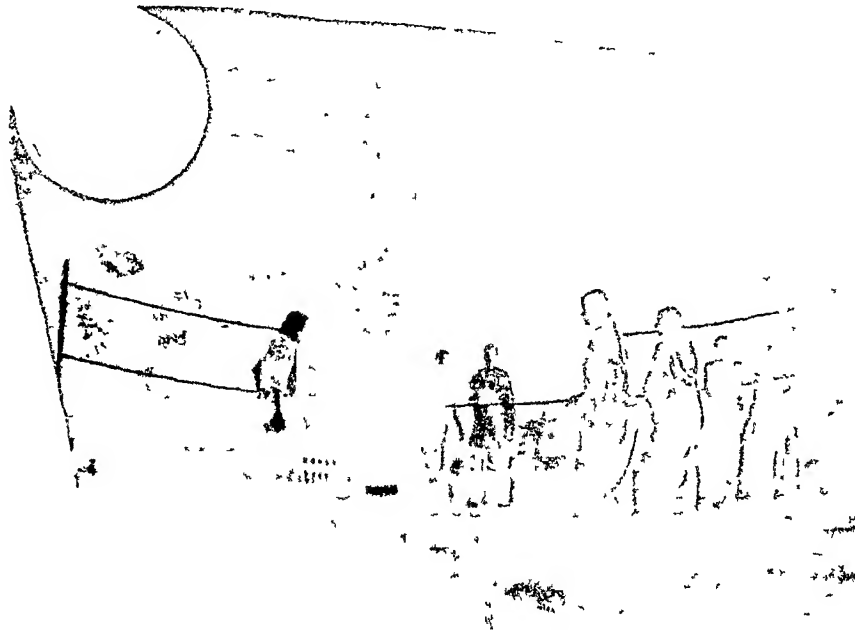
Each succeeding year has witnessed a steady expansion of the school. Today the Vidyapeeth has more than 200 students and about 140 girls are in residence. The difficulties of transport and communication and the comparative inaccessibility of the place have stood in the way of a still more rapid expansion. The numbers outgrowing the accommodation in the school we moved into our new school building in November 1948. The majority of the girls are in residence and so are the teachers. So the ties that bind the teachers and the taught here are naturally closer and more personal than in other schools.

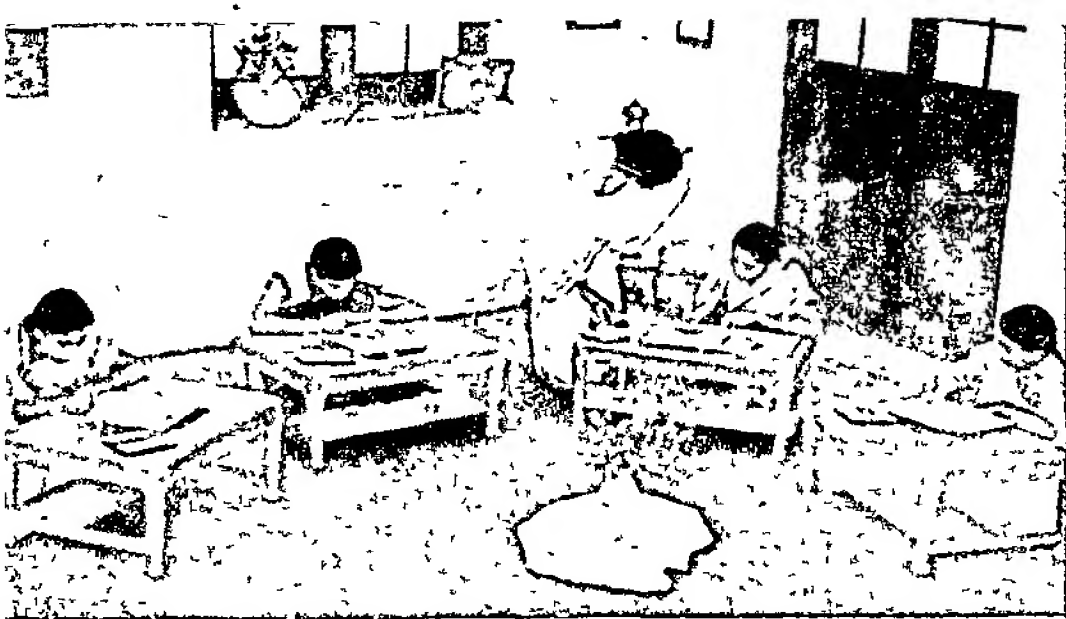
The Birla Balika Vidyapeeth lays special stress on the study and practice of domestic science and fine arts. It has a very modern and well equipped Domestic Science Department where

girls are taught cookery, laundry, needle work, housewifery and home-nursing. The study of Domestic Science has been made compulsory for all girls in the Vidyapeeth. The Kala Mandir is very efficiently run by the arts teacher who has passed out creditably from Shanti Niketan. The handicraft section attached to the arts department is extremely popular. The girls in their free periods go there to learn leather work fancy needle-work, clay-modelling, pottery painting and glass painting. Music is taught to all the classes and those who have a special attitude for it are allowed to offer it as an optional subject from the 7th class onwards. Under the guidance of a higher qualified music mistress the school maintains a high standard in music. Dancing classes have been opened to provide facilities to those girls who are interested in it and wish to take it up as one of their extra-curricular activities.

The most popular of such activities is gardening. The students have their

*Girls enjoy frank
outdoor sports*





Girls at painting

*Girls at
Garden wj*



own flower and vegetable garden to which every girl devotes at least one hour in the evening. Few schools have taken up the Grow-more-food campaign so seriously or so effectively as has the Vidyapeeth. For many months in the year the girls are able to supply from their own gardens all the vegetable required by their mess. All this gardening is done by the girls on sound scientific lines under the able direction and supervision of a teacher who has made a study of the subject.



*Open air
dramatics.*



*Sardar Patel
at the
Vidyapeeth.*

The school has a manuscript magazine in Hindi. It is entirely run by the girls and girls of all classes from the II to X write in it. It has evoked a great deal of effort and enthusiasm from the students. The articles are illustrated by the girls themselves and some of their contributions hold out distinct literary and artistic promise.

By virtue of its ideal surroundings, residential facilities and the solid work it has turned out the Vidyaapeeth has of late come out into the lime light and has attracted the attention of distinguished visitors from all over India and it has had the honour of welcoming many of the top ranking leaders of our country.

During his annual visits to Pilani our President has always evinced a kindly interest in the Balika Vidyaapeeth. He has expressed his appreciation of

the school by sending his grand daughters to the Vidyaapeeth for their education.

The Honble Sardar Patel was our guest of honour last year and gave a talk to the staff and students on the part that the women of India had to play in a free and resurgent India. The Prime Minister when he visited Pilani last February spent over an hour in the Vidyaapeeth which held an entertainment in his honour. He was pleased to see the work done here.

The active interest that our chairman and his family have always taken in the progress and welfare of the Vidyaapeeth and their ceaseless generosity for the successful growth and development of the Vidyaapeeth. Last but not least the school owes an immense debt of

Vidyaapeeth staff with Mrs. Bra



gratitude to the Secretary who has striven ceaselessly for its weal and who has always given so freely and so fully much of his time and efforts to the building up of this school. The Vidyapeeth has been fortunate in securing the service of a band of devoted teachers who have given their very best to the school at all times and who have built up for it a tradition of disinterested service.

In response to an ever increasing demand from parents and guardians, the authorities are seriously thinking of opening Intermediate classes in the

Vidyapeeth next year. In the fullness of time it will surely develop into a first grade and first-rate College.

The most trying period of its existence has been tided over and today the school stands firmly established and with a sound reputation.

The Vidyapeeth, young, virile and rich in hope faces the future confident of the role it has to play in moulding girl's education in Rajasthan.

D. Upadhaya

Patal Puri Dairy & Agriculture Farm

THE existence of an upto-date Dairy Farm fitted up with all the modern equipment of dairying and milking is a natural corollary to the lofty ideals which led to the conception and birth of the Birla Education Trust. The donors were quite alive to the fact that the cultural and educational development of the young hopes of tomorrow depended as much on nourishing and wholesome food as it did on the institution which they started in a remote corner of the desert of Rajputana. Milk is nature's most nourishing and wholesome food and in India particularly rich nourishing food automatically implies milk and its products—Butter & Ghee.

To provide these essentials of life in a quantity that would meet the

demand of the growing educational colony in its purity and richness was indeed an uphill task. Without a Dairy Farm of our own it would have been humanly impossible to have a satisfactory milk supply at a place like Pilani—miles off from the nearest Railway station with almost no road link. The scarcity of fodder resulted in milk famine in these parts and had made milk beyond the reach of the humble employees of the Trust who had come with a zeal and determination to interpret the dream of the donors into reality and thus turn Pilani into a blossoming garden in the Desert. The donors too were aware of their determination and had resolved to provide these zealous workers with all the essentials of life even at a tre-

mendous personal loss. The result was the starting of a small Dairy in the wake of which came the agricultural farm and the Power House.

It is a well known fact that for years Shree G D Birla paid out of his personal pocket annual deficits of the dairy running into thousands of rupees but would not yield either to increase the price of the milk or to disband the dairy and thus have the entire population of the Vidya Vihar without milk. In fact it has been his constant endeavour to provide more and more facilities to this larger family of his and he grudged no expense, howsoever great to improve the yield of the Dairy and the Farm. Verily it is his foresight and encouragement which has made the Dairy and Farm one of the

most important institutions in the colony.

The beginning —It was about two decades back that the Birla family turned over to the Trust the dozen and odd animals from their own stables to form the nucleus of the present Dairy Farm. The existence of 280 animals in the Dairy today yielding $3\frac{1}{2}$ lacs pounds of milk every year is indeed a phenomenal progress the credit for which goes entirely to the magnanimity and encouragement of Shree G D Birla coupled with the helpful and sympathetic co-operation of our ever energetic Secretary Shree Sukh Dev Pande.

Progress —It was in 1934 that the Trust widened the scope of its acti-

Sheep the Farm



vities from purely educational sphere to experimentations in the fields of Agriculture and Industry including Dairy Farming. The compulsory milk-drinking campaign organized at the instance of Shree G.D. Birla in 1934 together with the free supply of milk to weak and poor students made the then milk supply of the Dairy miserably inadequate and put a lot of strain on the then staff to collect good milk from the surrounding villages. This made it obligatory for the Dairy to increase their herd of milching animals and thus to increase the supply of milk. Strenuous efforts to purchase good milkers were made and persistent and sincere endeavours in this direction resulted in securing for us quite an enviable herd. At present we have half a dozen cows who yield from 8000 to 9000 pounds of milk per lactation.



Sri D. B. Kakar.

The Herd:—The Dairy herd comprises two best breeds in India—SAHIWAL and HARIYANA. The

purity of breed is maintained through the services of our own bulls.

*In the
Cow shed.*



The dairy makes available to the neighbouring villages every year fifty heads of heifers and bull-calves at a nominal price. Free service of our bulls is also given to villagers who bring their animals to dairy for breeding.

The live stock strength of the Dairy today is 280 heads—130 Dairy and 150 breeding.

Yields The annual product of the Dairy today is as under—

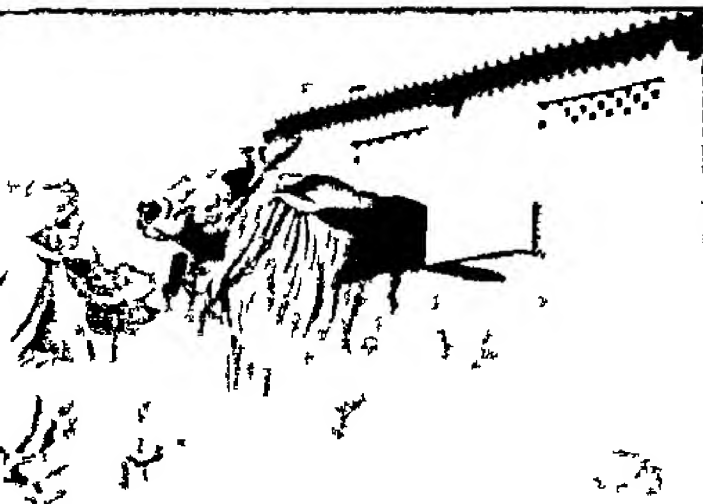
Milk	3,52,309 pounds
Butter	4,188 "
Cream	10,028 "
Ghee	2,951 "

This yield, however, is not adequate to satisfy the demand of the growing population of the colony and the need to increase the number of milching herd is greatly felt. The one thing, however that makes us a bit reticent about our going ahead with new purchases is the number of holidays in our institutions that cut down milk supply to almost zero for four months

in the year. The cost of conversion of milk into ghee becomes prohibitive and the wastage lot. Nevertheless steps are being taken to convert milk into some other products which would command ready sale any where in India.

Sheep—The Dairy also maintains 250 heads of sheep which supply best quality of wool to P I C for the manufacture of carpets. Some years back a few heads of Australian sheep were added to the sheep farm but they could not get themselves acclimated and the breed could not increase in number. Hissar dale—the cross between the Marino and Bikaner sheep—however, not only increased in number but also yielded much finer quality of wool. With due care we are able to improve further both the quality and quantity of the wool.

Building And Modern Equipment—Before 1941 the Dairy was housed in extensive sheds with store and milk rooms built in 1934 in the Amritsagar Compound. With the increasing herd, however, the accommodation proved insufficient. In 1941 the Dairy shifted to its present site comprising pucca sanitary barns and buildings constituting, milk room, store room, staff quarters, etc. Since then the Dairy is fitted up with the most modern equipment of butter making and cream separating. New



A Bull in the Dairy

milking machine, ordered by Sri G.D. Birla, when he last visited Europe and America, has arrived and is being fitted up.

Medical Service:—The Dairy has an upto-date vaterinary hospital of its own and the Incharge is fully trained Dairy & Live-stock expert. Medical aid and advice is given free to such residents of Pilani and neighbourhood as ask for it.



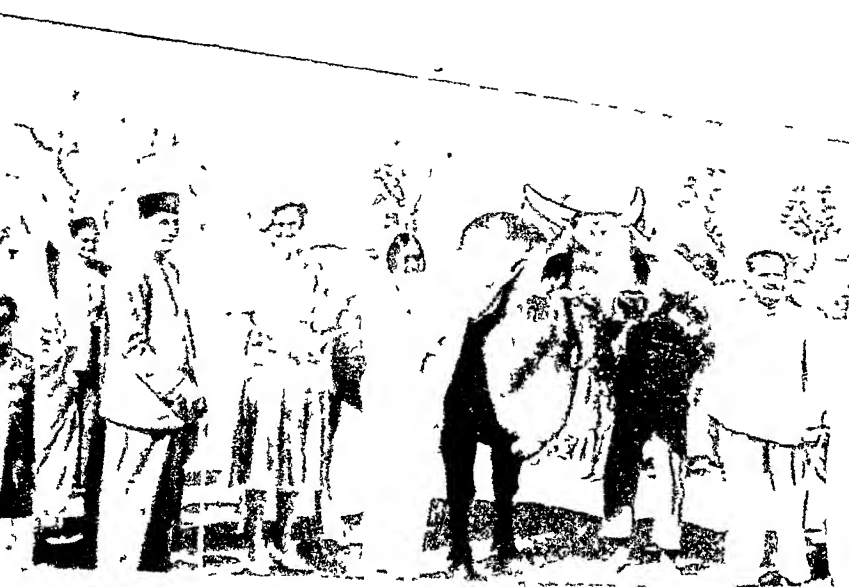
Agricultural Farm:—The Dairy depends wholly on the Agricultural farm attached to it for green fodder. The entire required quantity of fodder is produced at our farm and the same is preserved in silages for use during the period when it is not possible to have green fodder.

Experiments are also made at the farm in the production of food grain and vegetables for consumption of the staff & students of the B.E.T. The experiments have proved a great success and have shown the great potentiality and fertility of the land. However some of the agricultural opera-

tions could not materialise for want of water supply. This difficulty has also been largely eliminated with the installation of five tube-wells to irrigate the farm. It has resulted in the farm providing vegetables in a quantity which is much beyond the consumption of the staff and students as also in the production of the finest quality of food grains.

Modern Equipment:—The addition of a Tractor and modern implements of farming have very much curtailed our expenditure on the man power and we hope to show better result in the years to come.

D.B. Kakkar



*Lady Nye and the Hon'ble
Rajkumari Amrit Kaur
at the Dairy*

उर्धा स्कुल

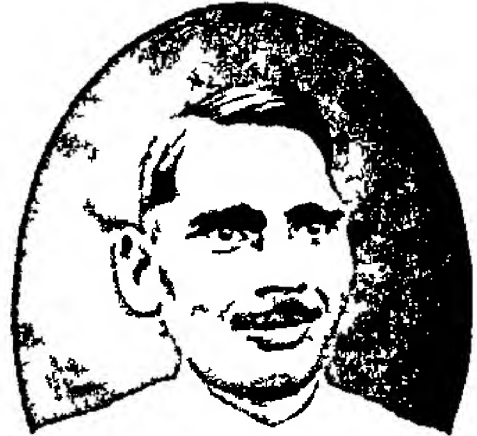
शिक्षा का संपूर्ण और सर्वोत्तम वित्तन के लिये ट्रस्ट नियम प्रयोग करना था और नई विचार धारा का श्रवण करना था जैसे डा. गांधीजी की अध्यक्षता में गिरि प्रधान शिक्षा की योजना बनी स्टेट न १० म उसके अनुसार एक नयी मिडल स्कूल चलाने का विचार किया। चालीस बीघा भूमि में दोनवच मध्यम के कार्यक्रमों द्वारा ५ जनवरी १९८ का पाठशाला और छात्रावास भवन का स्थापना करवाई गई। योजना के वातावरण के अनुरूप मकान भवन कच्चा बटो तथा फस के छापर से बन और कच्ची लिफाई का गई स्कूल में विज्ञान के छात्रों का भर्ती करना था। स्कूल भवन का निर्माण उसका कार्यक्रम छात्रावास का स्तन सन्तन माराग मारा वातावरण प्रमाण है रचना गया। जून १९२० में एक स्वावलम्बी नयी मिडल स्कूल काम करने लगा और दूर दूर से प्रथम कक्षा में मानवी तक दा. मी विद्यार्थी भर्ती हुए

समस्त शिक्षा काय किमा न किमा गिरि तथा किमा हाथ के काम द्वारा किया जाता था स्तनकारी में बनी चीजों की विक्री में स्कूल का आर्थिक स्थिति में स्वावलम्बी बनाने का योजना था। भाषा गणित प्रमाण विज्ञान विज्ञान आदि खना कागज बनाना रगार्थ छापर कर्ता बुनाई आदि के काम राग मित्रान का प्रबंध हुआ।

नो अध्यापक जामिया मिलिया टंड बलवाय गय। एक कृषि विभाग बनवाया गया। एक कर्ता बनाई टंड अध्यापक रखा गया तथा ० अध्यापक जयपुर टीचरम टनिग पास रख गय। यह एक रजिस्ट्रियल स्कूल था स्तलिय छात्रों तथा अध्यापकों का स्कूल वातावरण में रखा पाता था।

छात्रावास के तीन भवन मी मी गज लम्ब तथा लम गज चौड थे। कच्चा बटो के बन रहे गावर मिट्टी में पूत हुए छापरगांध जिनमें ०० छात्रों के रहने के लिये स्थान था। छात्रों के भोजन कपड का प्रबंध आरम्भ में

स्वकी आर स किया गया जोर यह तय किया गया कि कृषि तथा दम्नकारी में जा छात्र प्राप्त करग



श्री बनवारी लाल गमा

वह उनका भोजन-व्यय में जमा करवा दी जायगा। छात्र वारी वारी से वक्षानुसार अपना भोजन स्वयं ही बनाते थे और चौक तथा जवन बने भी स्वयं साफ करत थे। पाठशाला तथा छात्रावास भवन का गोवर मिट्टी का पुनार्थ भी माह में एक बार छात्र ही करत थे।

सम्बन्ध विरला नो मिडल स्कूल पिलानी के नाम में जयपुर स्टेट शिक्षा विभाग की आर स माय थी। सब विषय जयपुर पाठ्यक्रम के अनुसार पनाय जत थे। छात्र स्टेट की तरफ में हान वाग मिडल का पराक्षा में सम्मिलित होत थे परन्तु सब विषयों का माध्यम कृषि और दम्नकारी था। ३

कृषि करने के लिये सस्था के पास ० बाधा भूमि था जिसमें ६० बीघा में छात्र गहू चना और बाजरा

गुवार को फसल करते थे। जेप २० बीघा में शाक सब्जीकी जाती थी। संस्था के पास एक बैल गाड़ी थी। खेती सिंचाई के लिये पानी ट्रस्ट की ओर से ट्यूब-वेल से मिलता था जिसका खर्चा छात्रों की कमाई में से दिया जाता था। जेप सब कृषि के कार्य छात्र स्वयं ही करते थे। खाद बनाना, भूमि जोतना, क्यारी बनाना, फसल बोना, सिंचाई निराई करना, सब्जी पैदा करना और बेचना, इनके अतिरिक्त बेलों को चारा पानी देने का कार्य भी छात्र ही करते थे।

प्रथम वर्ष में छात्र रुई धुनाई करने लग गये और सूत तकलियों तथा देगी चखों पर कातते थे। दूसरे वर्ष छात्रों को पेटी चखें मंगवा दिये गये। इन चखों पर कातने से छात्रों की कताई की गति तथा सूत के नम्बर बढ़ गए, प्रति घंटा प्रति बालक ३५० गज तक सूत की औसत पड़ने लगी।

दुनाई विभाग में छात्र निवार, दरी, गलीचा दुनाते थे, और हैंडलूम पर खद्दर बुनते थे।

संस्था में तेल निकालने के लिये कोल्हू लगाया गया, जिसके द्वारा सरसों से ३८ प्रतिशत छात्र तेल निकालने में सफल हुए।

उपरोक्त धंधों के साथ साथ खेल आदि अन्य प्रगतियों में छात्र नियमित रूप से भाग लेते थे, वालीवाल, देशी खेल, ड्रिल और स्काउटिंग नियमपूर्वक करवाये जाते थे। संस्था में एक छोटा सा पुस्तकालय भी था जिसमें १००० पुस्तकें थीं, एक दैनिक-पत्र, चार सप्ताहिक पत्र तथा नौ मासिक पत्र आते थे, कौन छात्र पुस्तकालय का कितना प्रयोग करता है महीने में एक बार इसकी जांच की जाती थी।

प्रारम्भ में बच्चों में बहुत सी बुरी आदतें थीं जिन्हें सुधारने में कुछ समय लगा, बाद में बच्चों में ऐसी भावना हो गयी कि संस्था में रहने वाले अध्यापकों तथा छात्रों का एक कुटुम्ब है, और वे भी उस कुटुम्ब के बच्चे हैं। छात्र कृषि दस्तकारी को अपना कार्य समझने लगे थे, और अपनी कमाई पर उनको गर्व भी होता था यदि किमी समय कोई छात्र संस्था की कृषि आदि कार्य में हानि होती हुई देखता जेग म्वेती में कोई पशु का नुकसान करना,

खेती का पानी बेकार जाना, या किसी मनुष्य का खेती का कोई फल तोड़ना आदि उनको देखने वाला छात्र इन हानियों की तरफ से आंख न मीच कर शीघ्र ही इन को दूर करता था, सारांग यह कि छात्रों की संस्था के प्रत्येक कार्य में अपनत्व हो गया था। छात्र संस्था की हानि को अपनी हानि तथा लाभ को अपना लाभ समझते थे।

शिक्षण पद्धति का यह प्रयोग जुलाई सन् १९३९ ई० से जून सन् १९४२ ई० तक किया गया। प्रथम वर्ष में कृषि तथा दस्तकारी से विगेष आमदनी नहीं हुई परन्तु एक वर्ष के कार्य से हमें विश्वास हो गया कि हमें सफलता प्राप्त हो सकती है। दूसरे वर्ष में कृषि कार्य भी व्यवस्थित रूप से चलने लगा और तेल की घानी से भी अच्छी प्राप्ति हुई। इस तरह से वर्ष में छात्रों ने अध्यापन कार्य के साथ साथ ३३ प्रतिशत भोजन का व्यय प्राप्त कर लिया।

तीसरे वर्ष अध्यापन कार्य के साथ साथ कृषि तथा दस्तकारी के कार्य सम्यक् प्रकार से होने लगे। इस वर्ष छात्रों ने करीब करीब अधिकांश भोजन-व्यय कृषि तथा उद्योग धंधों से प्राप्त किया, और हम को इस प्रयोग में सफलता हुई।

तीसरे वर्ष जयपुर शिक्षा विभाग की हिंदी मिडल की परीक्षा में संस्था की ओर से १६ छात्र सम्मिलित हुए। यह और भी एक बड़ी से बड़ी सफलता हमें प्राप्त हुई, कि वार्धा योजना के अनुसार शिक्षा प्राप्त करते हुए मिडल की परीक्षा में हमारी संस्था के सब के सब छात्र अच्छे डिबिजन से उत्तीर्ण हुए और परीक्षाफल गत-प्रतिगत रहा।

पाठशाला के कार्य में श्री धनश्यामदासजी विडला को विगेष रुचि रही और उनसे अध्यापकों तथा छात्रों को बड़ा उत्साह मिलता रहा। सर मारिस ग्वाथिर और श्रीजान सार्जन्ट स्कूल में पधारें और काम के हर पहलू का बड़ी दिलचस्पी से अध्ययन किया। यद्यपि कई कारणों से पाठशाला बन्द करनी पड़ी उसका अनुभव निष्फल नहीं गया। पिलानी के शिक्षा कार्य में व्यवहारिकता और हस्त-से काम करने की भावना को पुष्टि मिली, शिक्षा के कुछ धाराणाएं और विकार मुधरे और हनारी परम्परा पर वर्षों पाठशाला का प्रयोग किया गया जिस की झलक

The Technological Institute of Textiles, Bhiwani

WITH a view to train superior staff for the Indian Cotton Textile Industry, Shree G D Birla purchased the Bhiwani Cloth Mills in 1943 and began equipping it as the Technological Institute of Textiles, Bhiwani. Shree K. Stolba, the Chief Consultant of the Birla Concerns drafted a scheme for the training of operatives and jobbers. This scheme offered full facilities for the workers to learn while earning, on the same lines as the night schools run in various factories. This scheme was circulated among a few eminent mill managers and other well wishers and was implemented. Among those who gave valuable suggestions were Hon. K. M. Munshi and Shree D. B. Katrak of Khatau Makhani Mills, Bombay. And the Institute started functioning from March 1943 under the able guidance of Shree J. H. Pitale, who was the then Principal and a veteran lecturer of the V. J. T. I., Bombay.

As a first step, he selected seventy five operators from the existing mill. These operators were divided into three batches to suit the working hours of the mill and the classes were conducted to coach them in Cotton Technology, Hindi, English and simple arithmetic. Each batch was to study three hours in the class rooms and to work six hours in the mill. These operators were mainly recruited from Carding and Ring frame Departments where fixed wages are being paid. These classes continued for about five and a half months but unfortunately



Principal

had to be discontinued as the labourers did not show any aptitude towards learning and began staying away from classes.

In the meantime, Shree W. W. Wood, the well known architect, prepared a plan for the construction of the institute and the work was started immediately. Shree Pitale laid the corner stone of the Institute building.

A batch of twenty four Matric students and fifteen non Matric students were then admitted to the Jobbers and Operatives Courses respectively. Tuition board and lodging was free. They were further given stipends to the value of Rs 15 and Rs 10 respectively. They were attending classes for three hours and undergoing practical training for six hours inside the mill, working as labourers. The Jobbers were

taught during the year both spinning and weaving technology, essay writing and commercial correspondence. The spinning course covered up to drawing frames and the weaving courses included winding, warping, sizing and a few motions of the power loom. The operatives were taught spinning or weaving technology, English and arithmetic. In technology, only the names of the parts, their objects and functions were dealt with. But this scheme was also not so successful, as there was not much response from the side of the students. And at the end of the year there were only half of the students attending classes. Shree

Pitale also left the Institute in September, 1944.

Then Shree D.Y. Tikekar took charge as Principal. He drafted a fresh scheme for the working of the Institute. He considered it a loss of national wealth to take educated young men and train them as mere operatives and jobbers. He started putting into practice the scheme that was originally proposed by Shree Stolba approved by Shree Katrak and legally advised by Hon. K.M. Munshi. He modified the Institute into a dignified institute on the lines of the Parel Technical School for Jobbers and Operatives, without any change in the original



Morning Assembly.

nomenclature of the courses. He further issued a prospectus, for the first time, with an outline syllabus and the Institute took another step in its forward run. The course, all the same, ran for four years. He also proposed to modify the courses into Diploma and Certificate courses for matric and non-matric students respectively. Thus the basis of the present scheme came into existence. The first year students were called operators, the second year students jobbers and the third year student supervisors, and an ordinary worker attending classes and qualifying himself could again a supervisors' certificate in three years. A further training of one year enabled him to obtain an assistant's Diploma. The Diploma course was of four years duration and was designed to turn out technically qualified youngmen to take up responsible posts like Spinning, Weaving and Sizing Master and Assistants.

Shree Tikekar found that the students were not taking their work seriously. Therefore he stopped the system of giving free boarding and lodging facilities to students. But,

at the same time, they were given stipends to the value of Rs 10, Rs 15, Rs 20 and Rs 25 in successive years on the understanding that they will work on the machines and thus help production. Uniform were also provided practical work.

Shree Tikekar recruited three lecturers in Spinning, Weaving and Engineering and established a system of working.

This Institute provides ample facilities for practical training and this is one of the outstanding features of the Institute. The students here gain in valuable practical experience in the production workshops. This facility is not available in an institution in India. This eliminates the various drawbacks of the system of education adopted in institutions of similar kind in our country.

The scheme of training besides providing extensive facilities for practical training in the mill workshops, gives thorough grounding in the main principles of Textile Technology in the class rooms and laboratories. Here the students is also familiarized at all



stages of his training with the details and organization of modern enterprise and he gets an opportunity to pass through all the departments of a well-equipped textile mill. Another significant feature of the Institute is that from the very beginning, students get facilities to engage themselves in the production of articles for the market. The main aim is to make the students learn under actual working conditions in the mill and to give them an opportunity to earn while learning. Thus the Institute has been equipped with a spinning mill consisting of 12,000 Spindles with all the preparatory machines and a weaving mill consisting of 250 looms with all the preparatory machines besides bleaching, dyeing and machine printing and a self-generating power station, etc.

The finishing department comprises of plating machines, nine-bowl calender, drying range, bailing press, etc. The whole weaving shed is constructed in such a way so as to get north light and has up-to-date air-conditioning arrangements.

The Institute has its own bleaching, dyeing and machine printing department, a ginning factory, a bobbin factory and an ice plant.

The power house consists of a compound condensing engine of 65c H.P. with 3 Lancashire boilers and electrical generators to meet the requirements of electric supply.

The mechanical workshop consists of various kinds of up-to-date screw-cutting lathes, drilling machines, punching machines, shearing machine, planing machines and a medium-sized cupola for casting of ferrous and non-ferrous metals, a foundry shop, pattern making shop, black-smithy etc. All the above department have been equipped with fire-extinguishing appliances and sprinklers.

Even though such unique opportunities were available here, students were not attracted to this Institute as expected in spite of various efforts. The reason was that Punjab and its surrounding districts were not fully familiar with the textile industry.



Students at work in the labs.

There are very few mills and small weaving factories on this side. And the people were quite ignorant about the prospects of textile education.

By the middle of 1946, Shree Tikekar left Institute and on the 15th October, 1946 I took charge of the Institute. The whole programme was implemented and modified to suit the circumstances and a fresh syllabus was drafted and put into force from the beginning of the next academic year. This syllabus was prepared after consulting some of the Principals of first class Textile institutions in India and carefully studying the syllabi followed in the leading textile institutes, abroad. At present the Institute provides an exhaustive three years Diploma course both in Spinning and Weaving to the standard prescribed by the All India Board of Textile Education.

The second step was to get the Institute fully recognized by the East Punjab Government. With this in view, he began to equip the Institute with necessary laboratories for Applied science and Textile testing, textile museum, library, etc. A wider publicity was also made, about the facilities afforded in this Institute, among all mill-owners and technicians employed in the industry. And the course was also restricted to the Diploma standard with extra provision for Certificate Course in case of artisans.

At present the Institute provides two Diploma courses

- 1 Diploma course in Spinning Technology (D S T)
- 2 Diploma course in Weaving Technology. (D W T)

The students who pass out are given the privilege to use D S T or D W T, as the case may be, along with their names. Besides thorough practical training in the mill workshops, the Institute imparts class room instructions in Textile Technology, Textile Economics, Industrial Organization, Labour Welfare, Humidification and Lighting, Descriptive Engineering, Acts pertaining to Factories, Machine Drawing, Applied Mathematics, physics and Chemistry, Mechanics, Textile Chemistry, Bleaching, Dyeing and Printing, and social Hygiene and Sanitation.

Thirty students are admitted in each of the above courses.

After the completion of three years course in the Institute, the students have to undergo practical training for a period of six months in any approved mill or workshop. A Diploma according to the degree of merit is awarded to those students who successfully complete the course of training, pass the necessary examinations and satisfactorily undergo the required period of practical training. The main aim of this course is to enable the students to start their own factories or to take up responsible technical posts in Spinning, Weaving, Sizing, Bleaching, Dyeing and Printing, in cotton, jute, silk, wool and rayon industries.

The minimum qualification for admission is Matriculation pass with science as optional, from any recognized university or board of education. There are two terms per session.

By the middle of 1947 the Institute and hostel buildings were completed.

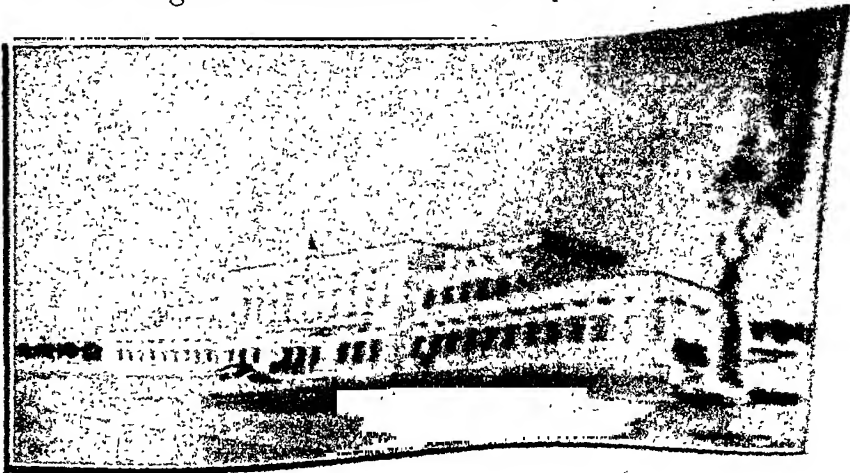
and equipped with necessary furniture. The main Institute building consists of 25 rooms in all comprising of drawing hall, lecture rooms, laboratories in Applied science and Textile testing, Reading room, Library, Textile museum and Auditorium. The hostel building consists of 120 single-seated furnished rooms, with electric lights. Separate mess rooms are provided and all students dine together in a common mess.

Besides three merit scholarships to be awarded on the results of the annual examination to those who keep perfect discipline, the Governments of Jind Jaipur, Jodhpur, Rajputana States and some philanthropic institutions are regularly encouraging their nominees with scholarships.

One gold medal, two silver medals, and two book-prizes to the value of Rs. 51/- each, are awarded every year. Gold medal is awarded to a student who has been regular in attendance

in all sessions and obtains the highest percentage of marks during the complete three years course among First Class pass students both in Spinning & Weaving and also proves that his conduct and discipline were satisfactory. One silver medal each is awarded to two students, one in spinning and one in weaving, who pass their final examination and gain the highest percentage of marks during the three years course in their respective departments, except in the department to which the gold medal is awarded, in which case the silver medal will go to the student in the same department with the next highest percentage of marks. The book prize is awarded to two students, one in each of the two Diploma courses, who pass their final examination and obtain the second highest percentage of marks during the three years course in their respective departments.

Various latest machinery set up the way from British sources



of
as
Citizen.

The Institute library has at present a collection of more than 1500 books in various branches of textiles and other allied subjects. Besides, the Institute is subscribing for 25 textile magazines and 3 dailies.

The Textile museum contains a wide range of specimens of mill products, both Indian and foreign, of cotton, wool, silk, rayon and synthetic fibres.

In the year 1947, our first batch of successful students were entertained in various mills and Govt Industries departments on decent salaries. Some of them are drawing Rs 300 per mensem.

The second batch of students who passed out in the year 1948 are also occupying good positions.

The third of students who passed out in 1949 are also employed in various mills in different parts of India.

We are proud to record here that this year (1950) many of the students, who have only appeared for the final examination and whose results have not been published, have secured jobs on an average of Rs 125/ per mensem.

At present we have 74 students coming all over India as detailed below —

East Punjab—14	UP—31	Delhi—4
CP—3	Rajasthan—4	Jodhpur—3
Jaipur—3	Mewar—1	Kashmir—1
Madras—1	Bombay—3	Travancore—2
Pattala—2	Malwa—1	Holkar State—3

Every year the final year students accompanied by two of the staff mem-

bers pay visits to various important and up to date textile mills and textile institutions in Baroda, Ahmedabad, Surat and Bombay, to familiarize with the latest processes of manufacture and developments in textile machinery and to make friendship with their colleague technicians.

Our present members of the staff are recruited from highly qualified technicians who possess both practical and theoretical knowledge in the line. They are capable to give coaching in any subject in Textile Technology. Some of them possess foreign qualifications.

Prominent members of the staff are Vice Principal & Professor of Weaving Dr D S Verma Lecturer in Spinning Shree T M Matthew

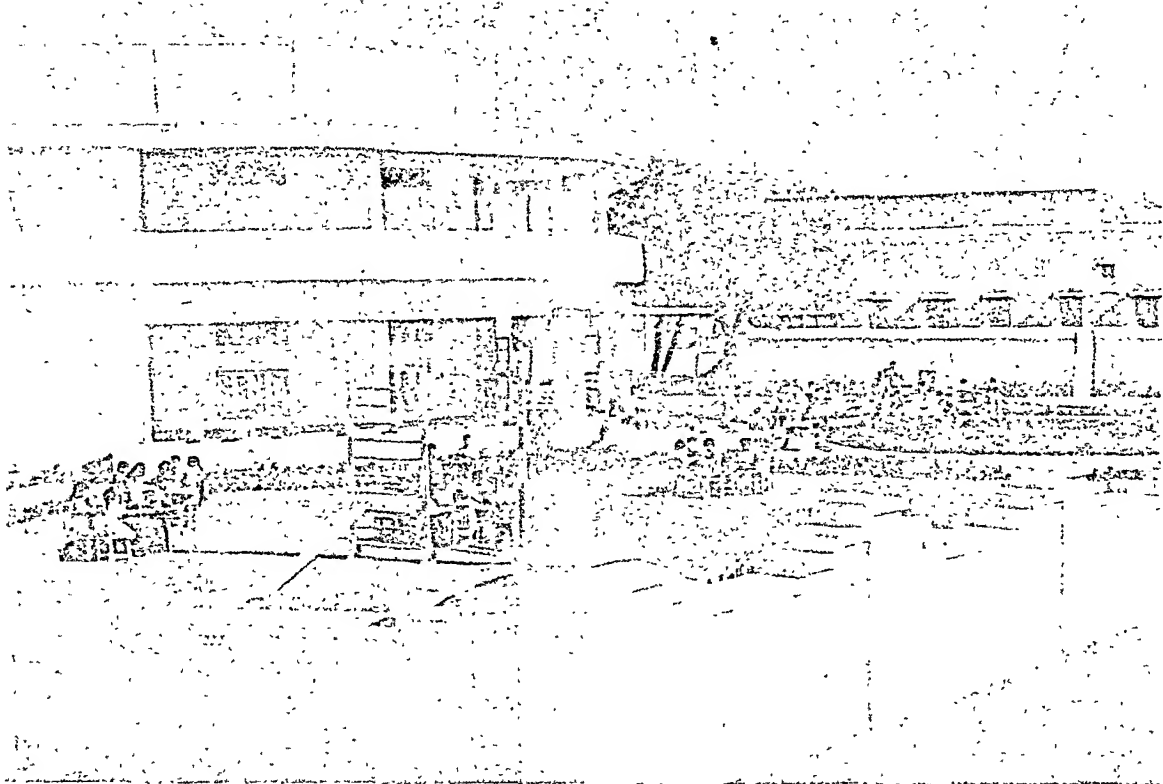
Applied Science Mathematics
Shree R C Bhargava

Lecturer in Engineering Shree H M Gidvan

Lecturer in Hygiene Dr N D Giridhar

In the beginning, we were faced with numerous hardships and difficulties, but thanks to the ardent efforts and co operation of the authorities, we have overcome all difficulties and have now equipped the Institute adequately and have raised the standard of education to that of the first class institutions in India. We have succeeded in an attempt to reconcile the disharmony between theoretical and practical training, so common in technical institutions, by combining them into a single curriculum.

T P B Subramania Gupta



The School Building (front view)

Birla Montessori School, Pilani.

THE Birla Montessori school was a new name given to Shishumandir No. 2, which had come into existence in 1944 as a result of the amalgamation of the staff and students of two Upper primary schools already existing and of their transformation into one lower primary school by the abolition of the III and IV classes. The new institution inherited 250 students and a mixed staff of ten. It had only 2 classes:

It was now decided to admit children below five years of age and a set of primary Montessori materials was presented to it by the Trust.

It received the following message from Dr. Montessori on its opening ceremony: "May a new epoch start with the opening of your new school. Many people suffer in forgetfulness of society, but none is as abandoned as the child; the forgotten citizen.

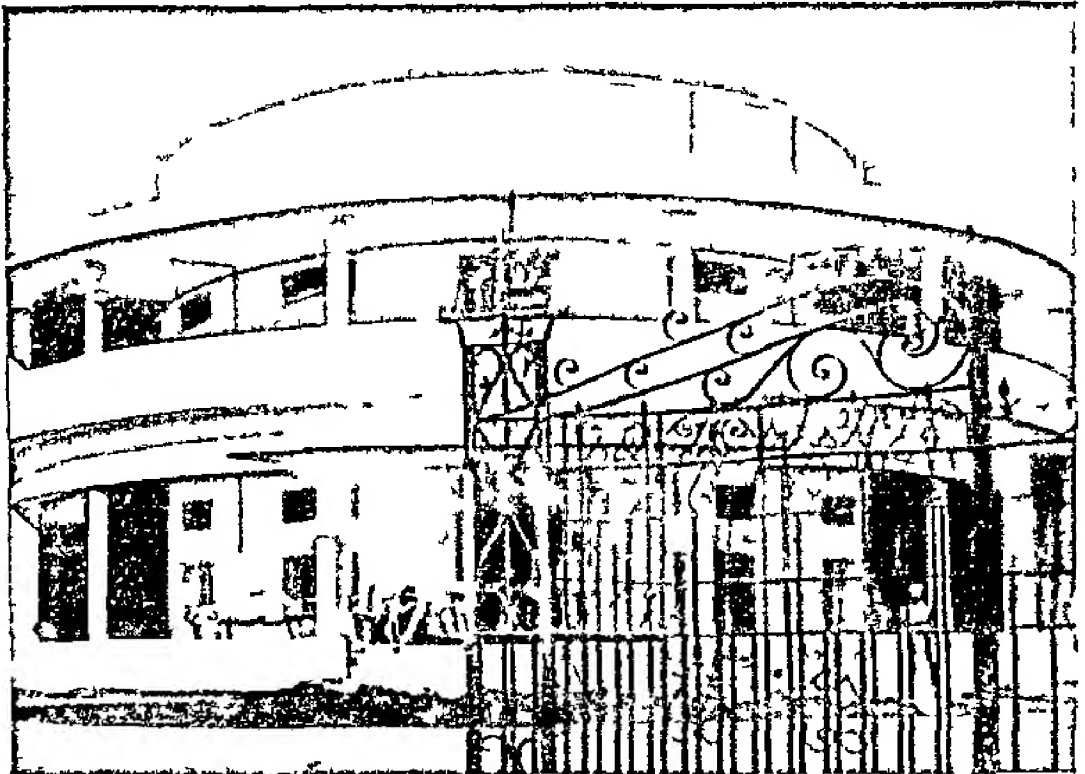
Schools such as yours will throw light upon his greatness and will attract the attention of those who hold power on the immense wealth hidden in the soul of the children. Only when this will be made use of will society find rest and peace, as long as the child is forgotten we shall be torn as under in strife and hate.

'It is not a new school so much that is needed, it is an institution wherein the child can reveal what is in Him. Make yours one such and you will have done well not only for India but for the world.'

A great message, a great wish and a great command.

It was a challenge to the New Education. The prospect looked gloomy at first. It seemed for some months that the challenge could never be met and that the same old rut would have to be followed in spite of the Trusts desire to fulfil Dr. Montessori's message and ideas in the school as fully as possible.

But Lieut Comdr S D Pande not only gave full liberty to the school to experiment, develop and adjust in accordance with the situations as they arose but also gave a great amount of



The School Building — another view

money necessary to purchase more material.

To give advantage to all children of the single Montessori set, possessed by the school, the material was distributed into different rooms. Sensorial apparatus and the material for exercises of practical life was kept in one room; language material and arithmetic apparatus in another, and materials for drawing and clay-modelling in a third. Pictures cut out of the old numbers of the Illustrated Weekly furnished the Geography Room., while old planks, chairs, pipes and such other oddities, brought out of lumber-room, improvised the play material. Thus we were able to create seven centres for the different activities of children, who were divided according to their mental equipment in groups of 28, each in charge of teacher. The various groups were allotted definite periods for going into different rooms, and their teacher accompanied them everywhere.

Although some sort of order now began to emerge under this plan it was far from satisfactory. It did not make the Shishumandir No. 2 a real Montessori school. As the main reason for this was that the teachers lacked an understanding of the new ideas, evening classes had to be arranged for two months and a half on the theory of New Education. The practical application of the ideas, however, was left to teachers themselves, so as not to

make too abrupt a departure from their old practice. Thus passed the first year of this new institution. Whatever else it might have achieved, it did make the school interesting to the children. It was obvious that they viewed it not with indifference, fear or repugnance, but with genuine liking.

The new year brought four new teachers, trained in the Montessori

The Prime Minister with young ones



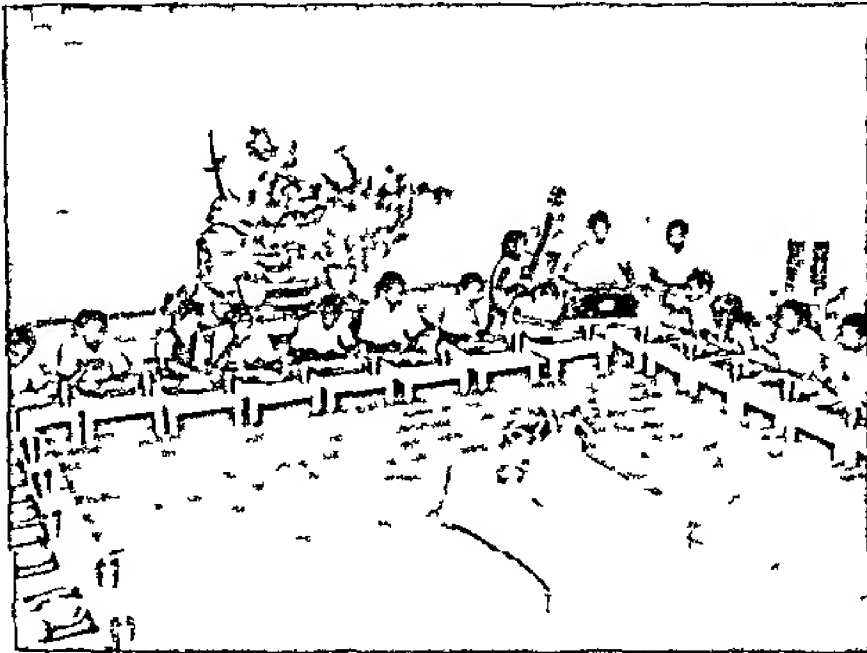
method, but the strength of the staff remained the same. One more set of primary montessori material and a set of advanced montessori material were ordered. A few maps and pictures, as well as a globe, were added to the building and the plot at the back of the building was cleared of stones and mortar to form a playground, which was fitted with a slide, a swing and a few see saws.

The teachers had already taken upon themselves the responsibility of creating a suitable environment. They had prepared many pictures, dozens of charts, and hundreds of cards. The artist had decorated the walls of the front verandah with frescoes and panels of clay modelling. Such work, was continued in the second year by the members of the staff, and a good deal of new material was prepared for

teaching different subjects in the school.

The plan was now bearing fruit. The authorities were convinced of its merits and it was not so difficult to introduce a new Science and Craft Room. For the Science Room we borrowed from the Birla High School a few flasks, beakers, a clamp stand, a prism, a magnet and the apparatus necessary to show expansion on heating. This added a new interest, and before long we were able to order our own material. Mc Dougalls' series "Science in Everyday Life" gave much help in improvising the science room and its programme.

In December 1945 the First All India Montessori Conference was to be held at Pilani, and in October of the same year Dr and Mr Montessori, while returning from Kashmir visited



*Children at
Dinner*

us to see the arrangements for the Conference. Their visit proved a blessing, for during their twenty days stay they made the school their first concern. They liked the plan of work and its result very much and paid a tribute in the following words:—

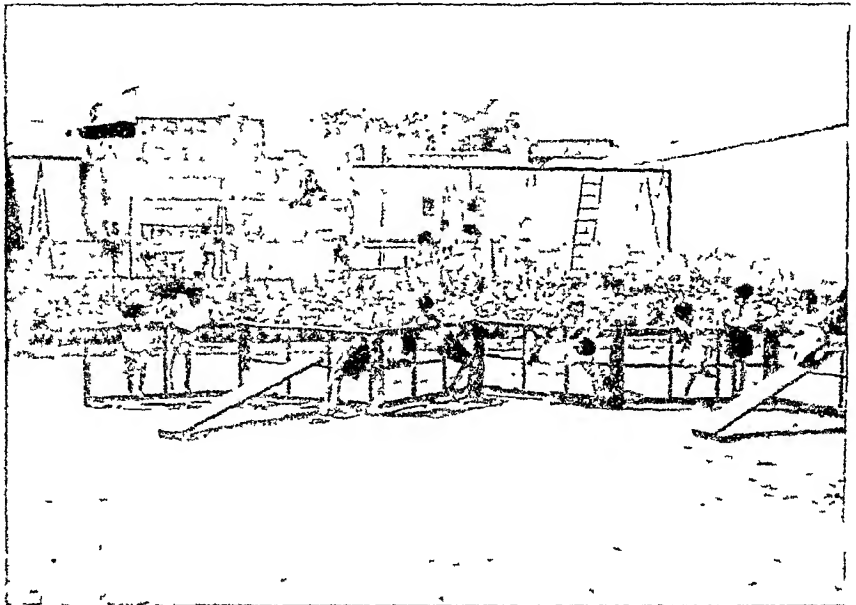
“A great effort has been accomplished and a great success achieved inspite of the short span of life of the experiment. The children are happy and eager to learn, showing the real nature of Man’s mind the hunger of knowledge that can never be appeased. You are on the right path, keep on it and do not let anything discourage it.” It changed its future.

Two distinct features were developed the pre-primary teaching of children below five years, and advanced teaching of children above five years, both on the same lines, but with due considera-

tion of the changing physic and physical needs of the two age groups. From July 1946, these two features had not only become distinct but had begun to develop rapidly and individually. As the growing number of the Pre-primary children required more space, we added two more rooms on either side of the central room.

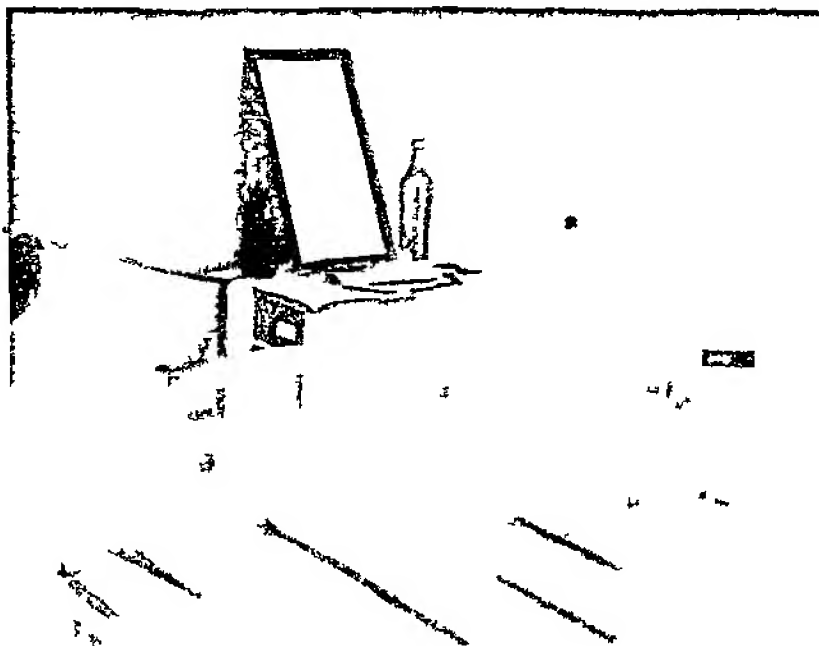
The new building, especially designed to meet the needs of the Indian child, is an incarnation of Dr. Montessori’s ideas in bricks and mortar. Every thing is adapted to the child in order to fulfil his growing psychic needs. The rooms are of various geometrical shape to avoid the monotony of the all too common rectangular type of construction. The ceilings are low to give a sense of cosiness. The building includes four hexagonal rooms of 1700 sq. feet each. The

Outdoor sports





Construct a play



*To let corner of a
cube in the school*



*Busy learning
through play*



Shri G. D. Birla greets them with his usual smile



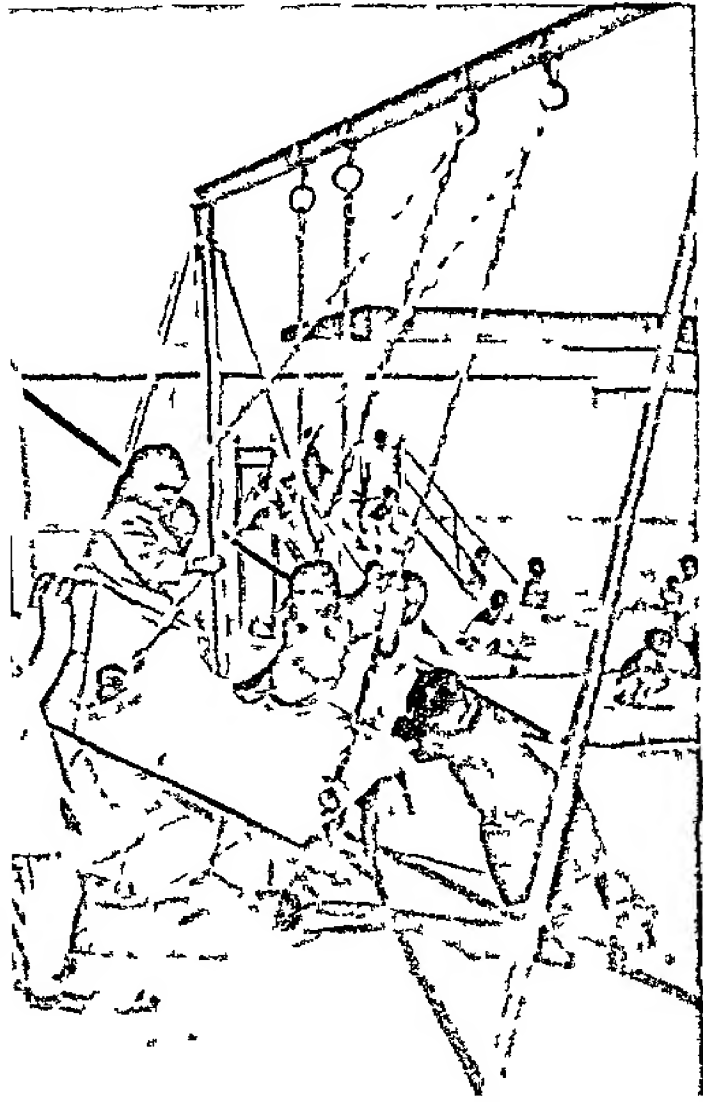
central play room of 2300 sq feet, lockers, bath rooms, stores and offices. The floor of the play room is finished in mosaic with geometrical shapes and different types of lines for exercises in balancing and walking. Before the building is a circular pavement 14 feet in width and 225 feet in circumference a good track for running and other activities of the children. On both sides are open lawns fitted with

climbing frames, slides, swings, giant strides and saws etc.

All the rooms in this building have low partitions of three feet height dividing the room in 4 or more sections, each containing materials for different activities of different subjects.

And what are the activities the children find in this environment? Not the activities of rocking horses, toy trains, teddy bears, dolls, or lions

that roar when a button is pressed, nor the passive amusement provided by a teacher who tells stories in an artificial tone, or organises purpose less games to engage them. But here are teachers more interested in children than in themselves and ready to self-efface them gradually as their little charges progress, teachers who desire for their pupils what St John the Baptist did for Christ "He must increase while I diminish". They have the material to carry on the exercises of practical life to learn concentration, coordination of movements, independence, social adjustment in waiting for their



turns and sense of order in replacing the material back in its proper place after use. The children sweep the floor, dust the furniture and other material, clean pictures, windows and doors, wash hands, polish boots, comb hair, arrange flower vases and cut vegetables. The materials with which they perform these activities are brooms, dust-pans, pieces of cloth, brushes wash-basins, combs, tables and cupboards—all of small size to suit them.

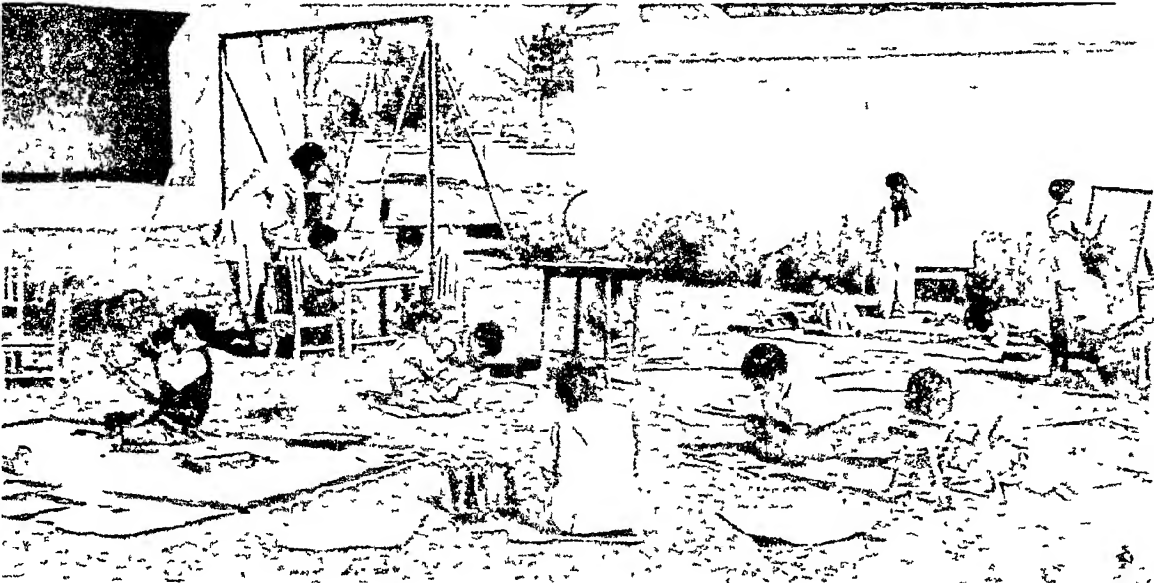
Besides these, the children are provided with a set of Montessori sensorial material, attractive, durable, educative and auto-corrective. These serve to classify their knowledge, gives them individual occupations, and provides them with opportunities for work without interference from the adult.

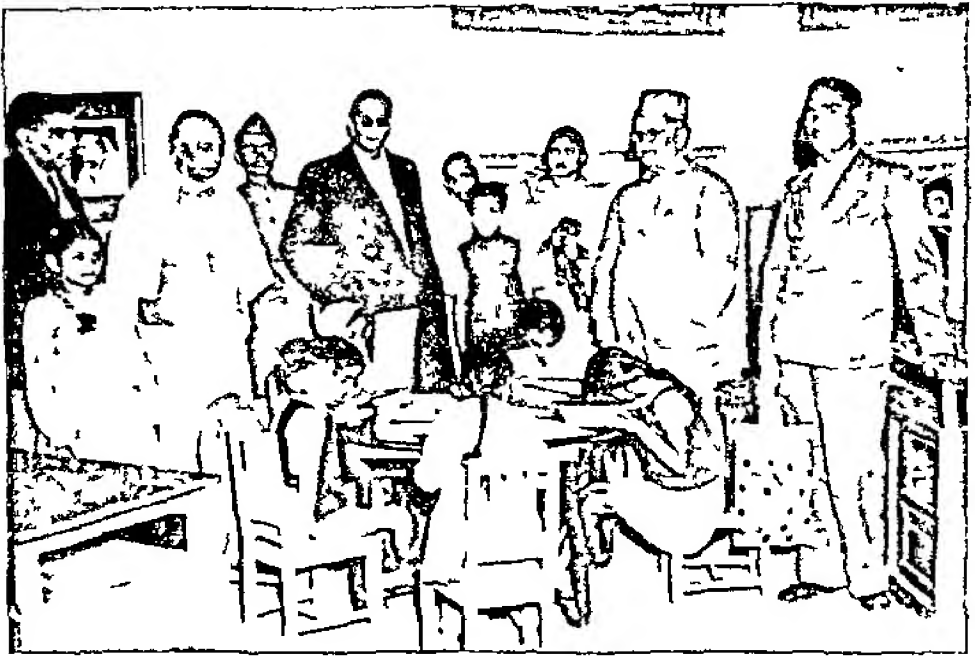
The children work without compulsion, they develop through their own efforts. Not only is their work con-

fined to sensorial material and exercises of practical life, but they are given scope to perform activities several items of culture, language, arithmetic, drawing, general science, handwork, etc.

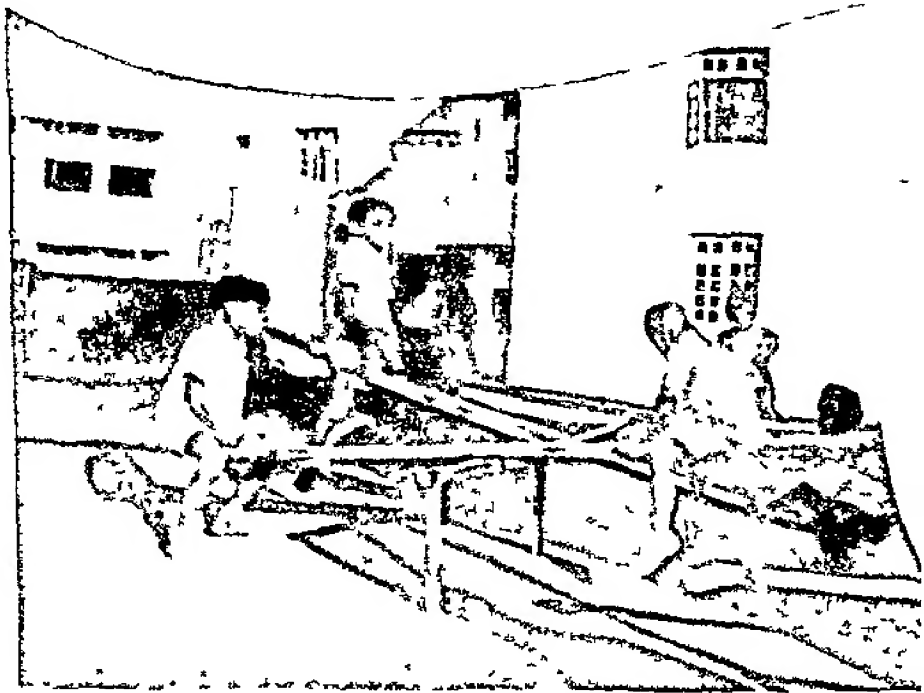
It is a joy to watch the little ones working without fear or formality, and with rapt attention. When Pestalozzi experienced such joy, it affected him so greatly that he never ceased to look for it. Tolstoy's revolutionary type of school also showed that he had experience of it. But Dr. Montessori in whose person education and science meet for the first time, not only succeeded in tapping the secret source of this work without compulsion and the joy which accompanies it, but also made it a permanent reality available to all. In our school children not only work but work spontaneously and with delight. How is this achieved? Simply by giving him the right kind of work at the right time, something

Busy combining work & play

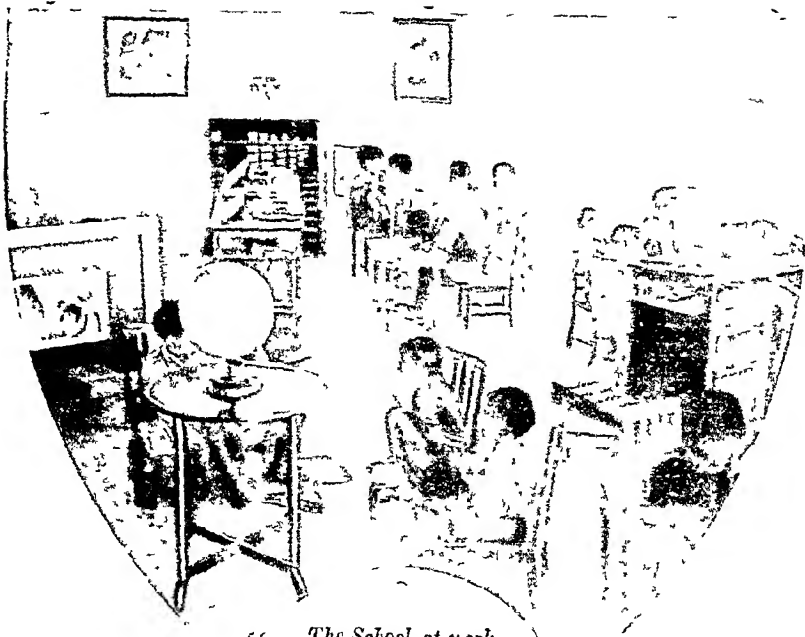




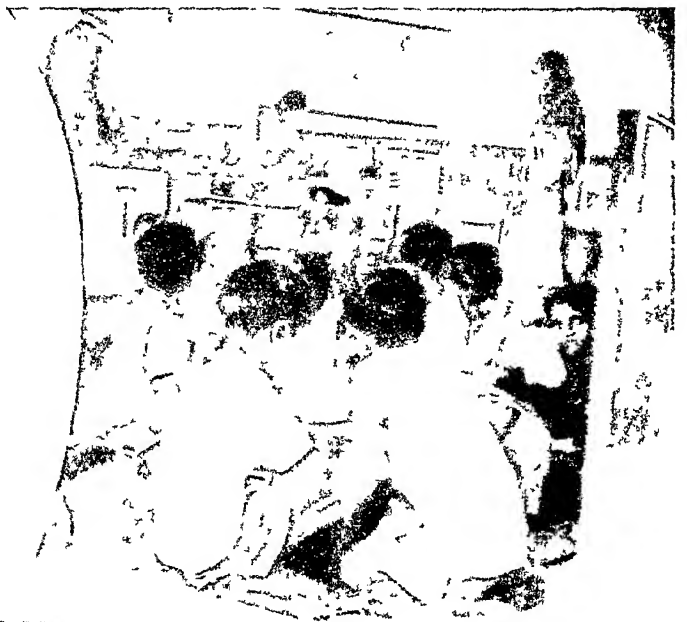
Sardar Patel with one group of children



See Note



The School at work



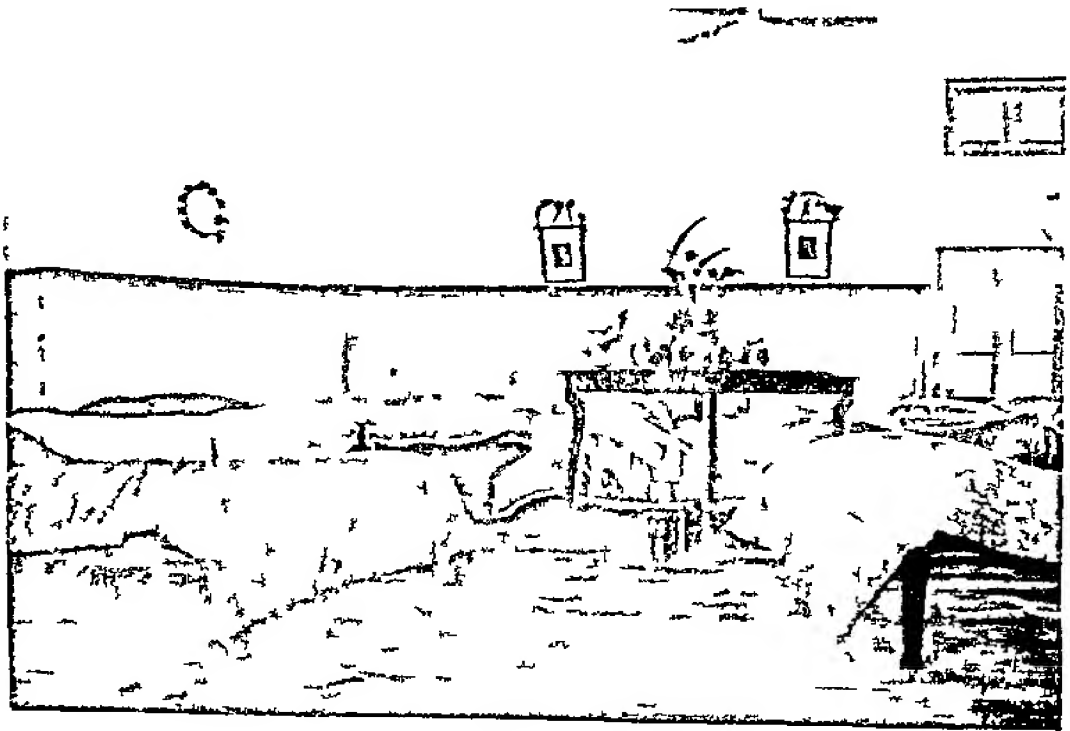
Another view of their busy life

corresponding to their age and to needs at that stage of life

Now from the infants we pass on to the advanced classes. At first when the subjects were divided into different rooms the aim was to give opportunity of work inspite of limited material to all the children. But we had to change this. Now the teachers in charge of one particular subject which we call item of culture. The items in our school are Hindi, English, Biology, Physics, Chemistry, Mathematics, Geography allied with Astronomy, History allied with Palaeontology and Pre history and such arts and crafts as leather work, clay modelling,

cardboard modelling, carpentry and gardening. All these subjects form parts of a whole unit—the Cosmos and the teaching of no item is separated from the others. It is not a plan of correlation of the subjects merely in a new way but a co ordination of the different items of culture so as to give a conception of the whole to develop not a disjointed miscellany but an organized knowledge in the child's mind.

This is the plan of Cosmic Education which we follow in the school. It also requires the creation of an environment for the child to work independently and yet with under

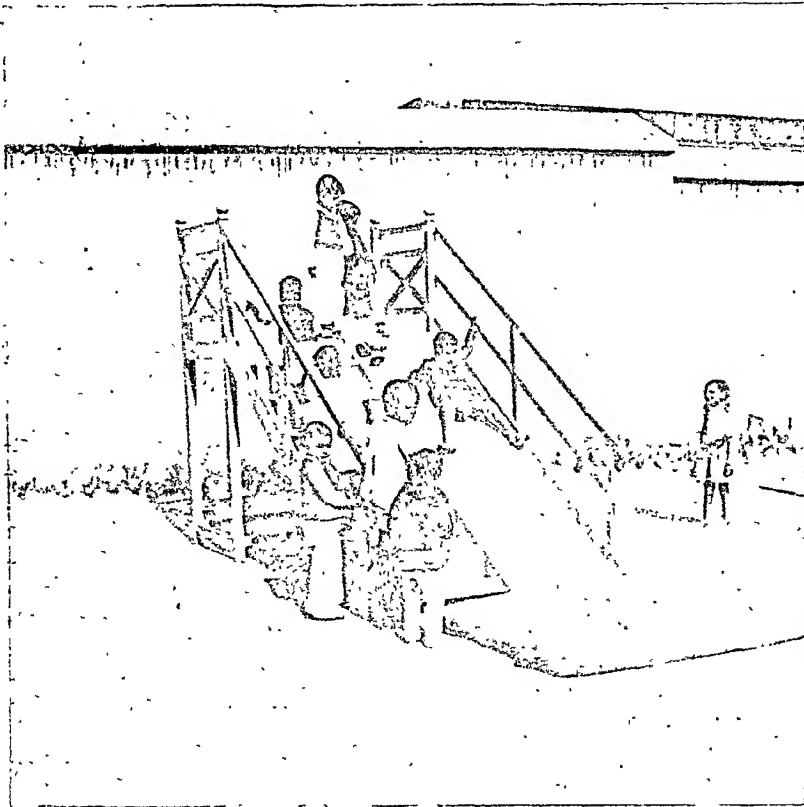


A dormitory

standing of the work of others. It needs new type of books, new charts, new kinds of equipment so as to present the whole in a classified form. The child is allowed to work independently, and to acquire knowledge through his own experiences, and to leave or reject as he pleases for the moment. Our teachers have prepared several books and hundreds of maps and charts for this purpose which have facilitated the work both of those

who want to work on these new ideas, and of those who are engaged in teaching children of the same age on different but progressive ideas. They provide a visual educational programme with activities.

From Class I to VIII the standard kept as the minimum is the syllabus prescribed by the Education department of Rajasthan Govt. This is, however, regarded merely as a minimum, since we do not let the childs



*Happy
Childhood*

knowledge to stagnate by restrictions. Opportunities are provided at all stages in the school for the child to proceed further, if he has acquired the minimum.

The method is based mainly on the group system with children of different ages and mental equipment. Although we are trying our best it will take some time before we can completely break away from the traditional class system, since it requires more adjustment on the part of teachers, and the adaptation of these new ideas to Indian conditions. We are conscious of the implications and difficulties which the method involves, but the success achieved so far makes us optimistic.

The new method has had an effect on children's character worth mentioning. They not only like the school now, but feel an attachment to it. They do not look forward to holidays with joy as is usual in other schools, but dislike them. There have been occasions when in the morning assembly we took votes for a half holiday or part holiday, but the proposal was flatly turned down. It is difficult to persuade children to go home even after the school hours. The servants and teachers get tired, but the little ones do not care for it, and want to stay on. We go to school at 5 p.m. in summer in order, to plan and discuss the next morning's work and other affairs, and many of the children are already there. If we reach at 4 or 4.30, they are there. This is natural as the school is child-centred. They feel it to be their own.

This feeling has brought another change of attitude along with it. The

pupils feel that the school property is for them, it is not to be broken, misused or misappropriated. We are able now to keep all material unlocked at their disposal. The books are placed on open show stands. In the Science Room the breakage has been negligible, and when something was broken it was the child who felt more sorry than the teachers. We have run the science class with all its apparatus and exhibits for the whole year without a science teacher, with the occasional aid of any member of the staff who might be free. The new sense of responsibility has made it possible.

Another change noted in the character of children is the development of a sense of order. Nothing is left lying about after use, and the room is left neat and tidy. The children take off their shoes in line, and sometimes even point out to their teachers that the shoes of the later are not to lie about before the doors.

The cleanliness of the school, due mostly to children attracts a visitor most, and in Pilani it is no joke to keep everything clean.

This independence has found expression in many dramatic performances given every year by the children. The teachers are not told about the preparations, and suddenly the programmes are put on the wall newspaper. Without caring for stage settings the declared programmes are shown, followed by spontaneous programmes improvised on the spot by individuals and groups.

Our children's library is another clear indication of what education can and should mean. There is no

formality of issuing books or sending calls to return them. They are taken away and returned back regularly. In all these years we have never found grounds to complain or reason to withdraw this privilege.

The same atmosphere prevails in our Audo-Visual room which coordinates and directs the whole scheme for the school. The joy, the interest and the responsibility shown by the children in handling such costly and delicate machines as wire recorder, amplifier, projector, and pictograph is certainly an achievement of which a school can be proud.

The achievement as a whole is aptly summed up by the founder of the Montessori method herself, Dr. Maria Montessori when she visited the school for the third time in 1949 just before sailing for Europe. She gave the following statement which appeared in the Hindustan Times of 18th March 1949. "Laying the foundation stone of the Montessori Hostel here (Pilani), a few days ago, Mme. Montessori said, she felt pride in saying that her mission which started 43 years ago in Rome was bearing fruit. In Pilani she said the desert has yielded a paradise. It was a splendid achievement of her chosen band of enthusiasts, made possible by the philanthropy of Mr. G.T. Birla and ardour of Mr. S.D. Pande."

A great tribute and hence a great satisfaction.

The children's Hostel which was started with 25 children in 1948 is another experiment. It is as important and as bold as that of the school itself. Today housed in its new building constructed specially to cater for their needs and comforts, like their infants school building, accommodates 60 children from 4 years to 11 years of age.

It is in fact a montessori school for 24 hours. Here they are getting, not only a true idea of community living but also an opportunity to learn to be helpful, self-disciplined and self-reliant. Even such distinguished visitors as our President Dr. Rajendar Parshad has marvelled at their self-discipline and manners.

The school which started as an insignificant seedling has developed into a plant and is ready to throw out branches in the favourable weather in the directions of a Residential High School, Training College for Pre-primary and primary teachers, Remedial Education Centre and Child guidance clinic. Then the present Montessori School the seed germ will become part of a bigger unit the Institute of child development.

To-day it is a distant hope but for to-morrow it is a determined goal of the staff of Birla Montessori School.

R. Raman.

The First All India Montessori Conference 1944

THE first All India Montessori Conference was held in Pilani from 27th to 29th December 1945 under the presidentship of Dr Maria Montessori herself. More than 300 delegates from all over India and Ceylon attended. There were about 75 ladies. Most of them were teachers and educationists of repute. Shree S D Pande was the President of the Reception Committee and Shree H R Bhatia, the General Secretary.

The Conference had three sections, the Child in the School, the Child in Society and the Child in the Family. Prof. R R Kumaria and Mrs S Mahmud Ali, both of Lahore, spoke in all the three meetings and their addresses were warmly appreciated. Mr F G Pearce of Gwalior led the discussion in the Child in the Family section and was followed by Rai Bahadur Dr K C Khanna, the present Director of Public Instruction Punjab and Mr Yamini. Mrs Sarladevi Sarabhai and Mrs Manorama Sarabhai contributed interesting and thought provoking papers, and Messrs K J

Sharma and Vaidiaswaram from Madras described their experiments in running a school on the principles of freedom.

Madam Montessori addressed every meeting, in Italian and her addresses were translated by her nephew Mr Montessori.

It was a colourful and enlightened gathering and Dr Montessori shed most of the colour and enlightenment. Dressed in majestic robes she spoke with sincere emotion on the rights, needs and interests of children. She stressed what she called Cosmic Education which would suit the modern world, a world brought much closer together by science.

Arranging for the transport, board and lodging of so many delegates, most of whom were used to the amenities of city life, was no small headache but all went well thanks to the whole-hearted co-operation and help of the members of the reception committee, and may be to the goodwill of the delegates.

H R B

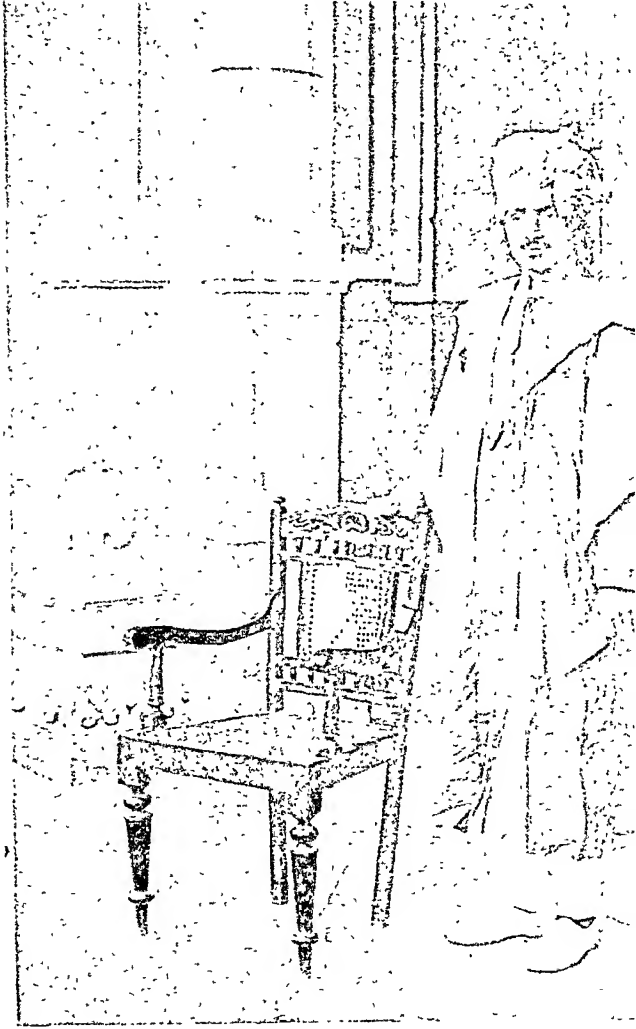
राजस्थानी शोध-कार्य

सन् १९३३-३४ में श्रीयुत विडलाजी के प्रोत्साहन तथा श्री सूर्यकरण जी पारीक आदि के प्रयत्न से पिलानी में एक राजस्थानी शोध-परिपद की स्थापना हुई जिसके निम्नलिखित उद्देश्य निश्चित किये गये:—

(क) राजस्थानी साहित्य से सम्बन्ध रखने वाली पुरानी हस्तलिखित प्रतियों का संग्रह ।

(ख) राजस्थानी भाषा और साहित्य सम्बन्धी पुस्तकों का निर्माण और प्राचीन साहित्य का संपादन तथा प्रकाशन ।

(ग) पिलानी राजस्थानी ग्रंथमाला की स्थापना । श्रीयुत पारीकजी के प्रयत्न से राजस्थानी वार्ता, लोकगीत, डिगलगीत, ह्यात, आदि का अच्छा संग्रह किया गया । लोकगीतों के संग्रह-कार्य में श्रीगणपति स्वामी ने बड़ा योग दिया । सन् १९४३ में पिलानी में राजस्थानी ग्रंथमाला के प्रथम पुष्प के रूप में 'राजस्थानी वार्ता' नामक पुस्तक का प्रकाशन हुआ । जिसका संपादन कार्य श्री पारीकजी द्वारा किया गया । इसी ग्रंथमाला के द्वितीय पुष्प के रूप में राजस्थान रा दूहाप (भाग हलड़ी) नाम का ग्रंथ प्रकाशन सन् १९३५ में हुआ जिसका संग्रह और संपादन श्री नरोत्तमदासजी स्वामी एम. ए. द्वारा किया गया जो उन दिनों विडला कालिज पिलानी में प्रोफेसर के पद पर नियुक्त थे । उक्त ग्रंथ पर श्री स्वामी जी को हिंदी साहित्य सम्मेलन की ओर से मानसिंह पुरस्कार भी प्राप्त हुआ । सन् १९३८ में 'राजस्थान के लोकगीत' दो खंडों में प्रकाशित हुए । श्री पारीकजी ने 'बेल क्रिसन रकमणी री' तथा 'ढोला मारु रा दूहा' नामक ग्रंथों का संपादन अपने सहयोगी डा० श्री रामसिंहजी तथा स्वामीजी के साथ किया । उक्त पुस्तकों को साहित्य-



Shri S. K. Pareek

उक्त उद्देश्यों की पूर्ति के लिये ७ सदस्यों की 'श्री पारीक साहित्य समिति' नामक संस्था कायम कर दी गयी । श्री पांडेजी समिति के अध्यक्ष तथा श्री अबोलियाजी संयोजक निर्वाचित हुए ।

समिति की अवधानता में आयोजित वाद-विवाद प्रतियोगिता पिछले १२ वर्षों से निरवच्छिन्न रूप से चल रही है । प्रारम्भिक वर्षों में तो इस प्रतियोगिता में राजपूताने की हाई स्कूलों की नवीं व १०वीं कक्षाओं तथा कालिजों के प्रथम व द्वितीय वर्ष के छात्र भाग ले सकते थे किन्तु आगे चल कर इसका क्षेत्र नीचे की कक्षाओं से लेकर हाई स्कूल के छात्रों तक सीमित कर दिया गया । स्थानीय

हाईस्कूल, माटमरी स्कूल मस्कृत विद्यालय तथा विडला जगन् में अच्छी प्रतिष्ठा प्राप्त हुई। श्रीयुन विडलाजी के अनुरोध से श्री पाराकजी न एक बालावण' नामक नाटक भी लिखा जिस का सफल अभिनय विडला कालिज पिलानी के रंगमंच पर हुआ।

श्री पारीकजी के दहावमान के बाद भी प्राचीन साहित्य के सग्रह का कार्य चलता रहा। श्री गणपति स्वामा न हरजम बार्ने मुहावर पवाड आदि का सग्रह किया। बाकानर की अनूप मस्कृत लाइब्ररी में स्यातो की प्रति-लिपि करवाई गई जिनमें बाकीदास की स्यातो का नाम उल्लेखनीय है। बंगाल हिंदी मडल की पिलानी गायका के कार्यालय से भी हजारों की स्यातो म डिगल गीत और दोहे तथा सोरठ छणय नीमाणी वचनिका कडख, लोकगीत पद भजन आदि की प्रतिलिपि विडला के न्नीय पुस्तकालय के राजस्थानी विभाग के लिय करवाई गई। प्रतिलिपि करवान के लिय बगाठ हिंदी मडल तथा अनूप मस्कृत लाइब्ररी के अधिकारियों न कृपापुवक हम जो इजाजत दी उमके लिय हम अपना आभार प्रदर्शित करन ह। कन्हैयालाल सहल

श्री सूर्यकरण पारीक स्मारक समिति

विडला कालिज पिलानी के मूनपूर्व वाडम प्रसिपल श्री सूर्यकरणजी पारीक के दशद दहावमान के बाद उनकी स्मृति रक्षा के लिय मने १९३९ म श्री पारीक स्मारक फड कमिटी की स्थापना हुई। अध्यापको व छात्रा के प्रयास के फलस्वरूप लगभग ३००० रुपय एकत्रित हो सके। फड के सदस्यपण के सम्बन्ध म निम्न लिखित निणय किय गये—

१ छात्रा के लिय प्रतिवष वाद विवाद प्रतियोगिता का प्रबन्ध किया जाय।

२ किमी निरिष्ट विषय पर प्रत्येक वर्षे निबन्ध प्रतियागिता का आयोजन हो।

३ राजस्थानी व हिंदी साहित्य में निर्माण काय— श्रेष्ठ रचनाओं का अन्वेषण तथा प्रकाशन किया जाय।

वालिका विद्यापीठ के अतिरिक्त हमें वगड, चिडाना, दिन्नी स्वालयर आदि की सस्थाओं का सप्रयोग प्राय प्रतिवष मिलता रहा। वनस्थली मुकुन्दगड नवलगड चूझनू बीकानर बूवी तथा आव रोड आदि स्कला के छात्र व छात्राओं ने भी समय समय पर हम प्रतियागिता में भाग लिया। प्रतियागिता में भाग लेने के लिय जो छात्र वाटर से आत हैं उनके निवास, भाजन आदि का प्रबन्ध समिति की आर म किया जाता है। करीब २५०) रुपये के लागत की एक सुन्दर ट्रोंफी है जो जीतन वाली सस्था साल भर अपन पास रखती है। सर्वोत्कृष्ट तीन वकनाओं को पुस्तको के रूप में अच्छे पुरस्कार भी समिति की आर से दिय जात ह। जिन सस्थाओं के सप्रयोग से इतन वर्षों तक अनवरत रूप स यह वाद-विवाद प्रतियागिता चल सकी है वे सभी सस्थाए धन्यवाद की पात्र है।

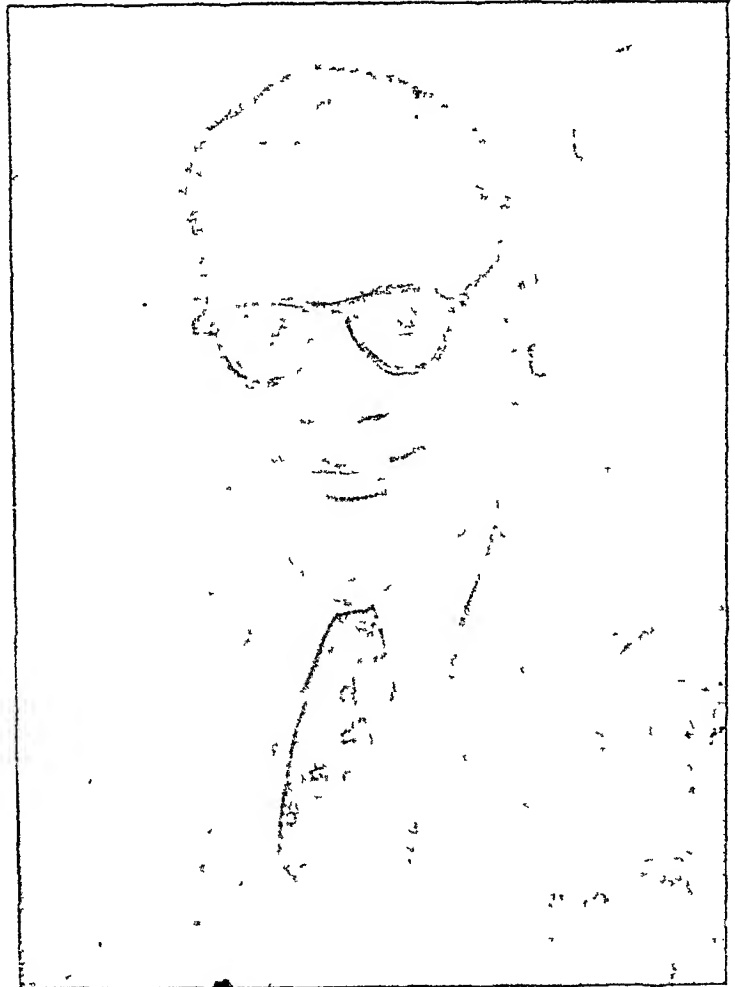
निबन्ध प्रतियागिता का आयोजन भी कुछ वर्षों तक तो चला किन्तु वाद में राजस्थानी साहित्य विषयक अच्छे निबन्ध प्राप्त न हो सकन के कारण यह प्रतियागिता बन्द कर दी गयी है।

मने १९४१ म श्री सूर्यकरण पारीक स्मारक प्रथमाला के प्रथम पुष्प के रूप म 'चौबोली' नामक पुस्तक का प्रकाशन हुआ। जिसमें राजस्थानी साहित्य की चार चुनी हुई कहानियों का संकलन है। प्रस्तुत पुस्तक म मूल राजस्थानी गद्य के साथ साथ हिंदी अनुवाद भी द दिया गया है। पुस्तक का संपादन प्रो० सहल तथा प्रो० गौड द्वारा किया गया और भूमिका लिखी गयी हिंदी के मुप्रसिद्ध कलाकार श्री जैनेन्द्र कुमार द्वारा। मने १९४४ में 'चौबोली राणी' के नाम से श्री निरजन वर्मा और जयमल परमार ने चौबोली का गुजरानी अनुवाद भी भारतीय साहित्य सभ अहमदावाद की आर से प्रकाशित करवाया। राजपूताना विश्वविद्यालय न एम ए हिंदी के डिगल पाठ्य क्रम में चौबोली को भी स्थान दिया।

समिति के कोष में जितना भी फड था उसको देखने हुए पारीक समिति की ओर से कोई दूसरा प्रकाशन न किया जा सका। —कन्हैयालाल सहल

A VIEW OF PILANI IN 1960

THE GOLDEN JUBILEE of an educational experiment started at Pilani 50 years back will be celebrated on Basant Panchmi. This experiment, to say the least, has been pre-eminently successful. It has placed Pilani right on the educational map of India, it has attracted to our institutions students from every corner of the country and persuaded educationists, politicians and leaders of men to visit the place from time to time and testify to the progress of the experiment. Nothing like it has ever been attempted in India; nothing is likely to be on such a colossal scale.



Sri M. L. Shroff

It shows what money, if used with imagination, can perform. It is a story of much hard work and intelligent planning.

The Birla College is the culmination of that experiment and the celebrations

on Basant Panchmi may well be said to be the Golden Jubilee of the college.

The 12 years from 1930 to 1942 were a period of unparalleled stress and strain in the country. The surge of national upheaval, the resultant

repression by an alien government and the ever deteriorating international situation culminating in the II World War kept the people agitated. There were communal disturbances in the country and the atmosphere in the land generally speaking was not congenial for progress in any field of life. Yet during this period the Birla College made rapid strides. The number of students rose from 12 in 1929 to about 400 in 1942. Commerce and Science classes were opened during these years and various extra-curricular activities were developed. The College established its reputation in games and in Hockey, Volleyball and Football lifted trophies at the Rajputana Inter College tournaments year after year. Our scholars also obtained very high positions in the Rajputana Board examinations in Arts and Commerce during this period and the College made its name as a centre of education. But the apathy of the Jaipur State authorities to educational expansion stood in the way of our opening degree classes till 1942 though the Agra University had accorded us permission to do so as far back as 1930. During all these years the College like a real thorough bred had been "Straining at the stables all 'keved up' "

Once this hurdle was crossed it went off the mark and has developed into a first rate college with facilities to higher education and research in Arts, Science and Commerce. A College of Pharmacy has been opened in July 1950 and today it is no idle boast to assert that the Birla College is, by far, the best institution of its kind in the whole of Rajasthan.

But we have not cried halt as yet and further schemes of development are under the consideration of the authorities. If a man were to find himself in Pilani in 1960 and describe his experiences of conditions prevailing here at that time, his writing would make interesting reading for a person living in the town today. Probably he would be suspected of some unbridled flights of imagination. He would find that the Arts College has developed into a separate identity of its own and post graduate instruction in languages, specially Hindi, Sanskrit and English here is occupying a place of pride among the colleges of Rajastan. The departments of Economics, History and Politics and Philosophy, because of excellent facilities of library and congenial surroundings, are attracting students from every part of the country. In 1960, he will see that Pilani has developed into a centre of cultural research.

Our Commerce College even today is not only the first in Rajputana but also one of the best. Our unnamed visitor of 1960 will find that it has undergone a great change and given place to a first rate college of Business Administration and has been a pioneer in shaking off the outmoded methods of theoretical teaching or at least putting life into their dry bones. The students coming out of this college are fully equipped with the latest methods and principles of Commerce and Business Administration. It will have a new face, completely re-dealt and an appearance pleasing and august at the same time.

The Science College, our visitor will find to have developed out of its present huge accommodation in the new building. The spacious laboratories and other facilities are attracting students from all over India for undertaking advanced studies and specialised research in the various subjects. He will be specially surprised at the exceeding high standard of post-graduate teaching and research in Physics, Chemistry, Zoology, Botany and Geology.

The Department of Pharmacy, started in Pilani in 1950, our bewildered visitor will tell us, has become the nucleus of a full-fledged college of Pharmacy, the only one of its kind in these parts of the country, a first rate institution housed in a separate building and providing specialised professional instruction to prospective pharmacists and pharmaceutical chemists. The commercial side of the college is also working at full swing to supply the needs of the state. Various non-clinical medical subjects like Pharmacology, Physiology, Bio-Chemistry, Micro-biology besides Pharmacy, Pharmaceutical Chemistry and Pharmaceutical Engineering are running crowded classes in the college.

A college of nursing is also functioning, the stranger will note with obvious satisfaction. The theoretical training is being imparted in the colleges of Science and Pharmacy while the candidates are undergoing apprenticeship in the hospital.

In close co-operation with the colleges of Arts, Science, Commerce and Pharmacy, a college of Technology has also come into existence, the visitor will find, where Chemical Engineering, Food Technology, Industrial Micro-biology and Industrial Hygiene are being taught and industrial research being conducted. The Engineering College is co-operating in running a course leading to the degree of Administration Engineering.

Our mythical visitor cannot but be impressed by the long line of other colleges including a Training College, an Agricultural College (with short courses in Animal Husbandry, Bee-keeping, Poultry Farming and Dairy Management) and a College of Physical Education. In short the Birla College will be found in 1960 to be associated with the teaching of every science and every cultural subject. Above all it would be able to bring about that co-ordination of industry and scientific research which is the outstanding need of the country.

This is what he will observe and certainly he cannot fail to be impressed by Pilani's progress.

This is no idle dream. The College has never believed in unsystematic, "anyhow" methods. It is, as we have already said, the result of intelligent planning.

M.L. Schroff.

शिल्पशाला और फार्म,

पी० ग्राई० मी०

केफेटरिया नवन निर्माण विभाग

प्रारम्भ में ही शिल्पशाळा व शिल्पा कायम शिल्प का एक मन्त्रपूर्ण स्थान प्राप्त है। शब्द व राम में बौद्धिक प्रयत्न का व्यावहारिकता का पुनः मिलना है। किलावी ज्ञान संपूर्ण और यथाथ रूप धारण करता है और नवयुवका में स्वतंत्रता और स्वावलम्बिता का भावना उत्पन्न होता है। बसिक शिल्पा व प्रयत्न में कला पत्रिका शिल्प शकल और कालिज में विनय विषय की पत्रिका के साथ साथ लकड़ा का काम मिलान रंगाई छपाई कर्ता बनाई चमड का काम जाति मिलवाया जाता है और शकल के विनयविद्या के शिल्प अतिवर्धन है। शिल्प के शी मुद्याव पर राजपूताना

बात न हार्म शकल का परीक्षा के लिये शिल्प के काय का स्वाहन किया और कर्ता बनाई लकड़ा के काम आदि का स्वीकृत किया और कर्ता बनाई लकड़ी के काम का बनी स्थान और मन्त्र प्राप्त हुआ जो इतिहास भूगोल आदि को है शिल्पाना में शिल्पशाळा हम में कम काम करन पुराना है। विद्याधिया का शिल्प का काम मिलान के जनिरिकत दूसरे लोगो का भी भरना किया जाता है जिनमें आम पाम के दस्तकारा का काम भा सुपर और व आधुनिक चोड़ा औरारा और काम करन के दृश में अलीभाति परिचित हा।



शिल्पशाळा में चमड
का काम

पर शिक्षा क्षेत्र के बाहर भी गिल्पशाला का अपना ही स्थान और महत्व हो गया है। अध्यापकों, विद्यार्थियों और स्थानीय लोगों की भी मांग पूरी होती है और सिलाई, रंगाई, छपाई, जूतों की मरम्मत आदि के लिये गिल्पशाला एक उपयोगी संस्था बन गयी है।

साथ ही एक बड़ा स्टोर भी है जहाँ हर प्रकार की कीलों और कलपुर्जों के अलावा घी, कपड़ा, जूते, साबुन, वगैरह भी प्राप्य हैं। आखिर जो अध्यापक और विद्यार्थी यहाँ हैं उनकी जीवन सम्बन्धी मांगों की पूर्ति भी ट्रस्ट की जिम्मेदारी बन गयी है।

पानी विजली की व्यवस्था भी ट्रस्ट की ओर से है। पांच लाख की लागत का पावर हाउस स्टाफ के घरों, होस्टलों और स्कूलों कालिजों को विजली सप्लाई करता है। सड़कों पर रोशनी की जा रही है और नगर में भी विजली लग रही है। पावर हाउस में इस समय ४ विद्युत् उत्पन्न करने वाले यंत्र हैं। दो १५० कीलोवाट करने वाले यंत्र हैं। दो १५० कीलोवाट के, एक ८० कीलोवाट का और एक ३० कीलोवाट का। इंजिनियरिंग कालेज के लिये तथा बढ़ती हुई शिक्षा नगरी के लिये ये सब पर्याप्त नहीं। २५० कीलोवाट का एक नया इंजिन लगाने का आयोजन किया जा रहा है।

पिलानी में विद्युत्-यंत्रों को लाने की कहानी बड़ी रोचक है। उस समय रामपुरा वेरी पिलानी के लिये नज्दीक से नज्दीक स्टेशन था। दिशामात्र के ज्ञान से तथा ऊंटों के बनाये हुए रास्तों से आवश्यकता पड़ने पर मोटर गाड़ियां आया जाया करती थीं। विद्युत् यंत्र जिन बक्कों में आ रहे थे उनमें सब से भारी बक्स करीब ९५ मन का था। रेल के कर्मचारी उसे उतारने में असमर्थ थे। उन्होंने गाड़ी से उतारने का भार भी निस्संकोच इंजिन के खरीददार के ऊपर डाल दिया। एक बड़ी तिपाही का आयोजन किया गया और इंजिन लाने के लिये इधर उधर से लोहे के पहिये इत्यादि एकत्र कर पिलानी के सबसे बड़े दक्ष बढइयों द्वारा एक ठेला बनाया गया जो इतना भारी बजन सह सके। पिलानी के १५ वैलों की जोड़ियां, रस्ते, कडाली, फावड़े, रास्ते में खाने का सामान, वैलों के लिये चारा, कच्चे स्थानों पर

विद्याने के लिये तख्ते। वैल गाड़ियों में और करीब पचासों मजदूर रामपुरा भेजे गये। येनकेन इंजिन ठेले में लादा गया और यह समाचार विशेष वाहक द्वारा पिलानी पहुंचाया गया। जब इंजिन की प्रतीक्षा हो रही थी समाचार मिला कि ५०-६० फुट खींचने के बाद ही वैल खींचने में असमर्थ रहे और ठेला भी टूट गया। बहुत से लोग जमा हुए और उन्होंने इंजिन लाने के लिये मुझाव बतलाये। देहली से तीन टन की लारी मंगाई और वह भी रास्ते में ही रुक गयी। रेल वालों ने लारी को रेल से ले जाने में इन्कार कर दिया क्योंकि रामपुरा में उसके उतारने के लिये साधन नहीं थे। ऊंचा प्लेटफार्म वहां न था। अन्त में वैलों के बदले भैसे भेजे गये और खेतों को काट कर रास्ता बनाया गया और इंजिन का पिलानी पहुंचना पिलानी के इतिहास में पराक्रम ही माना जावेगा।

पानी का प्रवन्ध कई कुओं से होता है और नहाने को ४०० गज लम्बी और चार फुट चौड़ी नहर को (जो शिवगंगा के नाम से पुकारी जाती है) पानी इन्हीं से मिलता है।

खोखावाटी प्रान्त में कृषि के लिये ट्यूब वेल (Tube well) खोदने का पहिला प्रयास पिलानी में १९३७ में आरम्भ हुआ। एक अंग्रेजी कंपनी जिसने सर्वप्रथम काम हाथ में लिया और कठिनाइयों से धवड़ा कर अपना सामान छोड़ कर एक अच्छी रकम पेशगी लेकर भाग गयी। दूसरी अंग्रेजी कंपनी स्कोट और सैक्सबी दो स्थानों में असमर्थ हुई पर प्रयत्नशील होने के कारण उन्होंने २९० फुट गहरा ट्यूब वेल (Tube well) १९३७ में पूरा कर दिया। इससे सात हजार गैलन पानी निकला। दूसरे प्रयास में भारत ट्यूब वेल कम्पनी द्वारा विशेष सफलता मिली। इन्होंने ३१८ फुट गहरा कुआं खोदा और इसमें आरम्भ में १२,००० गैलन पानी निकला। इस कुएं द्वारा ही शिवगंगा में पानी भरा जाता है।

यह कुआं खोदे जाने पर खेती का कार्य बड़े उत्साह से आरंभ किया गया। ११०० बीघा भूमि में सड़कें तथा पक्के धोरे बनाये गये। गेहूं के बीज पी ४, ५९१ तथा

और अंश प्रकार क मगाय गय । ५९१ का विणय गरलता मिली और पहिड़ वष कुछ खना म ८ प्रतिमन बीघा गहू पैदा हुआ । एक बीघा $36' \times 36' = 29$ एकड । वरमाम नपीवर रिजका मुधान ग्राम जौ तथा आरम (Oats) सफलता म उगाय गय । नयी भूमि म पदावार अच्छी हुई परन्तु तीसरे वष उपराल जमान कमजार होन क कारण गहू की पदावार ४०-४१ म फा बाधा मवा चार मन हा गयी और अब औमत म तीन चार मन क बाच म है । ४८-४९ म गहू कम बाया गया और इस वष गहू प्रति बाघा पाच मन निवला ।

१२ १० वष दगावर खना करन म इस परिणाम पर पढ़वा गया कि इस प्राल म खना पर सफलता प्राप्त करन के लिय य आवश्यक है कि पयाप्त सिंचाई का बन्दायन हा ।

गहू म साधारणतया ७-८ पानी दन पल्ल है । पजाव म दो या तान पानी म हा गहू तैयार हा जाता है । पहिला पानी फा बीघा १८००० गैलन दूसरा १५००० गैलन और बाकी चार पानी १०००० गैलन फी बीघा की मात्रा क हात है । गहू क बायन फी बीघा ०० ००० गैलन पानी चाहिए । औमत १००० गैलन पानी की कीमत आठ आना पडता है । सिंचाई का ही खर्चा ४६ ६० ८ आना फी बाघा पडगा । इनन मन्ग पाता म खती करना मभव नही ।

जमीन क नीच पानी है । बिरला काम म बिना पानी वाट महाराज (water dwiner) की सहायता के ७ कुए खाट गय और मवम पानी निकला । य सब कुए मिलकर ३५००० गैलन प्रति घन्टा दिन और गन पानी देने ह । तान नय कुए इस वष खाद गय जिनम २३००० गैलन पानी प्रति घन्टा मिला । पानी गहरा है । ११० फट पर खान मिलता है । बिजला द्वारा सिंचाई तब ही मभव हा सकनी है जब बिजली सन्ता हा सक । पिलानी म एक यूनिट बिजली ४ आन ९ पाई पर मिलनी है । य काम देकर खनी का खचा निकालना जमभव है ।

जमीन रेतीला है । इसम बिना अच्छी खाद के और चहू भी पयाप्त मात्रा में सफलता मभव नही ।

खाद हरी गवाय दवा कर देन म जमीन उपजाऊ हा मकेगी । मिट्टी का विरूपण कराया गया था । मिट्टी उपजाऊ बनान के लिय विणय प्रयत्न की जावश्यकता है ।

कु वर्षों म टम्प न वष का कारखाना भी खलाया ह । इस प्रकार हर मभव प्रयत्न किया जाता है कि इतना बडी गिणा कालानी में लोगो का किमी तरह की जमुबिधा न हो । महा तन कि चिडावा और लुगार जात क लिय बस नियमपूर्वक चलान का काम भी टम्प की आर म



श्री मूचरत बगडिया

हाना है । जा लोग कई वर्षों म पिलानी में है अपन कटु अनुभव से बतलायग कि यहा जान जान की कितनी तकलीफ थी । कुछ वर्षों म प्रबन्ध बना मनापजनक है और इसकी श्रेय पिलाना म इन्स्टीटयल कारपोरेशन लिमिटेड का है । श्री बिबभरतयात्र छरिया एवाउण्टेन तथा मैनजर इस काम का सुचारु रूप मे देख रहे है । उपर लिखे सब काम म्मा समस्या द्वारा हात है और यह टम्प क आधीन है ।

नय छात्रावास म भोजन का व्यवस्था कफिटरिया कमिटी द्वारा हाती है । ३ वड भोजनालय नय छात्रावासा म बनाय गय है । भोजनालय क बनान म १ २५ ००० ६० खच हुआ है । २८८ लडक भोजनालय क हाल म एक माय भोजन कर सकत है । दिन म तीन बार भोजन लिया जाता है उड पांड गुरु दूध १ छटाक गुड घी व तल और पिछल

वर्ष तक १ छटांक चीनी प्रत्येक छात्र के भोजन में प्रति दिन होती थी। इस वर्ष चीनी केवल आध छटांक प्रति दिन करनी पड़ी है। भोजन में ३००० से ३२००० केलोरी होती है। प्रातःकाल दूध के साथ कभी डबलरोटी, कभी फल, कभी मिठाई इत्यादि दी जाती है।

मासिक खर्च ४५ रु० से ५५ रु० के बीच पड़ता है। दूध अपनी डेरी द्वारा आता है। केफिटोरिया ने आटे के लिये अपनी चक्की तथा तेल के लिये अपना कोल्हू रखा है। डबलरोटी, मिठाई, बिसकुट भी केफिटोरिया स्वयं बनाता है। तरकारी या तो फार्म में आती है या जयपुर और देहली से थोक में मंगाई जाती है।

केफिटोरिया की व्यवस्था का मारा भार विरला मिल के सेक्रेटरी श्री मूलचन्द्रजी बगडियाजी ने ले रखा है। ये देहली से आकर बराबर काम को संभालते हैं और मदा इस बात की चिन्ता में लगे रहते हैं कि किस प्रकार कफायत से छात्रों को शुद्ध तथा स्वास्थ्यप्रद भोजन मिले।

भवन निर्माण विभाग श्री माधवप्रसादजी विरला की अध्यक्षता में ६-७ वर्षों से नूतन विद्या विहार के भवनों को बनाने में बड़े वेग व उत्साह के साथ कार्य कर रहा है। श्री तागचन्द्रजी सावू व श्री राधाकृष्णजी विड़ला जो विड़ला कालिज के पुराने छात्र हैं इस कार्य में हाथ बंटा रहे हैं। श्री राधाकृष्णजी विड़ला तो २ वर्ष से अपना अधिकांश समय निर्माण विभाग के कार्य में ही लगा रहे हैं।

विद्या विहार का नया शिक्षा-भवन क्षेत्रफल में ३,५०,००० वर्ग फुट है। इस के निर्माण में ३५,००,००० रुपया लगेगा।

५ छात्रावास, विड़ला विद्यापीठ का भवन तथा १०० से ऊपर अध्यापकों के मकान इस विभाग ने



श्री माधो प्रसाद जी विड़ला अब तक बनाये हैं। छात्रावासों तथा मकानों में ३०,००,००० रुपया अब तक लगाया जा चुका है।

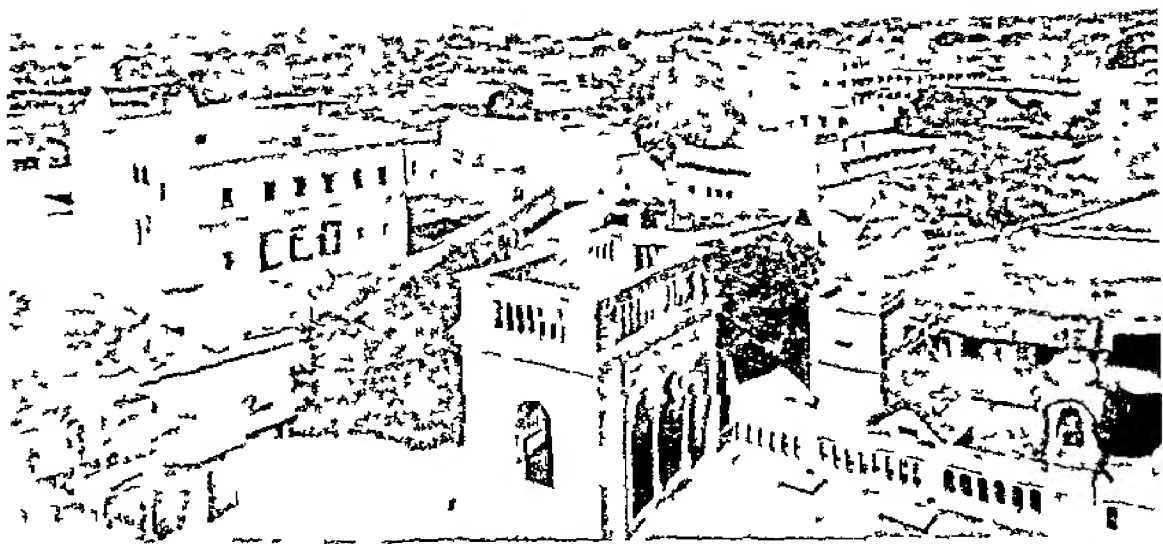
विजली, पानी तथा सेनीटरी विभाग के अध्यक्ष श्री कृष्णकुमार जी विड़ला हैं। आपके विभाग ने विद्या विहार के भवनों में विजली, पानी व फूलग की टट्टियां लगवायीं और उनके लिये फर्नीचर बनवाया। नडकों व शिवगंगा के चारों ओर मुन्दर खंभों में विजली लगवाई। इस विभाग ने ८,००,००० रुपया खर्च किया। मेवेज (Sewage) की स्कीम पर विचार किया जा रहा है।

विष्णु हवाई अड्डा

पिलानी के विद्याश्रिया को वायुयान शिक्षा के निमित्त दो वर्ष हुए फ्लाइट क्लब की स्थापना का आयोजन किया गया। फ्लाइट क्लब की रजिस्ट्री हा गई है। भारत सरकार को सहायता के लिये आवदन पत्र भी दिया जा चुका है। श्री रावण रघुबीरसिंह जी ने अपने पुत्र शिवा ठाकुर विमानसिंह जी के पुण्य स्मारक के हेतु ट्रस्ट को १२०० गज लम्बी तथा ७०० गज चौड़ी भूमि हवाई अड्डे के लिये दान में दी है। हवाई अड्डा पिछले वर्ष तैयार किया गया और इसमें वायुयान उतरने लगे हैं। पिलानी से यह अड्डा ६ मील दूर है और इसका नाम श्री ठाकुर विमानसिंह जी (ठा० विमान तथा मूरजगढ़) की पुण्य स्मृति में विष्णु हवाई अड्डा रखा गया।

ट्रस्ट श्री रावण रघुबीरसिंह जी का बड़ा आभारी है जिनके भूमि दान से ही यह अड्डा बन सका है। भारत सरकार से यदि उचित सहायता फ्लाइट क्लब के लिये मिली तो बहुत से विद्यार्थी वायुयान शिक्षा प्राप्त कर सकेंगे।

पिलानी का एक दृश्य



BIRLA VIDYA VIHAR

BIRLA Education Trust is building a new educational colony at Pilani. This is named as Birla Vidya Vihar. The foundation stone of the main building of the colony was laid by Kulpati S.D. Pande on Ram Naumi Day in 1948. This building comprises of the Engineering College, the College of Science, Birla Central Library, Museum and the Administrative Block. It has a big auditorium with a seating capacity for 4000 people and a cafeteria for the students. The building when completed will cost Rs. 30 lakhs. Hostels to accommodate over 750 students have already been built and some are also under consideration.

Extensive playgrounds have been provided. The entire area has been electrified and all buildings have modern sanitary arrangements. More than fifty residences for the staff have already been built and some are under construction. The entire colony is expected to be completed by the year 1951 and would cost the Trust Rs. 75 lakhs. Shiva Ganga—a swimming pool with $\frac{1}{4}$ mile circumference and 40 feet wide is inside this new colony, which has at the other end a dairy, a sheep farm and the Birla Agricultural farm. The lay-out admits a further extension in all directions.

Kulpati S. D. Pande performing the foundation-stone laying ceremony at the Vidya Vihar



Eminent people who have visited Pilani

- 1 Pandit Madan Mohan Malviya
of revered memory
- 2 Dr Rajendra Prasad
- 3 Pandit Jawahar Lal Nehru
- 4 Sardar Vallabhai Patel
- 5 Pandit Govind Ballabh Pant
- 6 His Highness the Maharaja of
Jaipur
- 7 Sir Maurice Gwyer Chief Justice
Federal Court of India and Vice
Chancellor Delhi University
- 8 Rev CF Andrews
- 9 Miss Agatha Harrison
- 10 Sardar Baldeo Singh
- 11 Rajkumari Amrit Kaur
- 12 Major General J C Cariappa
Commander in Chief India
- 13 Mr L M Henderson
- 14 Lady Colben Nye
- 15 Mr C C Desai
- 16 Shri K Santhanam Minister for
Transport
- 17 Pandit Hira Lal Shastri Prime
Minister Rajasthan
- 18 Dr G S Mahajani M A, Ph D
Vice Chancellor, University of
Rajputana Jaipur



*Sardar Patel building good life to
our first Minister Sardar Nehru ji*



*Sardar Patel in the engineering
College lab*

19. Lalla Diwan Chand, M.A., Vice-Chancellor, Agra University.
20. Dr. P. Basu, M.A., Ph.D., Vice-Chancellor, Agra.
21. Dr. Amar Nath Jha, M.A., D. Litt., Vice-Chancellor, Allahabad University.
22. Dr. Radha Krishanan, M.A., D. Litt., Vice-Chancellor, Benares; Ambassador to Russia.
23. Dr. D.R. Bhattacharya, Vice-Chancellor, Allahabad.
24. Sir John Sarjent, M.A., Educational Commissioner with the Govt. of India.
25. Dr. Maria Montessori.
26. Sri P.N. Mathur, M.A., Education Minister, United State of Rajasthan, Jaipur.
27. Dr. K.C. Khanna, M.A., Ph.D., Director of Education, East Punjab.
28. Miss. V.G. Bhan, B.A., Deputy-Directress of Education, Punjab.
29. Mr. F.G. Pearce, B.A., Director of Education, Gwalior.

Sardar Patel visiting exhibition of paintings done by students



Some Important Dates

- | | | | |
|---------------|--------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1901 | A small Pathshala was started in Pilani | 8th July, 1930 | Classes in the Intermediate in Commerce were added |
| 1916 | The Pathshala was recognised as an Anglo Vernacular Upper Primary School by the Education Department of the Jaipur State | 1930 | A new building for the college was built |
| 1921 | The building of the present high school was completed | 1930 | Training in Musketry started with Dummy rifles |
| 1922 | The school was raised to the Middle standard | 30th July, 1930 | Subsidised Bus service between Pilani and Jhunjhunu |
| 1925 | The Middle school was raised to Birla High School by the U.P. Board of Education | 6th Dec 1931 | Visit of His Highness the Maharaja Sahib Bahadur of Jaipur to open the new building meant for degree classes |
| 23rd Jan 1929 | The Birla Education Trust was registered | 18th Dec 1931 | Shri K. P. Kichlu, M.A., I.E.S. special Educational officer and Dr P. Basu Ex. Principal, Indore visited the College |
| 8th July 1929 | The High School was raised to Intermediate College in arts | 6th Feb 1932 | The Vice Chancellor of the Algra University Mr Diwan Chand accompanied by Deans of several Faculties visited the College for recognition in B.A. & B.Com |
| 29th Oct 1929 | Birla Hostel (school) building construction started | 5th Jan 1933 | Mr W. Owens Director of Public Instructions, Jaipur, visited the College |
| 29th Oct 1929 | Music Band and Kindergarten classes started | July 1933 | Games and P.T. exercises were made compulsory |
| 7th Nov 1929 | Shri Pujya Mahin Mohan Malviya visited Pilani | | |
| Jan 1930 | Tutorial classes started in Classes VIII & X | | |
| Feb 1930 | First issue of the Magazine and Compulsory Insurance scheme | | |

- July 1933 Nominal tuition fees were imposed on first and second year students coming from outside.
- 1933 Rural Education Scheme came into force, 8 village schools established.
- 1933 Dairy farm and Agriculture farm were established.
- 1933 First batch of girls appeared in the Vernacular Middle school—the only school in the whole of Shekhawati.
- 1934 Rajasthan Hostel was completed.
- Oct. 1934 Shri Amrit Lal Thakar popularly known as Thakkar Baba paid a visit to the College.
- 1934 Sheep Farm started.
- 1934 First tube well was sunk.
- 1935 Mr. F.S. Young, C.I.E., Inspector-General of Police visited the College.
- 1935 Collection of Folk songs and folk lore started.
- 1935 Marino Rams & Ewers imported from Australia.
- 1935 Dates planted.
- 1935 Free milk given to 100 students by Shri Jamunalal Bajaj.
- 1935 Craft introduced in classes.
- July 1936 New Goshala constructed.
- July 1936 New Shilpashala constructed.
- Aug. 1936 Power plant for different wells set up.
- Aug. 1936 More Village schools opened.
- Nov. 1936 New Girls school building constructed.
- 1936 Birla College was made centre for the Intermediate Examination of the Board.
- Feb. 1937 Water supply started.
- May 1937 More quarters built.
- July 1937 Bee farming started.
- Aug. 1937 Electric plant laid.
- 1937 Increase in the number of village schools.
- Dec. 1937 J.C. Kumarappas visit
- 1937 Facility of Electricity and Water was provided in Hostels and staff quarters.
- 1938 Milk rate, 22 lbs a rupee.
- 1938 New Power house construction started.
- 1938 Shri J.C. Kumarappa visited the college.
- 1938 Shivganga construction started.
- 4th Jan., 1939 Visit of Rev. C. F. Andrews and Miss Agatha Harrison.
- Jan. 1939 Rules of Etiquete were issued.

- 4th Jan 1939 Foundation of the Wardha School laid
- Oct 1939 Mrs Rameshwari Nehru presided over our annual celebrations
- 1939 Soil of the Agricultural Farm analysed
- 1939 Hand Paper making started
- 1939 Hostel expenses—
Messing, 9, room rent & light 12 fees 3, washing, 14
- 1939 Construction of Staff quarters and Birla Balika Vidya-peeth
- 1939 Construction of the Hall and the laboratory with the clock tower
- 1939 Fair weather road between Chirawa and Pilani made by the Trust
- 1939 Observatory installation
- 16th Dec 1940 Mr J. C. Chatterji Vice Chancellor of Agra University and Chairman of the Board of Education visited the college with C Mahajan of St Johns College, Agra
- 1940 Sir Maurice Gwyer, Chief Justice Federal Court of India and Sir John Sargent, Educational Commissioner visited the College
- 1940 Canal was completed
Dimensions of canal are 10' wide, 420 yds circumference and 6' deep except at the diving board where the depth is 9'
- 1940 A new gymnasium was built in the playground
- 1940 Shri Jamunabai Bajaj visited
- 1940 Number of village schools raised to 123
- 1940 A new gymnasium was built in the playground
- Feb 1941 Sir Radha Krishnan visited Pilani
- July 1941 Birla Balika Vidya-peeth started in the new building under a new Principal Mrs Deoki Amma Upadhyay
- 1941 Pilani teams visited the Doon school
- Dec 1941 Jaipur State Rover Meet
- 1942 Afforestation was started 42 plans for the new colony were made
- 1943 An all India centre for the training of Engine room Artificers for R I N was opened
- 1943 Permission for opening degree classes in Arts and Commerce was given by the Jaipur State
- Nov. 1943 Sir Mirza M Ismail, K C I L, Prime Minister

- ter, Jaipur State paid a visit to the College.
- Nov. 1943 Other important persons who addressed the College students in the month of November 1943 were:—
1. Sir Badri Das Ji Goenka.
 2. Sir Purshottam Das Thakurdas.
 3. Principal Kshiti Mohan Sen.
- 1943 Technological Institute of Textiles, Bhiwani, was established.
- 1943 Birla Employees free Education scheme started.
- 1945 The First All India Montessori conference was held in Pilani. Dr. Madame Montessori presided over the function.
- 1946 Canteens were established.
- 1946 Birla Engineering College for students in Electrical and Mechanical Engineering was established in place of R.I.N. Centre.
- 1947 Public Schools conference was held in Pilani.
- July 1947 Birla College was affiliated to the University of Rajputana.
- Aug. 1947 Post graduate classes in Zoology, Chemistry and Physics were started.
- 20th Oct. 1947 Dr. Rajendra Prasadji addressed the students of Birla College.
- 30th Jan. 1948 Shri Pt. Govind Ballabh Pant, Prime Minister, U.P., visited the College.
- 7th April 1948 Foundation Stone laid of the New Engineering and Science college buildings, by Shri S.D. Pande.
- July 1948 Post-graduate classes in Commerce and Economics were started.
- 15th Aug. 1948 Dr. Rajendra Prasadji addressed the students of Birla Education Institutions on the Independence Day.
- 23rd Aug. 1948 Shri Shanker Rao Deo and Acharya Jugal Kishoreji visited the college.
- 23rd Dec. 1948 Shri Sardar Patelji visited the college and addressed the students for a few minutes.
- 3rd Feb. 1949 Dr. G.S. Mahajani, Vice-Chancellor of the University of Rajputana, presided over college functions on the Foundation Day.
- 28th Feb. 1949 Shri Pt. Hiralalji Shastri, Prime Minister

the Jaipur State pre-
ceded our annual
functions

- 15th Mar 1949 Smt. Raj Kumari
Amrit Kaur and Lady
Nave visited the college
- July 1949 P's graduate classes
were opened in
3 tiny Sanskrit and
Hindi
- July 1949 B Company of Jaipur
1st Bn NCC was
formed
- 2nd Nov, 1949 Shri K. Sinthanam
Minister of State for
Transport delivered a
speech to the students
and staff of Birla College
- 14th to 21st
Nov, 1949 Zonal round of Uni-
versity Tournaments
were held in Pilani
- 22nd Nov, 1949 Sir C V Raman, the
well known Scientist
and Nobel prize Lau-
reate gave a very in-
teresting talk on Lumi-
nescence
- Nov 1949 The Jaipur State Scout
Camp was held in
Pilani about 1000
scouts attended the
Camp
- Nov 1949 The following Minis-
ters of the Rajasthan
Union visited Pilani —

- 1 Shri Boorelal Baya
- 2 Shri Phoolchand
Bapna
- 3 Shri Narsingh
Kachawa
- 4 Shri Dhadda
- 5 Shri P N Mathur

Nov 1949 Rajasthan Academy of
Sciences for upholding
the cause of Science
was established in
Pilani

16th Dec, 1949 General Cariappa,
Indian C in C address-
ed the students of the
College

25th Jan, 1950 Sir J C Ghosh, Direc-
tor of Industries pre-
sided over our annual
prize distribution

11th Feb, 1950 The Prime Minister
Pandit Nehru visited
the College

21st to 23rd
Feb, 1950 The Central matches
of the Rajputana Uni-
versity tournaments
were held in Pilani

July 1950 The Birla College shift-
ed to new buildings

July 1950 Classes in Pharmacy
started in this college
The new subject is
under the Faculty of
Medicine

FIRST FIVE YEARS

IT is human nature to have a craving for the past because it revives to the mind the hidden memories and the events that sweetened life and brightened its path. The sweetness, however, is not necessarily always associated with success. If we descend into the depth of our mind that stored the memory, we may find that the failure thrills us no less than the success. Trivial things of ten make or mar big events, providing thereby that success and failure are mere accidents of life. What matters, therefore, is not the success but the attempt that was made to succeed.

The story of this institution is a story of attempts. And the story of an institution is no less the story of those who made the attempts. It brings thus a double satisfaction to those closely associated with it to recall the past which is now older than four decades.

The Birla Pathshala, as it then was, was started in the year 1900. The motive of the promoters then was not to establish a public school. The problem of educating the two grandsons of Seth Shivnarayanji Birla, namely, Rameshwardas and Ghanshyamdas, had to be solved. There was no school in the village. A guru, who had been teaching the village boys on a remuneration of one seer of bajri per student per month, had suddenly disappeared, and something had to be done to educate the two young boys of 8 and 6 years of age respectively.

And so, after much cogitation, a teacher, named Kanjii Thakur, of Bagar, was (employed on a salary of Rs. 5 per month. In order that other boys of the village too might be benefitted by the appointment, the proposal was ultimately given the shape of a PATHSHALA. And thus the school, which has now developed into a good institution, began its career with nearly thirty boys on its rolls.

Of the three pedagogic R's, Kanjee knew but one—or perhaps, fewer. He could not read or write correctly. It was never deemed necessary in those days for a teacher or a student in a village school to be proficient in writing and reading. The main achievement sought was proficiency in arithmetic. Kanjee was reputed to know **LEELAVATEE** by heart. A correct estimate of his knowledge none could make as none in the village had the capacity to do so. Thus Kanjee's knowledge remained an unfathomed depth. But it must be said to his credit that, in elementary arithmetic, he was not bad. The boys thus began to get their training in **PUTTI PAHARA**, addition, subtraction, multiplication, division and mental arithmetic. And this exhausted Kanjee's curriculum.

THE USE OF ENGLISH

Meanwhile, friends of Seth Shiv Narayanji in Bombay pressed him to give his grandsons education in English also. Those well-wishers would often say, "Sethjee give good English

education to your grandsons" to which he would reply "Oh it is no use. They would become KISTANS (Christians)." But even he realized that some knowledge of English would be necessary in the business life of the boys. At least they should be able to read and write telegrams.

There was a gentleman in the village who claimed and his claim was accepted without dispute by the whole village that he could read telegrams, though he confessed he could not write one. For years, his claim remained untested. Who in Pilani could be so unlucky as to receive a telegram? Telegrams in a village meant only one thing, ominous news. The recipient of a telegram would not touch food until it had been translated by the telegraph master, whose station was ten miles away from Pilani. Yet a telegram was received one day. And the recipient of the document ran up to the man who claimed that he could read it. But the learned man simply shook his head and said "Ah, friend, it is unfortunate that your telegram happens to come from Calcutta. I have completed my course only up to Delhi. That is but 120 miles from here, for any distance beyond that, you must seek help elsewhere. My qualification does not go beyond Delhi." Seth Shivrnanayan felt it very keenly that there should be none in the village who could read and write telegrams. The boys, he felt, must be accomplished in this art. After a year therefore the PATHSHALA was converted into an English school. Master Rambilas was the first teacher of English.

On his arrival, Thakur Kanjee had to depart with a heavy heart. He was quite popular with the boys, who shed affectionate tears on his departure. Master Rambilas could talk, so it was said, in English. But the students knew that he did not know Hindi. The first book of Reading was taught to the boys through Urdu. "The sun is up" would be translated as *आफताब नद हुआ*. English had made its debut, but Hindi was nowhere on the scene. And only the fortunate few realized what was *आफताब* and what was *नद*.

Rap it in, tap it in,
What are teachers paid for?
Clap it in, slap it in,
What are children made for?
So the rapping, tapping, clapping and slapping continued. The last the most.

And then there appeared on the scene Master Shriram, a relative of Master Rambilas. Master Shriram was fresh from the High School and full of enthusiasm. He was ambitious, but he had his own ways of getting things done—which oftener than not meant leaving them undone. Between his ambition and his method there was keen rivalry of a peculiar sort. If the former was unbounded, the latter, too, could never keep itself within the confines of practicability. And each time, when there was a race between the two, it was the latter that easily won the race.

THE LANGUAGE PROBLEM

No course had been prescribed by the State and so Master Shriram was free to make his own experiments. In the teeth of opposition from the villagers he introduced the teaching

of Hindi. The sun now set on आकाशव
तलू हुआ है to rise on सूरज उगा है

This meant another hardship for the boys who would have every time preferred सूर्योदय हुआ है But the matter did not end there. A number of new subjects were introduced and within one year as many subjects as the number of articles found in a grocer's shop were taught to boys of tender age. Blackie's "Self Culture" for a student who had just finished his alphabet; MANUSMRITI for some, SHEEGHRABODH for other. Nor were LAGHU KAUMUDI, AMARKOSH, SATYARTHA PRAKASH overlooked. Even ARUODESHYA RATNAMALA, setting forth the aims and objects of the SAMAJ, was there:

Ram it in, jam it in,
Children's heads are hollow;
Slam it in, cram it in,
Still there is more to follow.

This Romantic Age continued for a fairly long period when, one day,

suddenly there was a stir in the village. An Inspector of Schools from Jaipur had arrived. It was a novel experience for Pilani to be visited by an Inspector of Schools. They knew of the police patrol the THANEDAR and even the NAZIM, but they had never heard of an Inspector of Schools. But he had arrived and had to be faced. And he was faced. Master Shriram succeeded in showing off to some advantage his collection of books and the cramming which stood to his credit. And if the Inspector was not impressed with his method of teaching, he was at least dazzled with his enthusiasm. Anyway, he proved hard-hearted enough to impose a curriculum on the school. Rameshwardas and Ghanshyamdas had by this time (1906) learnt to read and write "telegrams" and this completed their "education". But happily the institution continued to advance from strength to strength, always mindful of the distant stars, but never neglecting the solid earth underneath its feet.

Good Old Days were Good

IN addition to being associated with some of the activities of the institution, I have also been connected with it as a student. It was one fine morning, 35 years ago that I was introduced to it. The introduction was made in the usual Hindu way by worshipping the Goddess Saraswati and distribution of sweets.

At the time it was an Upper Primary school having three teachers, one for

the Guru classes and two for the English classes. There were two classes in the Guru section in charge of Pandit Jokhiram Sharma. The upper classes had Pandit Bhagwati Swarup Sharma as one of the teachers and he was also the Head Master of the school. It was a great occasion when first a Swastik was drawn with 'kumkum' on my slate and then the idol of Saraswati which was properly installed in the Guru class was worshipped and

sweets distributed. Such events used to take place whenever a boy was admitted in those days but the distribution of sweets on a large scale was quite rare. It is always the first impetus in which counts and if you start the school with a celebration and a sweet taste in the mouth you get the best of it from the very beginning.

In those days it was a general feature everywhere in Sekhawati to hold two sessions in the day. Whether it was winter or summer there used to be one session in the morning and the second session late in the day. The morning session invariably started at 6-30 A.M. but luckily during winter the clock was adjusted with the time of sunrise as shown in the 'Panchang'. And since then I have always been enamoured of morning sessions, whether it be a school or business house. In business houses it is not possible unless adopted universally but it is the right thing for a tropical country of our type. In the East—in Malaya, Siam or Indonesia—they have a morning session from 8 to 12 and another session from 3 P.M. to 5 P.M. A few years ago the Government of India did make a move to consider adoption of morning sessions everywhere. But unfortunately it has been forgotten among multifarious problems with which it is faced today.

As I have said above there were only three teachers up to Upper Primary classes, therefore each teacher was required to look after more than one class. This left the boys on their own initiative to the greatest extent. The teacher used to lay down the

principles and then the boys were expected to study and get through the



Sri L. A. Birla

course themselves. For instance, in Mathematics the teacher would show how to do a sum, then the boys were expected to work out the sums without any help and these were later checked by another boy of the class. In his turn the examiner had to submit for examination by the examiner.

Nothing was done if the results were correct, otherwise the help of the teacher was sought. But such occasions were rare as the boys themselves found out the mistakes. Except for English, the teacher did not devote much time in working out the exercises and explaining sums to the boys. This in a way was a very good method and trained the boys for self reliance from the very beginning. The dictations were given by a senior

boy of the class and except for explaining the difficult passages the teacher did nothing else. Sometimes it happened that a boy was competent in some of the subjects for the higher class and as more than one class sat side by side it was possible to give him ample scope to go as far as he possibly could. I understand that even according to the modern method they advocate this system. They suggest that a boy may be allowed to be with Class IV for Mathematics while he sits in Class III for English. The natural aptitude of the boy gets a full scope through this method. So, though not scientifically worked out, in a way we did have the advantage of the modern method even then.

In addition to this, one great advantage which, according to me, was available then was a sort of a personal

touch between the teacher and the taught. Though the teacher had to manage sometime even up to 100 boys in a class he knew more about them than his counterpart knows today. Moreover, the efficiency in a boy was appreciated by promotions to higher classes even in mid-sessions.

I have enumerated the advantages of the good old boys and you might tell me that I have been talking too much of the past. But anyway the Jubilee Celebration is also a talk of the past. We are celebrating what we have done in the past 50 years and, therefore, I think it may not be wrong for me to follow you in this respect. I wish the celebrations grand success.

L.N. Birla.

REMINISCENCES OF AN OLD STUDENT

ASK any man about his college days and the sum and substance of what he tells you is that the College was at its best when he himself was a student there. The cynic suggests that this attitude is born of one's feeling of self-importance rather than a genuine regard for the Alma Mater. Let my critics say what they would—I am prepared to yield to none in my assertion that the Birla College was as great an institution when I was studying there as it is today.

I am taking you back to the early thirties when Pilani was not accessible

by rail and road as it is today. The nearest railway station was Jhunjhunu. The camel was the usual means of transport. Electric supply as such was not heard of. And who had thought of Pilani being connected with the rest of the world by telephone? Palatial hostels and staff quarters with modern conveniences were not known then. Life was rugged and vigorous. But was it enjoyable? Oh yes, most certainly.

The evening of the 13th of July, 1932 found me sitting on my box at Jhunjhunu Railway station, waiting,

like many other boys in similar predicament, for the bus that would not turn up. Till then I had rather funny ideas about college life. As a school boy, I had only vaguely heard what life at a college was like. I was picturing myself at an institution where the teacher and the taught met like strangers, where English was the only language that the professors cared to understand and where boys made life worth living only by being mischievous.

As I said before, the bus would not turn up. The choice now lay between covering the distance on camel back and waiting till next day for the bus. The camel was no stranger to me but my chums—it is interesting how quickly friendships are formed among boys—would not allow me to leave them in the lurch, in surroundings to which they were not familiar.

Providence was however more merciful than we imagined it to be. The transport difficulty was solved by Rameshwar Sunar giving us a lift in his old car and charging us a fare we could ill afford.

Our reception at Birla Hostel was a pleasant surprise. No enquiries were made, no questions asked. We were allowed to form companies and allot rooms to ourselves. At the mess no one questioned our right to partake of the fare. And long after we had started snoring in no uncertain terms on the hostel roof, we were woken up to make sure that no one had gone hungry that evening. I wonder how other institutions compare in

putting newcomers at ease in this manner.

The Superintendent of our hostel who was also the Physical Instructor, was, by common consent, known as Lathu Masterji. We were informed by him the very next morning that he was the nearest available medical "practitioner" and we could put ourselves in his hands safely in case of sickness. We were further assured that especially in cases of injury to our bones, we would find him very handy. This assurance was followed by a visit by most of us to his dispensary. We saw an impressive array of bottles and for furtherance of our knowledge, were informed how the different mixtures would, when required, relieve us of various ailments. We silently prayed that the Superintendent might never get an opportunity to experiment on our systems with his mixtures, or to adjust our bones according to his own ideas regarding the human anatomy.

Admission was no easy affair as there was quite a rush for it. But once admitted, the boys had not much to worry about. Fees and other college dues we paid almost at convenience. Hostel dues could be discharged in a similar manner. The less fortunately placed of the boys were awarded scholarships. The authorities helped poor students to find tuitions and other odd jobs.

Those were the good old days. Living was quite cheap. Milk was about 20 lbs to a rupee. Messing, which was managed by the students

themselves, came to about eight rupees per month. Within fifteen rupees a month, we used to live like nabobs.

I have said above that life was rigorous. Physical drill in the morning was compulsory. So were games in the evening. The spectacle at the playgrounds, was none to be easily forgotten. Hundreds of healthy young dare-devils engaged in sports on a single stretch of land ! What a sight !! Health had, in such an atmosphere, to be infectious. If the aged teachers attended the playgrounds and took active part in the games like outgrown boys, how could young men hide themselves in the hostels? Thus in Pilani, the softie from the city in no time became a tough guy.

There was much to be admired about the social side of our life. The frequent opportunities one got of mixing with the teachers and the students, at the playground and at the numerous functions organised by the College or by the boys themselves, promoted healthy social relations. Outside the College, the teachers were like elder brothers to us. Snobbery was conspicuous by its absence. We were invited by teachers to their homes to participate in games of cards, carom and the like. We invited the teachers to tea with an eye on the return in invitation and the nice dishes that could not be had at Shanker's. Shanker Halwai is dead, but some of

us still remember his concoctions prepared out of unsold and unsaleable sweets which he used to christen "Dimag-Pak," "Imtahan-Pak," et cetera.

I have deliberately avoided saying anything about the studies because that would only be a common place narrative about a College. Instead of inflicting on the reader boring details about the teaching, I would touch only one aspect of it which made the most lasting impression on my mind. When we got preparation leave for the Board's examinations, the teachers gave us licence to disturb them, as and when it pleased us at their homes to have our difficulties removed. I need hardly add that everyone, the brilliant as well as the dunderhead, took the fullest advantage of it.

And in what other College did you hear of professors trotting, in the blazing hot sun of the semi-desert from hostel to hostel to call on students to help them prepare for the examinations? Yet, that was a common occurrence in my College. I am sure none of my contemporaries remembers this side of his life at Pilani with anything but a sense of profound gratefulness.

Bernard Shaw has talked of schools as child prisons. He could see Pilani and be wiser.

B.L.

Looking Back

IT is a privilege to be asked to write a few lines by way of reminiscence on the occasion of the Golden Jubilee of an institution with which one was associated for 12½ years and which has now blossomed into a full fledged tree giving fruits and shade to the area where they were most needed and also attracting from outside many both as students and visitors, students for studies as provided under an efficient administration and visitors to see the working of the experiment in a desert place with an emphasis different from elsewhere. I was in Pilani for that period as a lecturer in History & Civics in the Birla Intermediate College from Jan '30 to June '42 and I can never forget the time I passed there. I cannot forget it for two reasons one because travelling from the nearest Railway Station about 30 miles from Pilani was sometimes by lorry and some times by a bullock cart and by the ship of the desert. While the journey by rail itself from Delhi to Jhunjhunu was tedious and long in duration, it was an ordeal to go from Jhunjhunu to Pilani. As soon as one alighted from the train, ones anxiety was to get a seat or seats if with family in the lorry and if the lorry worked alright in the way it meant about two hours and it gave a great relief to one to have reached Pilani 'safely'. But if by ill luck it did not, all the way it was a curse and curses were hurled all around. Several times it so happened that it took full 12 hours

from evening to morning to reach Pilani and without food water and rest after a tedious journey by rail, though at times this ordeal was relieved by enjoying the fresh breeze on a tiba (sand dune) on a moonlit night when



Sri R. V. Aggarwal

the lorry stopped. And going by a bullock cart or by a camel. Oh, the memory of it makes my hair stand. So this is one of the reasons why Pilani cannot be effaced from my memory.

But once you reach Pilani after this gruelling journey, you felt as if you were in a place of peace and charm. It was a real joy to meet friends after two month's vacation and to come across old as well as new students. And during rains when the College reopened, like so many other places in Rajputana, Pilani also was enveloped in the glory and joy that rains bring to Rajputana. That joy was further enhanced by the fact that while ours was only an Intermediate College having about 500 students both in the

College and School sections, it was like a compact family with the College and the School almost in the centre and the hostels and the staff quarters situated around. So it was quite easy for all of us, staff as well as students, to come into close contact with one another. Indeed one of the essentials of education either at a College or at a University is that this sort of contact should exist. It is only in this way that while on one side students can learn a lot from their teachers by meeting them very often, teachers also can shed a good deal of their angularities, if any, by mixing with them. I very often remember with joy as well as amusement the evenings in the Club, walks with friends and meetings in the staff-room when we chatted together and discussed every topic on earth. The peals of laughter and shouting on such occasions still resound in my ears. There was at times friction as well as differences in such talks as it was quite natural but again we met next time forgetting all that happened last time. Pilani had always visitors as it has now though in larger numbers and of more distinguished type. And when these visitors came, it was like the stirring of placid waters cut off as we were from outside. Birlaji's coming to Pilani, however, was something different from such visits because whenever he came, it meant a stock taking of what we did in the College and School. It is no exaggeration to say that it is he who has been the real inspirer of all that has been done in Pilani and to translate his ideas or dreams he has spent any amount of money. So when he came he tried to meet us, talk to us and to inquire

from us about our needs and requirements. This certainly meant to us so much of 'bucking up'.

While the syllabus followed at Pilani is the same as prescribed by the Board at Ajmer or now by the Rajputana University but the distinguishing feature of Pilani has always been to so create an atmosphere in the place as to enable students to develop not only from the point of their studies but also morally, physically and culturally. And this was done through the many extra-curricular activities provided there. It is not that other Colleges do not have such activities but in Pilani efforts were made to give a real impetus and shape to them so that a student participating in them may have his best. And then an effort was made to bring as many students as possible in most of these activities. Teaching in one or the other handicraft which was compulsory for every student was, indeed, one which was meant to change his outlook to create a bias in his mind for manual work. I hope it continues even now.

Being a member of the College Staff, I was also in charge of two extra-curricular activities and if I am allowed to say, incharge of two most important activities, *i.e.*, the College Library and the College Parishad or Parliament which certainly suited my temperament and training. Birla College even at that time could boast of a first class library though it was unfortunate that owing to lack of foresight, the library portion of the building instead of being placed above was done on the ground floor when on the first floor

one could have quietness so badly needed while sitting in a Library. We received all sorts of magazines, periodicals and newspapers but the parcels of periodicals and magazines from foreign countries sent by Birlaj from time to time were, indeed, of most interest. Books were also sent by him besides new additions made annually through the recommendation of the Library Committee. It was a pleasure to see students and staff and mostly students making a full use of the Library and there was sometimes scramble for 'new arrivals'. Those were the happy days when I could find time to read almost every journal and every important book connected with my subjects but now life is quite different not sufficient time to read even a newspaper not to say of a new book. During these 8 or 9 years of my stay in Delhi, I think I have read hardly 9 books.

The College Parishad or the College Parliament was another institution in my charge. Formerly we had only a debating society but experience taught us that unless it was changed into something interesting, students would not feel attracted towards it. So it was changed into a Parliament with only the House of Commons the party system though not on regular lines, the speaker with his flowing gown and the mace on the table, cabinet and opposition, the latter having its leader. The ministers of the Cabinet, however, did not have high sounding names but were pleased in charge of the actual activities of the College with the twofold object (1) to give them training in 'Parliamentary form' of Govt and

(2) to make them realize their responsibility towards matters of the College with which they were directly concerned and in which they were directly interested. The opening ceremony was sought to be made as interesting as possible and particularly the question hour was most lively. The practice of taking out members of the College Parishad to Delhi on the occasion of the Budget Session of the Central Assembly proved to be very useful. This not only afforded opportunities to them of meeting members of the Assembly, but of actually following the proceedings of the Assembly. So while Library in the College was an instrument through which the students could add to their knowledge by being in the company of men of letters, the College Parishad gave them training in debating and speaking which are so essential in any walk of life, specially in an age of democracy.

In the end, my wish and prayer is that Pilani may prosper from more to more and may become the focus from which rays of hope and joy may spread all around in Greater Rajasthan now unified unlike in any period of Indian History by that master of Statecraft, Sardar Patel and Rajasthan where according to Col Todd "there is not a petty state which has not had its Thermopyle and which has not produced its own Leonidas", may again contribute its mite towards the building up of a real Bharat Varsha of which we have dreamt from generation to generation.

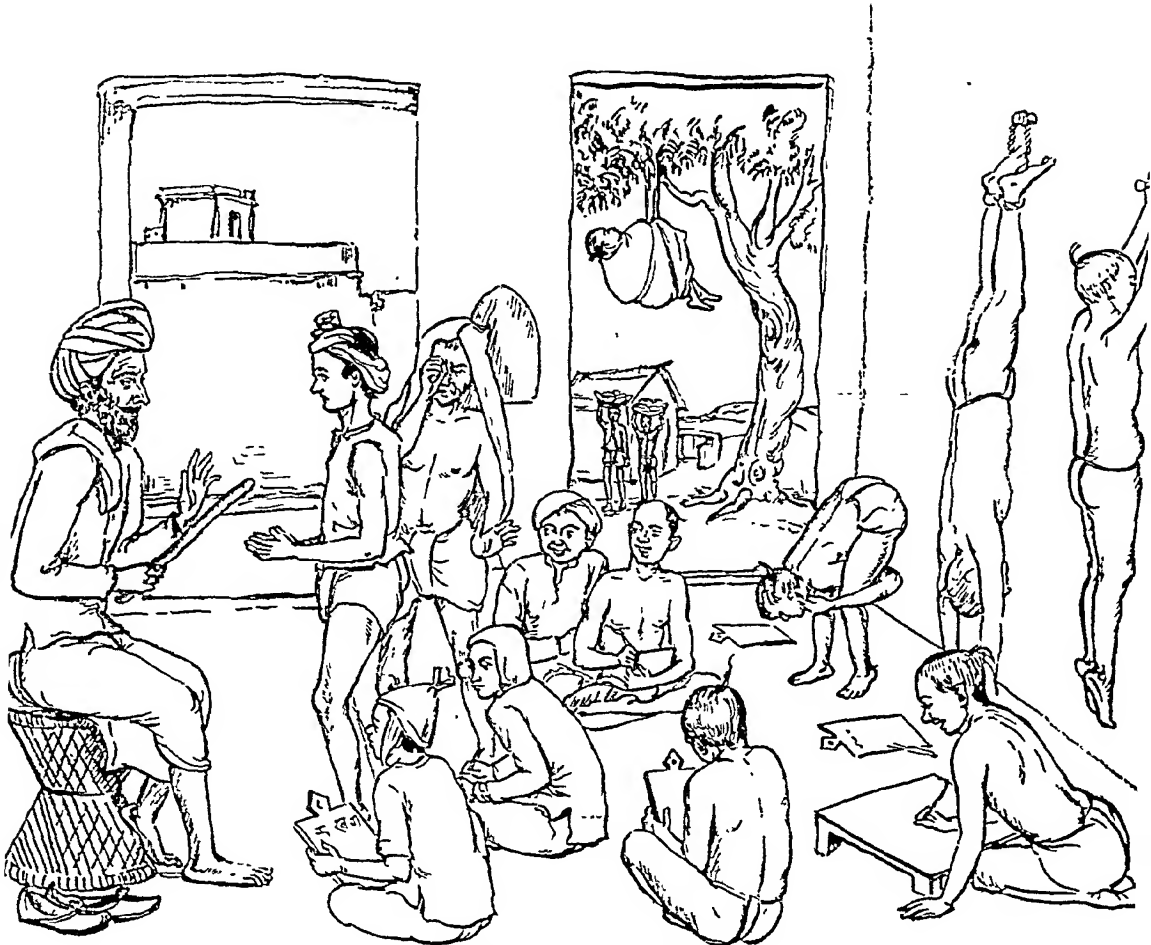
R N Aggarwal

विडला कालेज पिलानी का इतिहास

(स्थान-पिलानी, समय-वि० सं० १९५७)

पिलानी उस समय एक छोटा-सा गांव था। उस समय परदेश गया हुआ कोई आदमी यदि इतने वर्षों बाद आकर अपना घर तलाश करना चाहे तो कोई आश्चर्य नहीं कि उसको अपना घर ढूँढने में भी कठिनाई हो

और यदि शिवगंगा नहर की ओर से उसे आना पड़े तो वह सौ बार कहने पर भी यह विश्वास न कर सकेगा कि यह वही पुरानी पिलानी है। विडला हाई स्कूल की आज जहां इमारत खड़ी है, वहां से लेकर सारा दक्षिण का भाग



पुरानी शिक्षा पद्धति की रूपरेखा

और दक्षिण पश्चिम का भाग जो आज पिलानी की मान मालूम पड़ती है सूना जगल मात्र था। पास का कुआ (बोडिया) उस दिशा में बस्ती का अन्तिम बिन्दु था। पश्चिम में भी बह वामवाल का कुआ उत्तर में पण्डि का बाटो की बाड़ वाला मन्दिर (जहा आज गिन्वर बाड़ है) और पूरु में नराण (जो उस समय समान भूमि के रूप में काम आता था) अन्तिम सीमा थी। कुल मिलाकर केवल ३६०० ३५०० आठ मिथों की एक छोटी सी बस्ती थी। यो होन को दो तीन धमनालाए कुछ पक्की हवेलिया और मान आठ कुण भी थे पर अधिकतर बस्ती पुरान देग के घर थे। लोग बाग अधिकतर महान मजदूरी और खनी करके अपनी आजीविका चलाते थे। वैश्य अपना छोटी छोटी हाथी (दूकाना) में नमक तेल गुड बच लिया करते थे। एक हलवाई की दूकान भी थी। पश्चिमा में गायन एक दो ही गिन जाते थे जिन्होंने शोधवध्य पढ़ा था और आधुनिक प्रणाली में शिक्षित व्यक्ति का का तो मिलना ही असभव था हा दूमरी तीमरी बस्ती तक पढ़ हुए कुछ व्यक्ति मिल जाते थे जिनके विषय में प्रसिद्ध है कि वे दिल्ली तक का ही तार पढ़ सकते थे। कुल मिलाकर उस समय की पिलानी लगभग बस्ती ही थी जमी कि आजकल उसके आसपास बाल छोटे में बस्ती की हालत है। उस समय के बालका क मनोरजन की चीज गायद बड का पेड़ (जो अब टूट चुका है) या तालाव (जो उसी बप बना था) रही होगी। गायद होंगे के दिना की गीन्ड होली के साग और तीजे के सुग राजस्थानी गीत की ही उस जमान के लोथी में सामूहिक आनन्द की लहर पैदा करत होग। लणक्यार और कुराक डका या कवडडी के लिय किमी अच्छ मौसम बाल दिन उनका मन चलता होगा। जब लम्बा विदाई अभिगाप माना जाता होगा और कोई नया (ओपरत) आदमी सदेह की निगाह से देखे जाना होगा और यदि अचानक कोई नयी चीज गाव में आ जाती होगी ता बस्ती दुनिया पर लोग आश्चर्य करन होग।

एक छोटी-सी चन्नाला जिसमें उचित प्रबंध का अभाव था एक दिन वर्षा के क्रोध का गिकार बनी।

पढ़न बाल विद्यार्थी और गुरु भीजा अगरखी घर आय और पढ़ियों पर लिख दूण उनक मारे आक मित्र चुक थ। अपनी बाजार वाली बँठक में मन्त्री गिबनागवणजी विद्यार्थी बँठक कि एक बृद्ध मनुष्य न गाव में पढ़ाई की हव्यवस्था और पढ़न वाले की ममीवन की कहाना सुनायी। इन्ही दिना गठजी को अजन पोती कि गिन्वा का उचित प्रबंध करन का विचार आ रहा था। उहान बहू अच्छी बात है तली बस्ती में अपन मकान में अन्नी आर म स्वल खोल दिया जाय। स्वामीचरणदासजी न यत् सुझाया कि बस्ती में जो बगह क मास्टर कानजा पढ़ाने ह वे बहुत अ छा पढ़ाने ह। इसलिय उन्ही को रन लिया जाय। १६० मासिक बदन पर उन्की निर्दुक्ति हुई। कानमिहजी एक बृद्ध गजपूत थे। पुरान दम की कमरी ऊंची पढ़नाव की घाना मिर पर साफ माय पर चढ़ने की टाकी हाथ में लम्ब बाल दूण लटके इन्हने गरीर क। नीध स्वभाव का आदमी। कभी कभी क्रोध भी आ जाता था। पढ़ाने समय मठ पर बठकर या कभी कभी सायपर बैठ बैठ ही पढ़ाने थे। घनी पन्ना कक्का वारखडी तक की पढ़ाई पूरा करती थी। ए बी सी डी का ज्ञान नहीं करगाया जाता था।

विद्यार्थी जिन अवस्था में उठते थे उसी अवस्था में पाठशाला को पढ़न क लिय बहुधा चल दते थे। सफाई का कोई भी ध्यान नहीं था। पोगाक बरात क निर्वास पढ़न की आवश्यकता ही नहीं मालूम पड़ती थी। अधिकतर अगरखी या कमरी पहनी जाती थी और कोई कोई नग बदन चदर ओढकर या मोयला जाइकर ही पढ़े जाता था। अपन नीच विद्या के लिय कोई कोई विद्यार्थी अपन साय बोरी भी ल जाते थे। किमा किमी के पास पत्थर की पन्नी और किमी किमी के पास काठ की पाटी होती थी जिसके ऊपर इट का चूरा डालकर पाग को लकड़ी में अक लिख जाते थे। इन विद्यार्थियों को स्कूल की फीस भी दनी पड़ती थी। हर महिन प्रत्येक विद्यार्थी को चार आना दना पड़ता था। एकान्ती और दान्ती को गुरु को मोधा (आटा दाल आदि) दना पड़ता था और प्रत्येक रविवार को चार उपले भन करन

पड़ते थे। होली दिवाली को सेर चावल और गणेशचतुर्थी को एक स्पया भेंट करना पड़ता था। ब्राह्मणों के लड़कों से ये फीस आदि नहीं ली जाती थी। अछूतों के पढ़ने का तो कोई प्रश्न ही नहीं उठता था।

यदि कोई आगन्तुक उस समय के स्कूल में प्रवेश करता तो गुरु का रोव उस पर गालिब्र हुए बिना नहीं रह सकता था। कक्षा में प्रवेश करते ही दोनों हाथों की अंगुलियों की कंधी बांध कर खूँटी पर दिवाल की ओर मुंह करके लटके हुए दो चार विद्यार्थियों का मिल जाना स्वभाविक था। संभवतः उन्होंने बहुत अश्लील गालियां आपसमें बकी थीं या तम्बाकू पी गये थे जिसके कारण उनको यह सजा मिली। पाठ याद न करने वालों को उल्टा लटकाना और मुर्गा बनाना या बैठक एक साधारण बात थी। कभी कभी दोबड़ या दोरी में किसी पेड़ पर भी लड़के को टांग दिया जाता था। ९, १॥ वजे स्कूल खुल जाता था और ५, ५॥ वजे बन्द होता था। पढ़ाई आरम्भ होने से पहिले कोई प्रार्थना आदि नहीं होती थी। हां, सीधो वरण समोवरणाय चतुरुचतरुदासा जरूर बोल लेते थे। इसके बाद विद्यार्थी पढ़ना आरम्भ करते थे। गुरुजी बहुधा खाट पर या मूडे पर ऊंगते रहते या गप्पवाजी में उलझ जाते। सामान्यतः कक्षा में शोर बनाये रखना पढ़ाई का चिन्ह समझा जाता था जो यदि बहुत अधिक बढ़ जाता या बहुत मन्द पड़ जाता तो गुरुजी को आकर कन्ट्रोल करना पड़ता था। गुरुजी की अनुपस्थिति में मानीटर का रोव लगभग अध्यापक के ही बराबर होता था। कक्षा के ३०-४० छात्र एक साथ अपनी अपनी राग लेकर कक्को केवलियो खल्लाघूणी चौरियो ज्याम चिड़े की चिच्या और ननावछेरी क्दणी का मानसिक चित्र बनाते हुए चिल्लाते थे। कोई कोई शरारती पीठ पीछे से हाथ चला कर अपने से दूर वाले किसी लड़के को बुरी तरह नीच लेता और गुरुजी के पास शिकायत हो जाती कान ऐंठ दिये जाते या डंडे पड़ जाने। और दूसरा गुरुजी की पीठ देखकर अपने सामने वाले को तरजनी दिखाकर धमकाता और जो पाठ याद करके नहीं लाता वह दुक्क कर

किसी लम्बे लड़के को आड़ में बैठता पर पता लगने पर गुरुजी का पेमलो डुक पड़े बिना न रहता। इसी बीच में एक लड़का उठता और गुरुजी को एक अंगुली दिखा कर कहता गुरुजी इक्कां अर्थात् पेगाव करने की आज्ञा दीजिये और किसी किसी को मनमस्ती मूझ आती तो दो अंगुलियां दिखाकर कहता गुरुजी दुक्की अर्थात् निवटने जाने की आज्ञा दीजिये किनु दुक्की की स्वीकृति गुरुजी बहुत मोच विचार कर दिया करते थे। पर ज्योंही दुक्की मिली कि दूसरों की ओर आंख मटकये हुए वह बाहर निकल जाता था और बाहर आकर अनुभव करता कि हवा कितनी मुक्त होकर बह रही है। यदि रास्ते में कोई सहपाठी मिल जाता तो उसे कहता क्योंरे आज स्कूल क्यों नहीं आया। कल बात। तड़के ले हाड मचाक्कै। धीरे धीरे सायंकाल का समय नजदीक आता है और सुस्त चेहरों पर प्रसन्नता की लहरें दौड़ने लगती हैं। वे लोग ये जिनके लिये छुट्टी जीवन में एक बड़ा भारी अर्थ रखती थी।

आखिरकार गुरुजी प्रार्थना के लिये कहते और मव लड़के सिमट कर बैठ जाते। दो लड़के खड़े होकर गाने और सब पीछे पीछे बोलते। सुरसत सुरसत में जग जीणी, हंस चड़ी लटकावै जीणी ॥ तेरा चटड़ा लखने चार, ऊभा मानें विद्याभार। खेती करे न विणजी जाय, विद्या के बल बैठयो खाय ॥ एक चटडो रुड़ो, सुरसत पहस्यो चूड़ो। चूड़ो विकयो थो हास्यां बैठयो, नुरसत बैठो खाटां। खाट बणी थो डोरियां, नुरसत बैठो मोरियां। मोर गया था चुनं वार, नुरसरत बैठो वूणी भार ॥ भूण भूण भयो आनन्द, राजा है दुनिया को चन्द। हेरणी दो रंगी चंगी, वारह मासा प्योवै चंगी। धोवत धोवत कुई खणार्ड, कुई में दो अंवा बोन्या। ज्यू-ज्यों अंवा लहरी ले, त्यों त्यों नारद विद्या दे। लेखन बरतो ले घर जावां, माई बाप को हियो चिलावां। माई बाप और गुरु दे आमीम, जीवो बेटा कोड वरीस ॥ कोड कोड का ऊंचा पाया, कोड कोड का नीचा पाया। नानो सो विन्ना यकियो, हायी चट्यो जान थो। हायी पर से गिर पड़यो, चाड्यां भाग्यो जाय थो ॥

बाइया लाम्या कानूली मुग्गन पूजण जाय थो ॥
कूण में किमारमी ओबरे म मोठ पाड की पडाई राव
बोदी सा टो ॥

इम प्रायना क बाद चिलकारं दिन रहन पर म्हारणी
बुलवायी जाती इकावली को एक दुवावली को दो आदि ।

विदा होत हुए विद्यार्थी बारी बारी से गुस्जी
के पास से विद्या मागत आन और गुस्जी सबके प्रम
पूर्वक एक एक डडा हथलो पर मार दत । गर की चोर
विद्या की मोन कहत हुए लडके अपन अपन घर को चल
जात । विद्यार्थी गरमी में ज्यादातर डोवनी सानी की
फिनुई पहिन कर आत थ और जाट में दावड नहरा
चहर ओड कर आन पसि वाल विद्यार्थी फगल ओटकर
आया करत थ ।

छुटी क रोज वहन म छात्र जगल म उपल चुनन चीनन
जाया करत थ । कुछ कुरक डक खलन । किमा किमी की
नहान की भी इच्छा हो जाती थी । मावन तेल कोई लगाना
नही था । कोई हजामत करवाता तो बडी विचित्र
फंगन की होती थी । चारा आर मे उस्नरे म छुवा कर
मिर के बीच म कुछ बाल छोड दिय जात थ और उनक
बीचो बीचो होनी हुई एक गली छाडी जाती थी आ बनाइम
की ठडी मडक की भी मान करती थी । इम तरह की
हजामत आली हजामत बटलानी थी और जैसी हजामत
आनी थी वैसे ही जन भी देनी इग के आल ही रहत थ ।
चोनी काफी बडी रखी जाती थी और तावन कभी
कभी धरपे जिनन बड भी हो जात थ ।

स्कूल के उत्सव के रूप में गणम चतुर्थी का बडा महत्त्व
था । उसी दिन पैन्सी इस क रूप म लडके माकड या डाकी
का चेहरा लगाकर गरीर पर रग विरग रग मोत कर
जुलूस बनाकर निकलते । साथ म डक और नगाडा होता
था । हर एक क घर में जाकर नगाडा बजाया जाता और
विद्यार्थी के माता पिता के भेंट मागी जाती । लडके कभी कभी
थो भी बोयन बाहर खडी का बाग, कक्का बड क
नाई कं ; और जब जुलूस वाले घर
में पहुंचत तो अपन साथ आगी लुगडा आदि ले

जात और कभी कभी दिखाकर मागत क लिय गुस्जी
अपन घर से भी ले जात थ । जब जुलूस किनी के घर
पहुंचता तो विद्यार्थी इस प्रकार गात -

उठ उठ ए मुकन्द की था तेरो बेगे पडवा जा ।
मवा लाव को खच करा आलो दूड दीवालो दूड वडी बट
का वगुचो दड ।

छोटी भकी पेई दूड दड क बाहर लो मीसर जो
नै बागो मिमरानी जी न तील चाल मोर आमा छोरानै
मिले पतामा । चार मोर आणी छोरानै गुड याणी ॥

गजल

सामू भू की हुई लडाई थापा मुकी मार कुगई ।
एतनी मुण पडोमन आई सामू भू दोनो लडती पाई ।
सामू बोनी मुण ल भाण भू में पडयो खोनी बाण ।
चोरी करे डरै नहा ओल म बह जद स्यामी बोल ।
परी आगी अमर साटी बोन जद मरो मारै लानी ।
मिर करवा नै आई नाण दोई ओटण दीन्हा भाण ।
कहै म अँ की घोराणी आपे स भग स्यावै पाणी ।
इसी सरम की कोई न पावै देवर सेनी वा सरमावे ।
चतुरा चोथ भादवै आई लाल पाच मर स्यावै भाई ।
गद हमारो को यही सनम । एपयो चोक्डी त्याकी
बस ॥

बानजी तली काल में मान महीन नक पढाते रहे ।
उनके चल जान पर सठजी के मन में विचार हुआ कि
शाम्बी विद्या पढन मे ही काम नहीं चलेगा । ए० बी०
सी का ज्ञान भी लडको को होना चाहिय । इसलिय
मास्टर श्रीरामजी शर्मा चूख वालो के मामाजी श्री
रामविलास जी को नियुक्त किया गया । उनको ब्रह्मजी
का भी ज्ञान था । इसलिय कक्का बारम्बडी के ज्ञान के
अतिरिक्त स्कूल म ए बी सी डी का ज्ञान भी दिया
जान लगा । श्री धनस्यामदासजी भी फगल ओड
कर स्कूल म पढत आया करने थ । मास्टरजी कुछ
तत्र मिजाज के थ । कुछ समय बाद वे चले गय और
उनकी जगह प० श्रीरामजी शाय जो अब भी बावू
धनस्यामदासजी के साथ रहत ह । उन्होन पढाई की

और व्यवस्थित करने की कोशिश की। किन्तु अस्वस्थ होने के कारण उन्हें भी स्कूल छोड़ना पड़ा। इसके बाद श्री जोखीरामजी गुरुजी को नियुक्त किया और अंग्रेजी की पढ़ाई एक वार फिर बन्द हो गई। कुछ दिनों बाद जब मास्टर भगवतीस्वरूपजी आये तो ए. वी. सी. डी. का फिर प्रबन्ध हुआ। बाद में विचार हुआ कि आंग्रे की कक्षाओं की पढ़ाई होनी चाहिये। इसलिये एक और मास्टर की आवश्यकता हुई। श्री रामेश्वर-दयालजी को प्रधानाध्यापक पद पर नियुक्त किया गया और श्री देवकीनन्दनजी, श्री भगवतीस्वरूप जी और पं० जोखीरामजी को सहायक अध्यापक के रूप में। कुछ समय बाद जब श्री रामेश्वरदयाल जी चले गये तब श्री रामनारायण जी की हेडमास्टर के रूप में नियुक्ति हुई। श्री रामनारायणजी नये विचारों के आदमी थे। वेगभूषा भी उनकी आजकल के लोगों से मिलती जुलती थी और खूब सज्जजन कर रहा करते थे। पढ़ाई को सुव्यवस्थित करने के साथ जो उन्होंने एक नया काम किया वह यह कि बालकों के खेल की सुन्दर व्यवस्था की और उनका इस ओर सबसे पहिले ध्यान गया। उस समय यद्यपि कोई खेल का मैदान बना हुआ तो नहीं था पर वे विद्यार्थियों को पहाड़ी पर खेलने ले जाया करते। श्री वृज-मोहनजी ब्रिडला उस समय विद्यार्थी थे और खेल में भाग लेने वे भी जाया करते थे। एक दिन जब वे पहाड़ी पर खेलने गये हुए थे। उस समय पीछे से चरवादार सईस ने धोड़ा तैयार किया और श्री वृजमोहनजी को धोड़े पर वापस लाने के लिये धोड़ा ले गया। जब चरवादार धोड़ा लेकर पहाड़ी पर पहुँचा तो मास्टरजी ने कहा कि श्री वृजमोहनजी और विद्यार्थियों की तरह एक विद्यार्थी हैं, सबके साथ पैदल आयेँगे, धोड़ा वापस ले जाओ। जब श्री सेठजी को मालूम हुआ तो उन्होंने चरवादार को बुलाकर धमकाया कि बिना पूछे तू धोड़ा ले ही क्यों गया। मास्टरजी ने बिल्कुल ठीक कहा कि विद्यार्थी सब एक हैं।

उनके जाने के बाद श्री विद्यालालजी बहुत थोड़े समय के लिये प्रधानाध्यापक हो कर आये और उनके बाद श्री राजारामजी और श्री मोहनलालजी आये।

इसके बाद श्री कुकड़े जी प्रधानाध्यापक हो कर आये। वे बनारस से आये थे। बहुत सरल प्रकृति के थे। शरीर दुबला, लंबा, उम्र भी काफी थी। उन्होंने न केवल संस्कृत का अच्छा अभ्यास किया था प्रत्युत् अंग्रेजी में भी गायद वी. ए. थे। उनके समय में स्कूल का काम बड़ा सुन्दर और व्यवस्थित हो चला था और उन्हींके समय में स्कूल तेलीकटले से वर्तमान हाई स्कूल की बिल्डिंग में आ गया था। जिस दिन नये स्कूल में विद्यार्थी आये थे, उस दिन सामने वाले हाल में हवन किया गया और प्रतिष्ठा के बाद खूब लड्डू बंटते रहे। उन दिनों हर तीसरे चौथे दिन मिठाई बंटता करती थी। इसलिये मिठाई के लालच से भी विद्यार्थी खूब संख्या में आने लगे थे। कुछ समय के बाद श्री कुकड़ेजी का देहान्त हो गया और श्री ज्युत्मीजी हेडमास्टर होकर आये। स्कूल ने उनके समय में अभूतपूर्व उन्नति की। श्री ज्युत्मीजी पूरे आज के जमाने के आदमी थे। सनातनी के मामले सनातनी और अंग्रेज के सामने पूरे अंग्रेज बन कर आते। येनकेन प्रकारेण स्कूल की उन्नति की उनको हमेशा चिन्ता रहती थी। जितना और परिश्रम उन्होंने विद्यार्थियों और अध्यापकों से करवाया और स्वयं किया उतना परिश्रम और उतना उत्साह शायद कभी नहीं दिखाया गया। गहरे कूटनितिक होते हुए भी विद्यार्थियों और अध्यापकों के हित की उनको हमेशा बड़ी भारी चिन्ता रहती थी। विद्यार्थियों के व्यायाम का महत्व वे केवल मुँह से ही बोल कर नहीं मुनाते थे बल्कि अपने शरीर के कपड़े उतार कर अखाड़े में उतर कर लड़कों के साथ दंड पेलने लग जाते। हमें उनका अंग्रेजी व्याकरण पर अधिकार असाधारण मालूम पड़ता था उनके जमाने में ही यह स्कूल हाई स्कूल हुई और उन्हीं के रहते रहते इंटर कालेज भी बन चुकी थी। स्काउटिंग के विषय में गांव के आदमी अब भी लालजी साहजी को याद करते हैं कि ऐसा स्काउट मास्टर दुबारा नहीं आने का और नाटकों के अभिनय इतने उच्छुष्ट कोटि के हुए कि उनकी छाप जनमानस पर आज भी ज्यों की त्यों है। अध्यापक स्वयं भी उस समय नाटकों में अभिनय किया करते थे। खेल का आयोजन सुव्यवस्थित ढंग से ही नहीं किया गया,

अब तो पिलानी का नाम बाहर फलन लग गया था। यहाँ की टीम जयपुर टूर्नामेंट में विजय प्राप्त करके आई। राज के साथ उस विजय टीम का कप्तान जुलूम निकाला गया था और किस प्रकार मिटाइया और डी दिन की छुट्टियों से उस विजय उम्मेद को बनाया गया था यह आज उपहास स्पर्ध जान पड़ सकता है। छात्रावास बन चुके थे और छात्रावास के अनिश्चित जो गांव के विद्यार्थी थे उनको रात्रि में पढ़ाने के लिये गस्ट हाउस में प्रवेश किया गया था। लड़कों को खूब छात्रावासियाँ मिलती थीं। कुछ को खाना मुफ्त डाक की टिकट भी जिससे कई तो मनाआडर वापस घर भेजा करते थे। कई विद्यार्थी गांव में ब्रह्मपुरी भी जीमन जाया करते थे।

उनके बान् श्री शार के कुमार आय और आय समाज के प्रचार का जोर बढ़ा और श्री ज्युल्मी जी से सघन हुआ। वे दोनों जब चल गये तब श्री डा० गिव दामानी और डाक्टर लडू आय। श्री गिवदामानी इम कालेज को दिक्कत खरोपियन ढाच पर ढालना चाहते थे। इसलिये वे अधिक सफल न हो सके। गांव का सफाई के लिये अध्यापको और विद्यार्थियों के साथ स्वयं उग्रना थोड़ी थोड़ी दूर पर बच खड़ी करके पानी लाकर स्कूल की दूब को सींचना विद्यार्थियों में स्वावलम्बन का भाव जगाना और कला प्रेम मिखाना तथा स्त्रियों को स्वतंत्र समान वर्तन वाली बनाना उनके मुख्य जीवनोद्देश्य थे।

एक महत्परिवर्तन

जब मैं सम्बन्ध १९६२-६३ के आस पास पिलानी में पढ़ाया करता था उस समय की पिलानी और आज की पिलानी में मैं एक आश्चर्यजनक अंतर देख रहा हूँ। उस समय जिस स्कूल में मैं पढ़ाता था उसकी चार दीवारों की पूर्ववाली दीवार मोड़ियों की धमंगाला की पीछ की दीवार है। हमारा स्कूल उत्तराभिमुख था। इस धमंगाला में भिवानी जान वाल मेरे जन्मस्थान खूब के बहुत यात्री ठहरा करते थे।

उन आगन्तुक यात्रियों में मेरे बहुत से परिचित भी होते थे। वे प्रायः धमंगाला की छत पर चढ़ कर हमारे स्कूल के तरफ वाली दीवार पर आकर बैठ जाते और मुझ से बातें करते। मैं स्कूल के चबूतरों पर बठा अपनी छात्र मंडली को पढ़ाया करता था। मैं उन मंडली के साथ वहाँ पर बैठन में एक अपूर्व लोकोत्तर आनन्द मालम् होता था परन्तु उन यात्रियों को मेरे आनन्द का कुछ भी ज्ञान नहीं होता था इसलिए वह मुझ से प्रणय खी प्रशंसा करते थे कि तुम्हारा उस ग्राम में मन कैसे लगता है। मैं यद्यपि उनके सम्मुख बैठन में कवियों द्वारा वर्णित एकान्तवास के अनुपम आनन्द का वर्णन भी करता परन्तु उनके

निर्माण में एक भी मरी बात नहीं समझती थी। वे तो कल कला जम बड़ नगरी की चहल पहल देख हुए होते थे। और व्यापार के सिवाय वे किसी साहित्य के भी ज्ञाता नहीं थे इसलिए भी मेरी बात उनकी समझ में नहीं आती।

मुझ को अपने विद्यार्थी काल में ही अपने गुरुजनों का यह उपदेश गहरा हृदयविकृत हो गया था कि देश का उपकार जसा अध्यापन द्वारा ही सकता है वसा किसी अन्य वृत्ति से नहीं हो सकता। मैं तो उसी समय यह सकल दृष्ट कर लिया था कि अध्यापन वृत्ति के अनिश्चित कोई भी वृत्ति ग्रहण नहीं करनी है।

बड़ सेठ श्रीमान शिवनारायण जी ने मेरे मामाजी श्री रामविलासजी को बम्बई से श्री रामेश्वरदासजी की निम्ना के लिए पिलानी भेजा था। एक दफा मामाजी से मेरी भेंट हुई तो उन्होंने पिलानी के बाहर के जंगल का दृश्य तथा एक एकान्त स्थान में स्कूल के स्थापित होने का दिक्कत किया था। तब से ही मुझ पर उत्पन्न हो गई निम्ने स्थान में जाना हो जाए तो बहुत ही उत्तम हो। कुछ समय के बाद उन्होंने मुझ लिखा कि मेरा शरीर ठीक नहीं रहता है यदि तुम यहाँ पर आना चाहते तो तुम्हारे लिए मैं इस

स्थान का प्रबन्ध कर सकता हूँ। मैंने इस बात को महर्षि स्वीकार कर लिया और मैं उनके पाम पिलानी आ गया।

एक दिन मामाजी ने श्री घनश्यामदासजी की वाक्यत कहा कि इनकी बुद्धि बड़ी विलक्षण है। तुम एक दिन एक शब्द और उसका अर्थ उन्हें बता दो और कई दिन के बाद तुम उसी शब्द को पूछना वह जैसे ही बता देंगे। और मुझे चूँकि अपने विद्यार्थी जीवनकाल में भापाओ से प्रेम रहा है मैंने उन्हें एक कठिन शब्द बताया और फिर मैंने कई दिन बाद वही शब्द पूछा तो उसका अर्थ फौरन बता दिया। यह देख कर मुझे बड़ी प्रसन्नता हुई।

जब मैं पिलानी में रहने लगा तो कुछ समय बाद जब श्री राजा बलदेव दास जी मेरा परिचय हो गया था तो एक दिन मैंने उनसे यह बात कही कि श्री घनश्यामदासजी की विलक्षण बुद्धि है। आप उन्हें उच्च शिक्षा दिलायेंगे तो यह बड़ी ख्याति प्राप्त कर सकेंगे। उन्होंने कहा कि हमारा ध्येय तो व्यापार में उन्नति करने का रहता है हमें उच्च शिक्षा में कोई प्रयोजन नहीं।

पिलानी पहुँचने के कुछ समय बाद ही यहाँ की एक भक्त मंडली से मेरा परिचय हो गया। इसमें मुख्य उल्लेखनीय उदयरामजी पाडिया, पेमराजजी विरक्त और कजलालजी सुल्तानिया थे। ये लोग पेमराजजी की दूकान पर एकत्र होकर गीता, योग वासिष्ठ आदि वेदान्त के ग्रन्थों की कथा किया करते थे। मैं भी कभी कभी वहाँ जाने लगा। उदयरामजी तो मेरे पास स्कूल में भी आजाया करते थे। हमारी भारतीय प्राचीन शिक्षा पद्धति पर वार्तालाप होती थी। मैं उनको इस सम्बन्ध में मनुस्मृति के कई श्लोक सुनाता था। उसको मुन कर वह बहुत खुश होते थे। एक दिन बाजार में पेमराजजी की दूकान पर बैठा था तो उदयराम जी ने कहा कि दूकान से थोड़ी दूर पर ही एक कटरा है उसमें एक चटगाला हमारे प्रबन्ध में चल रही है। कलकत्ता में बाबू लक्ष्मीनारायण जी मरोदिया ने एक छोटा सा फड भी खोल रह गला है। यहाँ पर जो व्यय होता है वही भेज देते हैं। अब हमारी इच्छा है कि इस चटगाला को उठा दिया जाय, मगर बालक आपके पाम ही पढते रहे। आपकी क्या राय है? मैंने कहा बड़ी खुशी की बात है मैं तो सबको सहर्ष पढाऊँगा। तब बोले हम लक्ष्मीनारायण जी



मास्टर श्रीरामजी

को पत्र देगे वही पर श्री बलदेवदास जी हैं उन में वह मिल कर बात कर लेंगे।

राजा साहब ऐसे मामलो में सदा से ही उदार रहे हैं। किसी के मन को अनतुष्ट करना उनके स्वभाव में ही नहीं है। पिलानी में जो तालाब बनाया जा रहा था उस तालाब के फड में जिनमें भी जो कुछ दिया उसे बिरला परिवार ने महर्षि स्वीकार कर लिया। यह कहावत इन लोगों के सम्बन्ध में ठीक चरितार्थ होती है कि जो दूसरे का मान रखता है लोग उसका मान रखते हैं।

कटरे वाली चटगाला उठ जाने में मेरे पास छानो की मट्या बहुत बड़ गई। एक अध्यापक का "विद्यालय के गुणदोष" शीर्षक एक लेख में पढ़ रहा था। उसमें वर्णित

गुणदाया का जानने का अत्र मझ सीका मिलगा एसा मरे मन म विचार उपस्थित हुआ। छाया की मर्या ६० ७० हो गई। मझ अक्ल को हा अग्रजी िदी और पाटी गणित पठाना पठना था। मन लडका की ३ ४ भिन्न भिन्न टोली बना गी। छात्रों के भिन्न भिन्न मानसिक ज्ञान का अध्ययन करना शुरू किया। उनकी बुद्धियों का गन गन विकास होता जाए। एसी एसी मगम कहानिया भारतीय इतिहास म से निकाल निकाल कर उनको मुनानी शुरू की जिससे कि उनके गढ़ हृदय पठन पर मानदेवी भव पितृवो भव ल्यानि गढ़ सस्कार मना के लिए अकित हा जाय।

एक अध्यापक विद्यालयों को तो म बराबर तैयता था क्योंकि मुथ सस्कृत और अरबी भाषा से प्रेम था इस लिए मझ सस्कृत पाठशालाओ और मकतबों म जाना पठना था। वहा म यनी देखता था कि एक पन्ति और एक ही मौलवी प्रारम्भिक श्रेणी म लकर अन्तिम श्रेणी के छात्रों को पठाना ह। एसा अध्यापक अपन छात्रों की मानसिक योग्यता को सुगमता से जान लेता ह क्योंकि प्रत्येक छात्र का अपन अध्यापक के साथ सीधा सम्पर्क रहता ह। एसे विद्यालयों का यही मुख्य गुण होना ह।

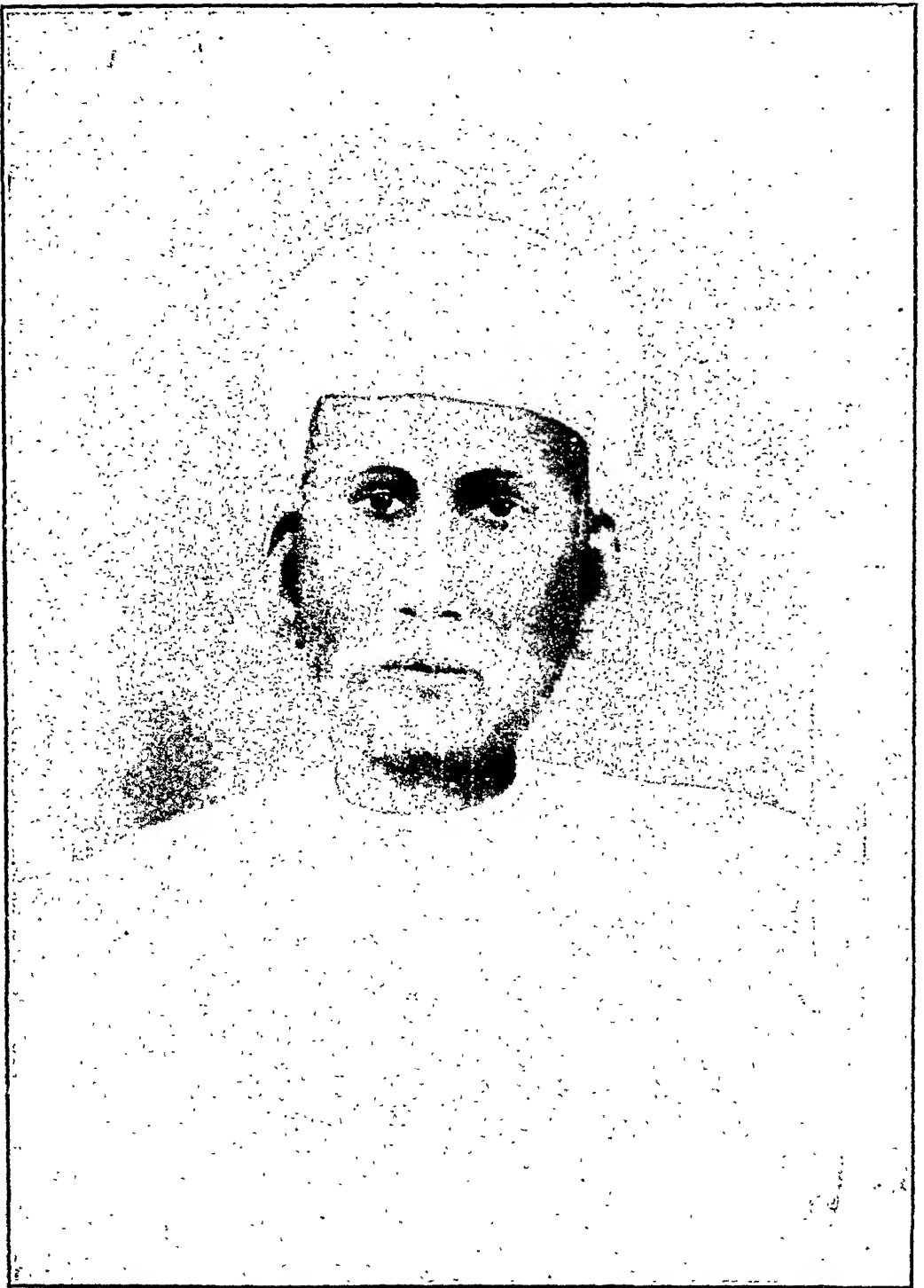
उदयरामजी पाणिप्या सेन्मलजी मडलिया कुज लाल जी मुत्तानिया रामरिल घूडका रामचन्द्रजी मिथ्र बंधुहा मरे पाम स्कूल म आ जाया करते थ। उन िना कुछ समय के लिए स्कूल का एक भाग सस्कृत पाठशाला क लिए दे दिया गया था। उन िनों सागरमलजी हरदेवजी तथा लादूरामजी पना करते थ। हमारे चूरु का एक पंडित श्रीनिवासजी उहे सारस्वन चद्रिका पठाया करते थ। इनसे मिलन के लिए कभी कभी गिववकमजी मिथ्र भी स्कूल म आजाते थ। यह वड हसमुख मिलनसागर और प्रत्युत्तरमति ध्यक्ति थ। लादूरामजी सागरमलजी अपन पुत्रा को देखन आते तो मरे पाम भी अकर बठ जाते थ। यह प्राय बम्बई जाया करते थ और मुझ बम्बई की अनेक वाते मुना कर बहुत ह्माने थ।

प्राय तीन बजे मठ श्रीमान गिवनारायणजी मुझ हूवान पर बुला लिया करते। यना पर गिववकमजी मिथ्र रामचन्द्रजी मिथ्र शिवकरणम जा हरलालका और



Raja Baldev Dasa Barla

सुषदेवजी मुनीम तो बराबर ही मिलते थ। कभी कभी और लोग भी मिल जाते थ। वड सेठजी को गारसीय चर्चा म बडा प्रेम रहता था। पांडव मग चद्रिका महाभारत वासीकि रामायण और भागवत आदि ग्रन्थों के विषया पर खूब चर्चा होना थी। कभा कभी श्रीनिवासजी को भी बुला लेते थ। प्राय दा पश हो जाते थ। एक पक्ष सनातन धर्म का दूसरा आर्यममाज का। आयसमात्र का समयन मरे ही जिम्मे रहता था। वेदान्त सिद्धान्तानुसार कभी



Seth Shiv Narain ji Birla

कभी मूनि-पूजा का खंडन न जाया था ता उदयगमजा भी भरे पथ का समयन करन लग जात थ । सायाग व कि अनुमान स एक घण्टा नर वडा दिनाद रहता था । कभा कभा स्वामा चरणगमजा भा गहर म जान हुइ हमागी इम मडला म आ वरन थ । यह भी वड उशर विचारा के व्यक्तित थ । ४ वज वड मरजा वाहर कण पर जान के लिए उठ जात थ और सभा भा विमजिन हा जाता थी ।

मरु म ब्रह्मों को भजने का उद्देश्य यना रहता था कि उनको पाया गणित क साथ साथ याच भा अप्रजो भा जाजाण क्रिमम नाम बगरह लिखर और अपन मनत्र का कई तार जा जाय ता समय थ ।

उन सिना सिना म कोई डाकखाना नहा था । मठा का हवली का एक आत्मी हतमान नाम का डाकिया

निय सबरे मूरजगड जाता था और वग पर देमावरो की चिन्टी तार जो भी हाना लहर साथकाल चापिम आ जाता था । एक दके मन रामगिबदास थूडका क कहन से डिप्टी पास्मास्टर जनरल आगरा के नाम पास् आफिम मालन का दखास्त लिख भजा । सिनानी में उम समय धाना नही था एक पुलिस की चौकी थी । याना छात्रड में था । इसलिए छुपून स एक हूबम पिलानी क पचा म पास् आफिम मध्वधा उनकी इच्छा जानन के लिए छात्रड का धानदार आया ।

छात्रड म मु सी बनवारीलाल जी इम तहकाकान क लिए पिलानी आय । उम समय का तहमीलदार समयता चाह नाजिम समयता सर्वेसर्वा भुगी दावारीलाल आ ही समय जाते थ । सिनानी क पचा न साफ कार कर दिया और कहा कि न ता हमन कोई दरखास्त ही शी ह



सिनानी का तालाब

और न हमें डाकखाना चाहिए है। इसलिए मुन्शीजी ने झूझून् को वैसा ही लिख दिया। फिर कैसा डाकखाना होता था, वही हनुमानिया डाकिया अपनी दौड़ लगाता था। उस समय यदि किसी के नाम का तार आ जाता था तो या चिड़ावे और कभी कभी तो कुछ का कुछ मतलब समझ लिया जाता था जिससे बड़ा कष्ट होता था। जब बम्बई से बड़े सेठों ने अंग्रेजी पढ़ाने का पिलानी में प्रबन्ध कर दिया तब लोगों को बहुत खुशी हुई कि अब तार पढ़ाने के लिए सूरजगढ़ या चिड़ावा आदमी नहीं भेजना पड़ेगा। पिलानी की उस समय की स्थिति का आज की स्थिति से मिलान किया जाता है तो चित्त में आश्चर्य और आनन्द की लहर झकोले मारने लग जाती है।

एक दिन जब मैं बड़े सेठजी के पास दुकान पर बैठ था तो उन्होंने कहा कि कुछ लोग यह शिकायत करते हैं कि हमारे लड़कों को तो मास्टर दामणी विद्या पढ़ाता है। मैंने उन दिनों स्कूल में आरम्भ से नागरी वर्णमाला की पुस्तक पढ़ानी शुरू की थी। प्रायः चतुर्दशालाओं में यही रिवाज प्रचलित है कि आरम्भ में बच्चों को क्या-वली एक। दूबे दो। तीये तीन इत्यादि अंक ही पढ़ाये जाते थे। महाजनी के मुंडे अक्षर बताये जाते हैं। लड़का यही पहाड़ा समाप्त करके सीधा पढ़ना शुरू करता है। उस समय सेठजी के पास उदयरामजी, शिवबक्सजी मिश्र और रामचन्द्रजी मिश्र भी बैठे थे। मैंने सेठजी से कहा कि लोग जिसको सीधा कहते हैं वह तो एक मात्र संस्कृत व्याकरण का ही प्रारम्भ है। काल पाकर उसका असली स्वरूप एकदम बिगड़ गया है। उसका शुद्ध स्वरूप इस प्रकार है—सिद्धोवर्णः समाम्नायः चतुर्दशः स्वराः। एकादीनि सन्ध्यक्षराणि। इत्यादि। इस बात को तो सुनकर पंडित रामचन्द्रजी मिश्र और पंडित शिवबक्सजी मिश्र ने मेरी बात की खूब पुष्टि की। बड़े सेठ जी तथा उदयरा मजी भी बड़े प्रसन्न हुए।

उस समय के बाद प्रारम्भ में हिन्दी वर्णमाला की पहली पुस्तक का ही प्रचार हो गया और किसी ने भी उसके बाद शिकायत नहीं की। बाजार में उदयरामजी की मंडली ने महाजनों को समझाना प्रारम्भ किया कि क्षत्री और वैश्य बालकों के लिए संस्कृत का अध्ययन इतना

ही आवश्यक है जितना कि ब्राह्मण बालकों के लिए। ब्राह्मण, क्षत्री और वैश्य तीनों ही द्विज कहे जाते हैं। द्विज का अर्थ है जिनके दो जन्म हों। पहला जन्म तो माता के गर्भ से उत्पन्न होने पर होता है और दूसरा जन्म तब होता है जबकि बालक गुरुकुल में प्रवेश होने के लिए गुरु द्वारा उसका उपनयन संस्कार किया जाता है। तो यह उपनयन संस्कार तीनों वर्णों के बालकों का समानतया ही होता है। शनैः शनैः लोगों का प्रेम इस स्कूल के प्रति बढ़ता ही गया है।

एक बात यहां आकर मैंने यह देखी कि पिलानी में कहीं भी फूल का कोई भी पौदा दृष्टिगत न हुआ। तब मैंने गंदा, गुले दाऊदी, मरवा, कोयली आदि के बीज बाहर से मंगाये और स्कूल के चौक में दो क्यारियां बनवाकर उनमें इन बीजों का आरोपण किया और पिलानी में सर्वत्र फूलों का प्रचार होना शुरू हो गया।

लड़कों को व्यायाम कराना भी प्रारम्भ कनाया गया और फौजी ड्रिल तथा बन्दूक चलाने की शिक्षा के लिए दामोदर नाम का एक पिलानी निवासी फौज से कुछ दिनों की छुट्टी लेकर आया हुआ था। उसको ९ वजे प्रातः बुला कर छात्रों को फौजी ड्रिल सिखाई जाने लगी।

कुश्ती का भी एक अखाड़ा स्कूल के चौक में बनाया गया। इन बातों से छात्रों में एक नये उत्साह का संचार देखकर मुझे बड़ी खुशी हुई। छात्रों के अभिभावक भी कभी कभी ड्रिल के समय आ जाया करते थे। यह कार्य देखकर वे बहुत प्रसन्न होते थे। उस समय के छात्रों के नाम मुख्यतया इस प्रकार हैं : बानू रामेश्वरदास जी, बानू धनश्यामदासजी श्री केदारनाथजी पांडिया, श्री ज्वालादत्त लोयलका, श्री रामकुमार विडला, श्री महादेव सीधी, श्री कालीदास और ओंकारमल सरावगी, श्री लालुराम धुवालिया और रामेश्वरलाल हरलालका और श्री महादेव साह आदि हैं।

उन दिनों बहुत से माता पिता अपने पुत्रों को रात्री के समय भी स्कूल में भेजा करते थे। पिलानी में उस समय भूत चुडेल, डाकिनी, मावली आदि अनेक अदृश्य वस्तुओं की कहानियां प्रचलित देखने में आईं। शनैः शनैः

हमारे स्कूल के आठ छात्रा क हृदय म ये मद्र चीज कल्पित ममकी जाकर दृग् हो गई थी। हमारे छात्र राक्षि म अके २ ही ऐम स्थाना पर जान लग ये जहा कि लग भूत वीरग का भय बानाने थ।

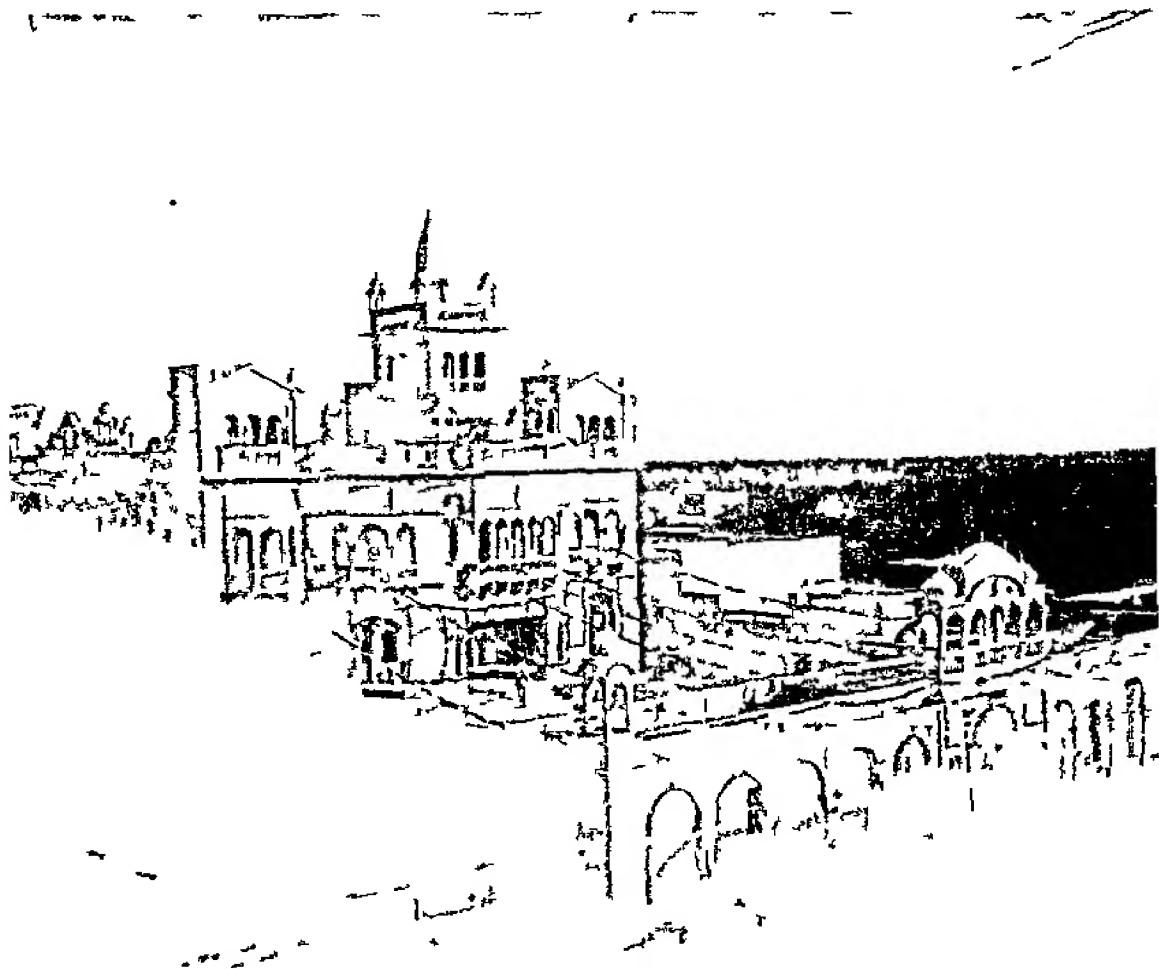
उन दिना वामू जुगलकिशार जी प्राय नित्य ही पाच माह पाच बजे स्कूल म आजाया करते थे। उस समय लडका का भिन्न भिन्न प्रकार की भारतीय ऐतिहा न्क घटनाय और भारतार्दि घन्या में अनेक मस्युम्पा क जीवन चरित्र मुनाये जान थे।

स्कूल की छुट्टी ही जाने पर म वामू जुगल किशार जी क माथ वानर बीड की तरफ चला जाता था।

रास्व में हम एक आध घण तागव के चजे पर टहर कर बीड क हृदयाने जोहड्डे के तर पर जाकर बैठने थे। वहा पर प्राय भारतीय दामनिक विचारो की चर्चा रहती थी और अनेक प्रकार क पारम्परिक शका समाधान भी होने रहते थे। हमारा यह मग प्राय एक माल तक वरावर ही रहा।

पिलानी में रहने हुए उस समय मुथ स्वान में भी यह स्थाल नही आया था कि एक ऐमा समय आएगा जबकि समस्त मेखावाती क लिए पिलानी एक मुख्य शिक्षापीठ बन जायगी। विद्यार्थी भी एसी कि जहा पर मेखावाटी के ही नही जपितु भारत क दूर दूर प्राणा के छात्रगण

विडगा गेस्ट होम



पिलानी के भिन्न भिन्न कालिजों में भर्ती होने के इच्छुक होंगे।

क्या मैं आज एक महत्परिवर्तन उस समय और आज के समय में नहीं देख रहा हूँ? एक स्थान पर मॉटेसरी पद्धति का केन्द्र खुला है, तो दूसरी जगह कन्या प्रारम्भिक शिक्षालय स्थापित देखने में आ रहा है। एक स्थान पर लड़कों के लिए हाई स्कूल की स्थापना देखने में आ रही है तो दूसरे स्थान पर लड़कियों के लिए भी हाई स्कूल स्थापित हो रहा है। केवल स्कूल ही नहीं साथ साथ छात्रावास भी खुले हुए हैं।

एक स्थान पर विज्ञान महाविद्यालय Science College है तो दूसरे स्थान पर व्यापार महाविद्यालय Commerce College दृष्टिगोचर हो रहा है। एक जगह निर्माण कला महाविद्यालय Engineering College है तो दूसरी जगह साहित्य विज्ञान महाविद्यालय Arts College है। इन कालिजों के साथ साथ छात्रावास भी बराबर अपनी गोभा दिखा रहे हैं।

आप थोड़ा और आगे बढ़ते हैं तो भिन्न भिन्न अध्यापकों के निवासस्थानों की एक सुन्दर कोलोनी दृष्टिगोचर हो रही है। इन से थोड़ी दूर पर ही एक वृहत् गोशाला Dairy farm की स्थापना को देखकर प्रत्येक आगन्तुक का चित्त अति अह्लादित हो जाता है। इस गोशाला में बड़ी सुन्दर सुन्दर दूध देने वाली गो जाति का दर्शन होता है। वैज्ञानिक रीति से गोदोहन होता है। स्वच्छ और रोग-कीटाणु रहित दूध प्रत्येक ग्राहक के घर पर पहुंचाने का एक मुप्रबन्ध देखने में आ रहा है।

भूमि की एक बड़ी गहराई से जल निकालने वाले अनेक नल कूप tube wells काम कर रहे हैं। दो तीन वृहत् कृषि क्षेत्रों agricultural forms को इन्हीं नल कूपों से सींचा जाता है। इन्हीं कूपों के जल से एक कृत्रिम नहर भी पानी से हर समय भरपूर रहती है। इस नहर के चारों तरफ विशाल छायादार वृक्षों का एक बड़ा आकर्षक दृश्य देखने में आता है। इन दृश्यों को देखकर यही कहा जा सकता है कि इस समय पिलानी एक गोभा-युवत ख्यातिवाली नगरी बन गई है।

एक नई बात यह देखने में इस समय आई है कि चूरे से भिवानी जाते हुए जो मेरे परिचित व्यापारी वर्ग यह प्रश्न पूछा करते थे कि तुम्हारा इस ग्राम में मन कैसा लगता है उनके कुटुम्ब वाले मूझमे प्रार्थना करने देखे गये हैं कि हमारे बालकों को किसी तरह पिलानी के होस्टल में ठहरने का सुभीता दिला दीजिये। क्या यह कम आश्चर्य की बात है।

जो आनन्द आज मुझे डम विंगल उन्नत नगरी को देख कर आ रहा है वह शब्दों द्वारा प्रकट नहीं किया जा सकता। यद्यपि इस विद्योन्नति का श्रेय सभी विरला परिवार को दिया जाना चाहिये, तथापि इसमें मुख्य भाग लेने वाले वावू घनश्यामदास जी ही हैं। और यह कहना भी सर्वथा उचित है कि यह सब प्रताप उनके वृद्ध, दानी और तपस्वी मातापिता का ही समझना चाहिये जो ईश्वर कृपा से आज काशी जैसी पुनीत नगरी में अपना पारमार्थिक तीर्थजीवन विता रहे हैं।

पिलानी

लगभग दो सौ वर्ष हुए, जहां पर आजकल पिलानी बसी हुई है, वहां दो छोटे छोटे वास (झोंपड़ी की बस्ती) थे। एक नैरा वास जहां पर आजकल विरला हाई स्कूल है, दूसरा पिलानिया वास था। दोनों के बीच लगभग तीन फरलांग का फासला था। प्रायः पहिले वास में ब्राह्मण और दूसरे में जाट और चमार रहते हैं। उस समय दोनों वासों की जनसंख्या लगभग १०० थी। नैरा

वास में सबसे पुराना बोडिया कुआं है। जिस पर स्त्रियां पानी भरती थीं। भारतवर्ष के गांवों में प्रायः स्त्रियों के लिये कुआं ही बलब हाउस होता है। पिलानिया वास में कोई भी कुआं न होने के कारण यहां की स्त्रियां बोडिया कुआं पर ही पानी भरने आती थीं। एक दिन किनी बात पर दोनों वासों की स्त्रियों में झगड़ा हो गया और नैरा वास की स्त्रियों ने व्यंगपूर्वक दूसरा कुआं बनवाने को कहा। इस बात पर

पिन्नानिया काम में रहते वाला न गपला (पिनानी में १ काम का दूरी पर एक छाया सा गांव) में पाना लेकर गया और १८ दिन के अंतर अंतर प्रपना हुआ बनाकर तयार कर लिया। यह घटना लगभग १८२३ ई० की घटना बताई जाती है।

पिनाना जयपुर राज्य के गन्नावांगे प्रान्त के अन्तर्गत था। इस कारण पिनाना का प्रान्तान्तरित नाम जानने के लिये पत्तिले जयपुर के इतिहास पर किंचित दृष्टि डालना आवश्यक है जयपुर के मन्तारज मयाग परदात्मक। रामचन्द्र जा मूयवता श्रिय है। १६१२८८ ई० मन्तारज रूपकरण जी जामर (जयपुर) के मिनामन पर विराजमान थे। उनका मन्थ के बाद भर्माहिजा गयी पर बठ। उनके छात्र भाग का नाम बागजी था। वाला जा के पुत्र का नाम माकलमिहजा था। माकलमिहजा के चार भ्रातृजन न हाना था स्वयं के चिन्तित रहते थे। एक बार जवर्ति के जगल में गिकार चलते गये थे उनकी भ्रातृ गव बरहान नामक एक फकीर में हो गई। यह फकीर नमर के साथ भारत में सन १९८० में आया था। और यहाँ पर रह रहे गये था। माकलमिहजा ने अपने चिन्तित रहने का कारण फकीर का बताया। फकीर ने पुत्र हान का आभावा देकर बँछ जायाए दी। यद्यपि मय मोकलमिहजा का पुत्रत्व के दगन हुए। उनका नाम उहान गन्नाजा रखा। उमा समय में गन्नाजी के वंश में मूज का भास न खान और हलाहल भास खान का अह (प्रण) चला जाता है। बाच के गले में बर्तों और पड में नीला निगात इमा फकीर का यात्रागार है। गन्नाजनान का मकबरा गन्नावांगे में गन्नावांगे का त्रियारदगाह बना हुआ है। गन्नाजा के वंशज गन्नावन कहलाते हैं और उनके नाम पर ही प्रान्त गन्नावांगे कहलाता है।

गांव गन्नाजी में मानवा पीठा में गन्नावन कुल में गादूलमिहजा बहुत प्रसिद्ध बाडा हुए। गन्नावनी में बने में चारण गादूलमिहजा के प्रान्त मन्थकी उनके पुत्र एक कविनाय गान रहते हैं। बार गन्नावन गादूलमिहजा ने कायमखाना नवाब रहलखा मझन ल लिया। उम समय प्राय सब गन्नावांगे पर कायमखानिया का कब्जा

था। कायमखाना उस गन्नावन शक्ति का जनक प्रपन्न करार पर भाग न खा सक। गादूलमिहजा ने अपने वार पुत्रा का महापना में नरन्ड जीर मिनाना भाग लिया। उम समय लगभग ५५० गांव गादूलमिहजा का जय्यभता म थे। गादूलमिहजा के जाराकर्मिहजा किमनामिहजा वन्तरमिहजा नवर्नामिहजा अक्षयमिहजा और



प्रा० था० राम मिहना

कमरामिहजा छ बार पुत्र थे। इन का मन्थ के बाद गादूलमिहजा के जान गण राज्य का उनके पुत्रा में वन्तरा गये। जादूलमिहजा के वंशज मलमामर मडरेला चनाना आदि के अधिपति हैं। उनके भाग में २०५ गांव जाय। नवर्नामिहजा के वंशज मडवा और म्पामपुर के अधिपति हैं। उनके भाग में १५ गांव जाय थे। अक्षयमिहजा के वंशज मूज और म्पामपुर जा के वंशज मलमामर वन्तरमिहजा का जाति के अधिपति हैं। कुछ वंश बडे गावा में छया भाग्या का म्पामलि अधिपति ना था। त्रिमता नाम पचपाना पडा।

जिन गावों पर सम्मिलित अधिकार हैं, वे अब भी पंचपानो के गाव कहलाते हैं जैसे झुझनू और सिघाना ।

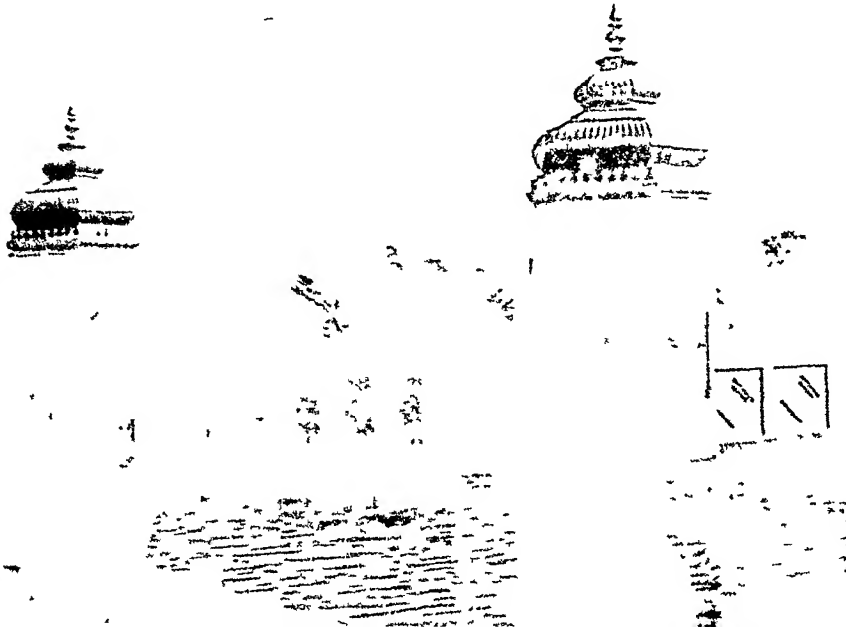
नवलसिंह जी के तीन पुत्र थे, नाहरसिंह जी, नरसिंह जी और दलेलसिंह जी । नवलसिंह जी की मृत्यु के पश्चात् उनमें भी बटवारा हो गया । नाहरसिंह जी के भाग में मडावा, महत्सर आये । नरहरसिंह जी नवलगढ में रहे और दलेलसिंह जी बठोड को राजधानी बनाकर रहने लगे । इन्हीं दिनों दलेलसिंह जी ने पिलानी में गढ बनवाया, और पिलानी कानाम दलेलगढ रखा । उस समय इसगाव के चारों ओर मिट्टी की दीवार बनी हुई थी और उममें चार फाटक थे । यह फाटक रात को १० वजे बन्द हो जाते थे और सुबह को ६ वजे खुलते थे । रात को राज्य की ओर में पहरा भी लगता था । उस समय यहाँ पर एक कठला टकसाल (Mint) भी बनवायी गयी थी, जिसमें ताम्बे के पैमें टलते थे । इस टकसाल का काम दो तीन साल तक चला था, फिर बन्द हो गया ।

जिस समय दलेलसिंह जी अपनी शक्ति बढ़ा रहे थे

उस समय मीकर नरेश राजा लक्ष्मणसिंह जी का शेखावाटी पर बड़ा आतक छाया हुआ था । उनकी इच्छा थी कि समस्त शेखावाटी पर अपना प्रभुत्व जमा ले । पहिले उन्होंने मडावा पर चढाई की, वहाँ से मधि होने के बाद उन्होंने दलेलसिंह जी पर चढाई कर दी । कहा जाता है कि रावराजा लक्ष्मणसिंह जी ने पिलानी पर चढाई कर दी थी, और गढ पर गोली चलाई थी, जिसके निजान गट के फाटक पर अब तक बने हुए हुए हैं । परन्तु नवलगढ से सहायता आने के कारण उन्हें पीछे हटना पड़ा । कोई कोई कहते हैं कि पिलानिया नामक एक जाट था, जिसने लडाई में बहूत बहादुरी दिखाई थी, उस नाम पर इस गाव का नाम पिलानी पड गया । यह वह समय था जब "वीर भोग्यावमुन्धग की कहावत चरितार्थ हो रही है ।

आजकल पिलानी दो ठाकुर माहलों के बीच में बटी हुई है । एक छोटा पाना (ठिकाना) दूसरा बड़ा पाना कहलाता है । जहाँ तक पता चला है, कि छोटे

शिवगंगा का एक दृश्य

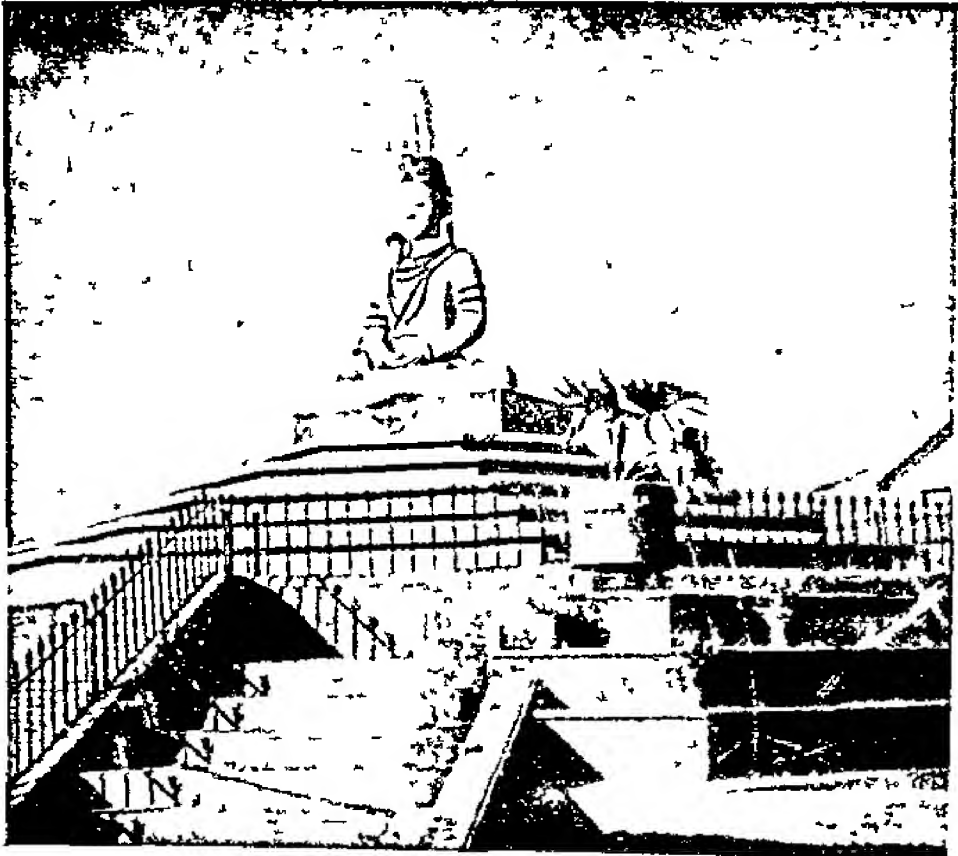


पाने में नाथूमिह जी, मुकदमिह जी बेगमाज जी, तत्पश्चात् बहादुरमिह जी गद्दी पर विराजमान रह। आजकल छोट पान क मालिक श्री बापमिह जी ह। बड़ पाने में मूर्तामिह जी, कण्ठामिह जी, गिरामिह जी बन्ध्याण-मिह जी रूपामिह जी गद्दी पर विराजमान हूए। आजकल बड़े पान क मालिक श्री मदनमिह जी ह।

राज्य की आमदनी—पिलानी म १८००० बीघा जमीन ह। एक बीघा घरा पर १०९६ बम गज का ढाना ह। जिसमें ३००० बीघा पहाड़ी, घन जंगल या उमर ह। कुल जमीन म लगभग ७००० रण्य की आमदनी हानी ह। लगभग ६००० अकान (बाहर में आई हुई चीजा पर महसूल) म आमदनी हानी ह।

आबादी—सन् १९११ ई० में पिलानी की आबादी २५५० थी। और सन् १९२१ में ३६६८ और सन् १९३१ म ५७७५ थी। अब आबादी बराबर बढ़ती जा रही है। बाहर में जाकर आदमी घरा बगने चले जा रह ह। सन् १९६१ में घरा की जनसंख्या लगभग ९००० थी। सन् १९७१ म कुल ८०६ घर थे। सन् १९७९ म ९६१ घर थे अब १३०० घर में अधिक ह। अब पिलानी और नई पिलानी की आबादी ११७७० है। दिन पर दिन पिलानी की उन्नति होती जा रही है, घरा की आबादी और घरा की संख्या बराबर बढ़ रही है।

शिक्षा प्रबन्ध—आज म ६०-७० वर्ष पछिले घरा शिक्षा का कुछ भी प्रबन्ध न था। १० दादुरामजी ने



पिलानी का एक दृश्य

तत्पश्चात् पं० देवकीनन्दनजी चिडावा से हैडमास्टर के पद पर नियुक्त होकर आये, परन्तु कुछ मास कार्य करके चले गये। फिर वावू विच्छेलाल, वावू जगदेवसिंहजी, पं० रुद्रदत्तजी आये। उन्होंने भी स्थाई रूप से काम नहीं किया। सन् १९१० में अध्यापकों के वेतन में वृद्धि की गयी। पं० जोखीरामजी के १२ रु० और पं० भगवतीस्वरूप के २२ रु० कर दिये गये। उस समय सीधे आने वन्द कर दिये गये। रविवार के दिन उपले आने चलते रहे और गणेश चतुर्थी का जुलूस भी जारी रहा।

सन् १९१५ में पहिले पहल छठी कक्षा की परीक्षा आरम्भ की गयी। दो विद्यार्थी कक्षा में बैठे, उनमें से एक पास हुआ। सन् १९१३ में मरोदियों ने एक दूसरी पाठशाला खोल दी। अर्वां स्पर्धा होने से विडला पाठशाला का काम सुचारू रूप से चलने लगा। अध्यापकों को वेतन भी अच्छा मिलने लगा। इस समय पांच अध्यापक हो गये और लगभग १०० रु० मासिक खर्च भी होने लगा।

फिर दामोरदासजी कुकुडे गास्त्री (एफ. ए.) १२५ रुपये मासिक पर हैडमास्टर नियुक्त किये गये। वे बड़े अनुभवी और दक्ष मनुष्य थे। इससे पहिले कोई व्यवस्था नहीं थी। जिसके मन में आया, पढ़ने चला आता था। कुकुडेजी ने नियमित रूप से हाजिरी और प्रार्थना आरम्भ की और तिमाही, छमाही, और वार्षिक परीक्षा की व्यवस्था की। लड़कों को किताबों इत्यादि के लिये ५० रु० मिलते थे। पढ़ाई आठवी कक्षा तक कर दी गयी थी। लड़कों की संख्या २०० थी और मासिक व्यय ४०० रुपये के लगभग था।

कुकुडेजी के जाने के पश्चात् श्री मनमोहननाथ जुत्की जी हैडमास्टर के पद पर आये। उन्होंने स्कूल की उन्नति करने में भरसक प्रयत्न किया और हाई स्कूल की अच्छी व्यवस्था करके इसको इंटर कालिज बनाने का प्रयत्न किया। इसी आशा पर श्री कुमारजी प्रिंसिपल नियुक्त हुए। परन्तु पारस्परिक मतभेद होने के कारण श्री जुत्कीजी और श्री कुमारजी दोनों को जाना पड़ा। इनके जाने के पश्चात् श्री लड्डूजी और श्री शिदासानीजी थोड़े थोड़े

समय के लिये प्रिंसिपल नियुक्त हुए। अक्टूबर सन् १९२९ ई० में श्री सुकदेवजी पांडे प्रिंसिपल नियुक्त हुये और जून सन् १९४६ ई० तक वे इस पद पर आरूढ़ रहे। जुलाई सन् १९४६ से उन्होंने मन्त्री, विडला ट्रस्ट का भार संभाल रखा है। श्री पांडेजी ने संगठित और मुच्यवस्थित रूप से कार्य का संचालन किया। आजकल पिलानी में जितनी भी उन्नति देखते हैं यह श्री पांडेजी के ही प्रयत्नों का फल है।

पत्की इनारतें :—सन् १८८३ में हजारीमल, हरदेवसहाय के खानदान वालों ने पहिले पहल हवेली बनवाई और वे अब भी हवेली वालों के नाम से मगहूर हैं। आजकल तो बहुत सी हवेलियां तथा कोठियां बन गयी हैं।

यहां पर पानी ६० या ७० हाथ की गहराई पर मिलता है। इसलिये कुओं से सिंचाई होने की प्रथा कम है, जहां पर आजकल तालाब बना हुआ है, वहां पर पहिले घना जंगल था। यह तालाब सन् १९०५ ई० में बना था। इसके बनवाने में २२,००० रु० लगा था।

पिलानी के पास एक छोटी सी पहाड़ी है। कुछ लीग पत्थर ऊपर से खोदते थे इसलिये सन् १९१९ में पहाड़ी के ऊपर हनूमानजी का मन्दिर बनवा दिया गया। आजकल विडला वन्धुओं की हवेली, अतिथि भवन, विश्राम वाटिका, चन्द्रभवन, विडला कालिज, विडला इंजीनियरिंग कालेज, गिवांगंगा आदि दर्शनोप स्थान हैं।

व्यापार :—यहां पर पहिले फेरी वाले पीठ पर लांटे हुए सामान बेचने आते थे। अधिकतर ये चीजें बाजरे से बदल देते थे। लोगों के पास पैसा बहून कम था। उस समय की कुछ चीजों के भाव ये हैं :—घी १ रुपया का दो सेर, मोठ १ रु० मन, बाजरा १ रु० मन, फूस चार आने मन। सन् १९०७ में बाजार में ३-४ दूकानें खुल गयी थी। और पंजाब से नाज और सामान जंठो पर लद कर आने लगा था। उस समय पास का रेलवे स्टेशन भिवानी ६० मील की दूरी पर या नारनोला ५० मील की दूरी पर था। सन् १९२० में बीकानेर स्टेट रेलवे पर ३० मील की

दूरी पर सान्त्वण स्टेशन बन गया। मिन १९२५-२६ में जयपुर स्टेट रेलवे पर ३० मील की दूरी पर झूमू स्टेशन बन गया। अब भी पिलानी में बिडावा स्टेशन १० मील की दूरी पर और टूहारा १६ मील की दूरी पर है।

यदि पिलानी में रेलवे लाइन आ जाय तो इस नगर की ओर भी बहुत उन्नति हो सकती है। पिलानी में एरोड्रोम टेलीफोन इत्यादि बन गये हैं। सा बहू करने हैं कि पिलानी उन्नति के मार्ग पर अग्रसर है। श्रीराम मित्र

पिलानी कालिज की पवित्र अनुभूति

मैं जुलाई १९२१ में बिरला कालिज पिलानी का ११ वीं वर्ष में प्रविष्ट हुआ। पिलानी का जलवायु बंधु भरणुन्दर रत्ना है। रेत के ऊंचे ऊंचे टीले और उनमें जहाँ जहाँ जाय व वृक्ष अत्यन्त मनाहर लगते हैं।

कालिज के आचार्याय अध्यापकपण छात्रों की सहायता के लिए प्रत्येक समय प्रस्तुत रहते थे। उनका छात्रों के प्रति वात्सल्य भाव रहता था। अधिष्ठाता मन्त्र्य परम भाय श्री गुरुदेवजा पाण्डे छात्रों पर कभी भी कृपित नहीं होते थे परन्तु उनका अनुशासन मुन्दर रहता था।

पिलानी कालिज एक आर्य गुरुकुल था जहाँ पर गुरुजन छात्रों के स्वाभिमान का सुरक्षण करने हुए उन्हें नाना प्रकार के आर्थिक तथा बौद्धिक सहायता देते रहते थे। मन्त्र अध्यापकों का छात्रों के साथ पिलानी जसा अधिक परिश्रम करते वहाँ नहीं देखा।

ध्यायान अनिवाय था। प्रातःकाल की सामूहिक टिल टिल भरके लिए स्फूर्ति संचार करनी थी और सन्ध्या समय अनिवाय खल सहज ही एक मल का दण्ड उपस्थित करते थे। जिसमें सन्ध्या के सुयोग्य अध्यापक भा बड़ उत्साह से भाग लेते थे।

आदर्शनीय श्री धारामजी मित्तल की छात्रावास व्यवस्था में आर्य तथा प्रसाद को कोई स्थान नहीं था। आप स्वयं छात्रों से भी अधिक चुस्त रहते थे। आपका नियंत्रण प्रमत्त था।

समाज सेवा इस संस्था का पक्का ध्येय था। इस संस्था के प्राण पूज्य पाण्डेजी आत्मपाम के प्रामाण्य रात्रि

पाठशाला तथा प्रादमरी स्कूल चलवाने थे। हरिजनानि नित्यवर्ग के उपादान निमित्त नाना प्रकार के प्रयास करते थे। समय समय पर जहाँ जहाँ मला में जनहितकारी ध्याप्यान तथा जनारदन करवाने थे।

पिलानी के अध्यापक तथा छात्र पूरे प्रसन्न तथा स्वस्थ रहे इसके लिए बिरला परिवार भी सन्ध प्रयत्नशील रहता था। सब के लिए गुरु मन्त्र दूष की व्यक्त्या निरन्तर रहती थी। बिरला परिवार धाम्नाइ में बघाई का पात्र है।

मैं अत्रन हाई स्कूल जावन में गिना प्रसार सम्बन्धी उत्पन्न हुए विचारों का पुष्ट करन के लिए पिलानी में बहुत कुछ मिला। कालिज की विद्यार्थी सहायक सभा के प्रथम छात्र मन्त्री के रूप में भविष्य में काम आतवाली पक्का नदिग मिला। मैं इस सत्र के लिये पूज्य पाण्डेजी की पिलानी का सन्ध आभारी रहूँगा।

पिलानी के स्वास्थ्यप्रद जावन अध्यापकों के सन्ध पूज्य पाण्डेजी के विगिण स्वभाव आदि की सुन्दर स्मृति जीवन भर रहगा।

परमपिता परमेश्वर पिलानी की आयु नित उन्नति करे।

डालच

भूतपूर्व छात्र बिरला कालिज पिलानी

कार्य विवरण

पिलानी के संस्कार का कागी हिन्दु विष्वविद्यालय में परम पूज्य मालवीयजी के आशीर्वाद से परिपक्वता को प्राप्त हुए। कागी हि वि. से बी. ए. पास करने के पश्चात् १ मई १९३६ को शिक्षाप्रसार्य दिल्ली के निकट खेकड़ा ग्राम में महामना मालवीय इंटर कालिज की स्थापना की।

(१) यह संस्था शिक्षा विभाग उत्तर प्रदेश द्वारा १९४० में ८ वी तक, १९४२ में १० वी तक तथा १९४७ में १२ वी तक प्रमाणित हुई।

इसके अतिरिक्त निम्न संस्थाये स्थापित की गईं जोकि एक दो वर्ष की अवधि में ही प्रमाणित होनी गईं।

(२) भगवान् कृष्ण हायर सेकण्डरी स्कूल, निवाड़ी, जिला मेरठ।

(३) सर्वहितकारी हायर सेकण्डरी स्कूल, मीतलीगौरीपुर, जिला मेरठ।

(४) श्री महात्मा गांधी हायर सेकण्डरी स्कूल, श्री निर्भयाश्रम, वड़ौत, जिला मेरठ।

(५) नेताजी सुभाष हायर सेकण्डरी स्कूल, कठेरा, जिला मेरठ।

(६) श्री जवाहरलाल नेहरू जूनियर हाई स्कूल, मक्की गढ़ी, जिला मेरठ।

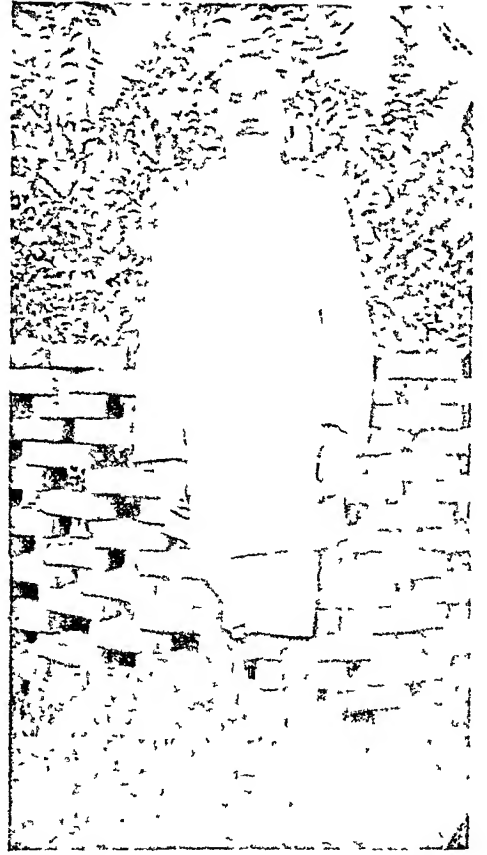
(७) श्री यमुना विद्यालय, वागपन, जिला मेरठ।

(८) जनता लोकमान्य तिलक विद्यालय, मोरटा, जिला मेरठ।

जुलाई १९५० में चालू किये गये हैं। प्रभु कृपा तथा सज्जनों के सहयोग से ये संस्थाये भी जीघ ही प्रमाणित हो जावेगी।

उपर्युक्त संस्थाओं के अतिरिक्त जहां तहा कुछ प्राइमरी स्कूल भी स्थापित किये गये हैं जोकि मुचाह रूप में चल रहे हैं। संस्थाओं में छात्रों के चरित्र-निर्माण पर पूर्ण ध्यान दिया जाता है।

अपनी संस्थाओं में समय समय पर श्री शुकदेवजी पाण्डे, श्री वियोगी हरिजी, श्री जीवनशंकरजी याजनिरु, श्री जमनालाल जी राजाज, श्री महावीर प्रसादजी पोद्दार,



श्री धनव्यामदास जी विडला, श्री यू० ए० पानरानी, B.H.U. श्री कृष्णदत्तजी पालीवाल, श्री ए० बी० ठन्कर वापा, श्री गौरवनाथ झा, शिक्षा मन्त्रालय, मध्यभारत, श्री पुष्पोत्तमदास जी टटन आदि महानुभावों ने पदाग्ने की कृपा की।

शिक्षाप्रसार के साथ साथ सामाजिक कुर्गनि निवारण, अछूतोंडार, आपद्गमन स्थानों के लिए धनमगद आदि कार्य भी किए जाते हैं।

यह सब परमपिता परमेश्वर की कृपा तथा सज्जनों के सहयोग में हो रहा है तथा जीवन भर होता रहेगा।

संस्थापन,
महामना मालवीय
इंटर कालिज, खेकड़ा

डालचन्द्र
भूतपूर्व छात्र,
विडला कालिज, पिलनी

PILANI

A GREAT EXPERIMENT

Many factors go to make for the popularity and success of an educational centre—its name, accessibility, social atmosphere, teaching standards and the reputation of its management.

When I first heard of Pilani the name created a good psychological effect. Another favourable factor was the reputation of Birla for business efficiency and orderliness.

But I could not easily picture a great educational centre, almost a university town, growing up in a village embedded in sandy Rajasthan. The absence of a rail link or of a high way touching Pilani was another adverse circumstance that depressed the mental picture.

New Building

Three years ago I was invited to spend Christmas week in Pilani and that gave me the first opportunity to see the Birla Trust's educational set-up. I moved about a lot but could not quite comprehend the role Pilani would play in India's or even Rajasthan's national life. This was partly because not many of the buildings that would make it the dream town of the Trust had yet gone up. Two years later, I again visited it in the company of a British business magnate friend of Ghanshyamdasji, who was taken there on a flying visit.

By now many buildings had gone up and were humming with activity—



Sri Durga Das

the Engineering College at one end and the Montessori Kindergarten School at the other.

Schemes Completed

The beautiful garden house of the Birlas, their mansion built half a century earlier and their parental Mahal of the last century, a modern power plant, a dairy, a large modern farm fed by tube well and a beautiful canal filled with water sprouting in the centre from a large fountain could have been explained as the fads of a man who wished to maintain a country house

and provide himself with amenities that wealth could buy.

But a look round Pilani showed that all these were really arteries of the educational centre that was to throb with life and had already begun to by the time of my second visit. One feels impatient, however, to see all the schemes come to function as their planners had sketched them on paper. Perhaps Pilani has already assumed that final shape since I last saw it.

Social Life.

It is said that a runway for planes has been already improvised, that a telephone link has been established and that transport is now easier. The Engineering College has put Pilani on the all-India map, the other institutions having already won Pilani an honoured place as an educational centre.

Two problems have still to be faced in Pilani—The social life has yet to be

stimulated in the modern sense. Perhaps the families of the staff whose quarters can stand comparison with those for officials of corresponding ranks in any State capital will fill the vacuum. May be these middle class families drawn from all parts of the country and set in a rural scene will evolve some social technique nearer the people of the soil than that being developed in most urban areas. Dr. Pande and his colleagues and the trusted band of teachers and workers are certainly conscious of their responsibilities.

A University Campus.

Pilani is indeed a laboratory. It has already many of the characteristics of a university campus of American conception. It may provide educationists and political thinkers with considerable material to shape the new pattern of education in India.

DURGA DASS

Mahatma Gandhi

“ A Worthy Educational Effort ”

The Birla family have been running an institution called the Birla College at Pilani in Ja pur State. I have been often asked to visit it, but in spite of my keen desire to do so I have been never able to find time for it. Thakkar Bapa visited the institution and gave me a glowing account and pressed me to visit it. Seth Ghanshyamdas Birla has now issued a booklet to acquaint the public about the origin and growth of the institution. The object is to invite criticism and to present to the public its novel features, may be for adoption. The writer has lavished on the booklet all his art of writing, aided by fine printing beautiful illustrations alluringly arranged, making the whole thing very attractive. For two months Mahadev waited for a suitable opportunity to place it before me, and imagining that I should have some spare time on our journey to Simla he ventured to give it to me on the train. The moment I took it up to read it gripped me. It is a quarto size booklet of 47 pages and I could not give it up until I had read it from cover to cover. I would ask all interested in education to write for it to the Secretary of the Birla College, Pilan.

A brief history of the enterprise may be given here. The institution has grown out of a small school called Birla Pathshala, opened 40 years ago in an insignificant little building. Now it is a big institution with Intermediate College splendid buildings for school, college and hostels and vast playgrounds. It has 13 staff quarters and five hostels accommodating 295 students (including 27 Harijans). There are 18 play grounds, a library with 3,608 Hindi and 6,772 English books. There is a high school with 791 boys, a college with 165 boys, and a girls' school with 157 girls. The Birla Education Trust runs besides 128 village schools with 4,636 boys and 200 girls, physical instruction and games are compulsory, and so is music. There is an agricultural farm with a dairy on modern lines. Among the crafts and vocations taught are spinning and weaving, carpentry, tailoring, dyeing, printing, book binding, weaving, carpet making, shoe-making and leather work. The agricultural farm and dairy have numerous cows, sheep and goats.

The Basic Education scheme is also being given a trial. Hardly anything has escaped the attention of those in charge—prayer, intellectual and industrial training, balanced diet, health examination and health preservation. An endeavour is made to develop individual contact between the students and teachers on a family basis.

The whole institution grew out of Seth Shiv Narayan Birla's desire to provide for the education of his two grandsons Rameshwardas and Ghanshyamdass. He did not wish the provision to be confined to the needs of his grandsons and so he established a school in 1900 with a village teacher on Rs. 5/- per month for all the children of the village. This was called the Birla Pathshala, the seed out of which has grown the vast tree that the institution has become. It combines family interests with philanthropy, which has now become a distinctive trait of the Birla brothers. But Ghanshyamdass, of the Birla brothers made a special interest of education, health and kindred topics, and the growth of the institution at Pilani is mainly due to his perseverance, resourcefulness and interest in education. Sir Maurice Gwyer and other distinguished people have visited the institution and spoken in high terms about it. Ghanshyamdassji's ambition is to make a Degree College of the Intermediate College, and he has been trying to do so for some years. But things move slowly in Princes' India and so his ambition still remains unfulfilled. It is hoped that Jaipur State will lose no time in encouraging this worthy enterprise and accord permission to turn it into a full-fledged college. In my opinion there are few institutions in India run with such care and attention. If we assume the necessity for modern colleges, the Birla College has succeeded in combining several features which are scarcely to be seen elsewhere in India.

Harian

His Highness the Maharaja of Jaipur in a speech delivered on the occasion of his visit to Pilani.

"You are doing much useful work here in the cause of education and medical relief, and I congratulate you on your efforts.

There can be no doubt that my subjects owe the Birla family a debt of gratitude for educational facilities afforded to them by this institution."

**Pandit M.M. Malviyaji, Vice-Chancellor's Lodge,
Benares Hindu University.**

"The Birla College of Pilani has an established reputation now and have no doubt that this reputation will grow from year to year. Only this morning Dr. S. S. Joshi of this University spoke to me admiringly of the practical courses of the Birla College."

Rajah Sri Ramiah Chettiar, The Palace, Chettinad, Madras

"It is a striking example of what well directed effort and enthusiasm can do. Provision of facilities for education in all its aspects of our country seems to be the aim of the Trust and it is a matter of education that it has succeeded remarkably in its attempt at a special kind of education. One cannot too greatly praise the Trust for the special attention it has given to the physical development of boys and girls. The attempted steps towards industrial and practical commercial education are to be welcomed. Being mainly under the direction and control of a Trust so conspicuous for its service to the country and eminent success in business life, the institutions under the Trust will, I have no doubt, send out boys and girls who will be animated by spirit of adventure and who will in time, blossom forth into captains of industry, great financiers and able administrators. The Trust will be a monument to the discriminating charity of the Birla family which one hopes will inspire others of the great marwari community to similar deeds. My best wishes for its continued usefulness and prosperity."

Jowett Godfrey, Admiral, R.I.N., New Delhi

"I am well aware of the personal interest you have taken in this scheme and of the generous help you have given in supplying the training, equipment, workshop buildings, etc. (to CIVNAVAL Centre). Please accept my sincere thanks."

"I feel I must mention here the name of Hon. Lieut. Commander S.D. Pande who in his capacity as the Principal of the CIVNAVAL Centre has rendered invaluable help and advice. Please convey my appreciation of his work to Hon. Lieut. Commander Pande."

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Director of Training, R.I.N.

"May I say how much I appreciate the great work for India which is going on there."

Sri Maurice Gwyer, Chief Justice, Federal Court of India, New Delhi.

"I rejoice to have had this opportunity of seeing a great experiment and to have been to learn so much, and I hope you will not mind my saying that there was a simplicity and friendliness about Pilani and everyone there which



Sri Maurice Guyer

I found very refreshing. Mr Sargent and I will not soon forget your hospitality and kindness both on our journey and while we were there, and I hope very much that in the future we may be allowed to visit you again."

Mr John Sargent, Educational Commissioner with the Govt of India

"I am most grateful for the opportunity of seeing something of the very interesting educational developments which are taking place under your generous auspice.

I was speaking in no sense out of politeness when I said I should like to come to Pilani again. I realize I can learn a lot from the experiments which you are making and I shall be proud if at any time by advice, criticism or in any other way I can make the smallest contribution towards the success of an undertaking which may do much for India."

Commander, RINR, Deputy Director of Recruitment, Navy

"Our impression of Pilani was that it was a first-class situation and atmosphere in which to train our Artificers. The discipline, morale and zeal shown by the trainees together with their happiness greatly impressed us.

In addressing the trainees I mentioned that the Navy owes a great debt of gratitude to you for the invariable assistance and interest that we receive.

To my mind Pilani is an ideal for all India to follow, practical training, scholarship with an end in view and likelihood of employment after study."

Sir Ibrahim Rahimtoola, Kt, Bombay,

"Must congratulate you on the splendid work in promoting education which has been done at Pilani by your kind family. How steady and persevering effort leads to substantial progress is clearly evidenced by what has been achieved in this respect. All congratulations to you and to the members of your family for this wonderful educational work which you have accomplished."

Shri Ambalal Sarabhai, Ahmedabad.

"I should very much like to take this opportunity of conveying my appreciation and good wishes to all those who have been associated with the great educational activities of the Birla Trust during the last thirty years."

Shri B. M. Singh, The Bengal Jute Dealers Association, Calcutta.

"I regard the Birla College of Pilani as one of the few ideal institutions which have sprung up in the country during the last two decades. I hope the Birla family deserve the congratulations of the whole country for this noble achievement."

R. R. Glancy, India Office, Whitehall, London.

"I am deeply impressed by the progress from practically nothing to the present stage. I know of no private enterprise of the kind in India which has achieved so much. It must be a great satisfaction to you and your family to have this achievement to your credit. I am so glad you make a point of diet and exercise."

Shri Kishore Lal Mashruwala, Wardha

"I see that it is enobling itself so as to become in near future a University of its own type. If the Marwari community takes into its head, Pilani can become as important a place as Nalanda and Taxila were in the past in India or as Oxford and Cambridge are at present in England."

Shri Satish Chandra Gupta, Khadi Pratisthan, Sodepur, Calcutta.

"It is a noble work and worthy of the noble tradition that your family has created round itself for business and for benevolence. What the Trust is doing is all very good and I wish the institution continued progress."

21 Bahadur Himmat Singh), President, Court of Wards, Allahabad

"The first reads like a romance and yet it is a bare record of the rapid and full-blown growth of an institution which has brought glory to the education of the right type to thousands of people of all

Times Educational Supplement

A source of the slowness with which education on sound lines makes its way to the poverty of the masses and their consequent inability, whether parents or employers, to meet the cost. On the other hand India possesses a great affluence in her territorial magnates and princes of commerce, and of them with the desire as well as the means to forward the great cause of general enlightenment. The call to such men to give practical effect to their desires has been heard and answered in some conspicuous instance, and it may be hoped that this method of serving one's day and generation, first embodied in a government resolution a quarter of a century ago, when Sir John Butler was Education Member, will be more widely followed.

A fine example of what can be done is provided in the Birla Education Trust founded some years ago by Mr. G. D. Birla, the merchant and industrialist prince of Calcutta, for the benefit of the part of the Jaipur State, Shekhawati, from which he comes. He has placed a light in a dark place, for Rajputana States, and Shekhawati is low down in the list of specified areas in India. Only one grown male in 17 and one grown female in 325 are able to read or write a simple letter in their mother tongue. Into this illiteracy the Birla Education Trust has brought a series of institutions headed by a college at Pilani teaching up to the intermediate standard, and including a girls' school, a Montessori School, a number of village schools, an industrial school, a dairy and other farms. The issued report shows that the Council of States, Jaipur, has not yet sanctioned the provision of degree classes at the college, though it would be made entirely out of the funds of the Trust. It noted that at present there is no provision anywhere in Rajputana or Central India for commercial education up to the degree stage. In anticipation of sanction the Trust has obtained from the University of Agra affiliation for the College up to B.A. and B.Com. classes and has provided a new building for such classes.

There are many interesting features of the work of the Trust, Games and drill are compulsory, the Scout movement flourishes. One period in each class

is set apart for religious education. The report states that great stress is laid on developing a strong moral sense in the boys, and in giving them an insight into the broad and cardinal principles of Hinduism. Handicrafts have been introduced as a part of the school curriculum up to the sixth class, as a preliminary to making, training in handicraft a regular part of the Teaching Instruction is imparted in carpentry, spinning and weaving, carpet-making, dyeing and printing, shoe-making and paper-cutting. Indian games have to be organized in most of the village schools and Scout troops have been started.

If the spirit which inspires the work of the Trust spreads, as I hope it will, the revolution in India Education so much needed in rural districts will be effected within a shorter time than any of us has hitherto thought possible. I am particularly interested in the vocational, the physical and the religious aspects of the activities of your institution."

Shri Santosh Kumar Basu, M.L.A., Calcutta.

"I am reminded that during the Montagu-Chelmsford Enquiry prior to the introduction of Reforms, a serious objection was raised that Indian boys were not fit to shoulder the responsibilities of public administration as our system of education did not create the capacity for initiative and quick decision as was done in the British Public Schools. This criticism, unlike many others, appeared to me to be of some substance. The story of the work done in the Birla college affords the strongest answer. One could only wish that he had more of them in different parts of India. And it would certainly not be a vain hope if our millionaires had imbibed only a fraction of the culture, patriotism and generosity of those whose munificence is creating history at Pilani."

Sir Charles Barric, Whitehall, S.W. I.

"I take this opportunity to write and congratulate you very much on having such an institution bearing your name. May the College go from strength to strength, my best wishes are with you."

Shri Prabhu Datt Shastri, M.A., Ph.D., I.E.S., Calcutta.

"The... of the origin and gradual development of the institution is of great interest. In creating the Birla Education Trust you have laid the... activities on a secure foundation, and judging from the... atmosphere that is being created at Piliani for the all-round... development of the human personality, I have no doubt that... its auxiliary institutions would grow into a cultural and... of the right type—a type which is unfortunately lacking to a great extent in the mechanical and commercialised system we made... in most of our universities."

Kumatarajan Muthiah Chettiar of Chettinad, Madras.

The Birla Education Trust deserves the gratitude of the general public for all that it has been doing for the cause of right education during these forty years. It aims at the harmonious development of the faculties of the individual and seeks to achieve it by providing what I would call real education. It has for this purpose pressed into its service the latest educational methods and I have no doubt the boys and girls going out of the institutions under the Trust are a distinct type by themselves, able to initiate, organise, command and control. May it be given to the Trust to expand its useful activities and grow into a power for good.

Rani Lakshmbai Rajwade, 78, Kotegaon Park, Poona.

"I was specially struck by the variety of its activities, and by the fact, that all of them seem to be vitally relevant to India's needs at the moment. The College shows what immense work can be accomplished by an institution like the Birla College, carried on under the inspiration and patronage of a nationally minded family. I wish the College greater and greater success in all directions."

Sir John Maffey, K.C.I.E., Travellers' Club, London S.W.1

"It is a romantic and interesting story. My every blessing continues to rest on this great piece of constructive work. It is like planting seeds. You know that some of them will come up. But you do not know what immense results may come from them sometime, somewhere."

Sir Harry A.F. Lindsay, Kt. Imperial Institute,
South Kensington, London.

"I have read the pamphlet with the greatest interest and do most heartily congratulate you and all concerned on the way in which this Institution has been developed and the progress made.

As you say in the pamphlet, everything depends on securing the right type of teacher and you seem to have done this; but the organisers must also be given full credit for their share in these healthy developments."

Shrimati Rameshwari Nehru.

"It is an excellent work that you are doing there and you have a splendid co-worker in your Principal.

May God give you success."

Raja of Parlakimedi, Banjam.

"India as a whole has to be very grateful to you and your family for the institution in addition to many other charities."

The High Commissioner for India, Trade Dept., India House, London.

Great credit is due to those connected and I shall always be pleased to hear of its continued success.

Mr. Sydney Harvey of Sydeny Hairschland & Co., London.

"I think that the College is doing magnificent work, and that you and your family are to be greatly congratulated on this. I beg to enclose herewith a small blessing of £5-5-0. which I hope will be of use."

Hon. Sri N. Kanungo, Minister, Cuttack.

"Of course Pilani can claim the special attention of the House of Birla's but I hope some day the activities of the Trust could be extended to places other than Pilani and to people other than marwaris

As an Indian I feel proud of the progress of these institutions in all its spheres"

Sri Felix J C Pole, London.

"You are evidently doing a very fine work at the College and I should like to offer you my hearty congratulations"

J O Henry Buchi, Finsbury Park, London.

"Indeed what you are doing at Pilani is so much along the right road that I find it difficult to say anything except to express my heart felt appreciation

I am particularly interested again to hear about the Birla College because some years ago I had the honour to contribute an article to the annual number of the College Magazine"

Shri Tulsī Ram Mohanta, Shora Factory, Phulwan

"With simple living, high thinking, purity of life, discipline, physical fitness and religion as the back ground, I earnestly hope that the Birla College, Pilani, and the other affiliated institutions would in near future be first rate seats of learning in India. In the end, I assure the trust that it should be ever a delight for me to give my active support and co-operation whenever needed"

Dr Med F Nagar, Zurich.

"I wish to express my very best congratulation to you for its wonderful work, convinced as you are that by good education the mental and physical standard of a population will highly increase. I do hope that by following your scheme you will give a great happiness to your fellow creatures"

Mr. Laithwaite, London E.C.3.

"I can only say that the intention you have of bringing education in a real sense to those who so badly need it is an ambition of which anybody may be proud.

Having read very carefully what you write regarding your 'modus operandi', I do not think I can do other than give you praise.

I hope, and sincerely believe, that the Birla Education Trust will increase in prosperity in the future, as it has unquestionably done in the past, and be of great value to those whom it is sought to aid."

Sri D.K. Lahiri Chowdhary, M.L.A., Kalipur, P.O. Gauripur.

"Indeed, I can conceive of nothing more noble and more laudable than the objects you have in view. Your institution at Pilani has my blessings and good-wishes in an unstinted measure. Your munificence, your public spirit and your large-heartedness are writ large on everything connected with the Trust. I have been specially impressed with the arrangements you have made about vocational education, sports, athletic exercise, prayer, library and residence of the boys & girls committed to your care. I can say without fear of contradiction that the people of Rajasthan, or of the whole of India for the matter of that, will owe you a debt of eternal gratitude for the unique and unprecedented educational facilities you have provided. I wish your college continued prosperity and a career of increasing usefulness."

Sir Edward C. Benthall, Kt., London.

"The work which you are doing seems invaluable".

Sri Amar Nath Jha, M.A., Vice-Chancellor, University of Allahabad.

"I am specially interested in the institution because, as you may be aware, I visited it along with the late Mr. K.P. Nichlu when it first became an Intermediate College. I have watched its progress with keen pleasure and should like to congratulate it on the great good fortune which brought it such an energetic Principal as yourself and such a far-sighted benefactor as Mr. Birla".

Thakur Salub Thakur Madan Singh ji of Nawalgarh

"It is but evident that this Institution lives upon you and that you have infused in it the most invigorating spirit and thereby sown the seeds of a great educational awakening. For this the rich and poor are alike grateful to you. Although our relations are far from formal yet I cannot but thank you for all this and congratulate you on the brilliant success you have achieved.

I close with a sincere wish in my heart that the institution may flourish from day to day and may take some day the shape of University of Rajasthan"

Horace G Alexander, Birmingham

"What a fine work you and your colleagues are doing. Miss Harrison has I think made a deep impression in many quarters by her report on recent visit in India"

Shri Ishwar Das Jalan, M.L.A., Calcutta

"I was simply struck by the excellent work which was being done by this Trust in the small village of Pilani. The education is imparted on most up-to-date lines with full regard to the object of making the boys mentally, morally, physically and economically fit for the struggle of life. The institution is an ideal one and deserves the good wishes of all. The Birla family deserves the gratitude of the people for the munificent donations that they have given and extreme care that have taken for the success of this institution."

Mr A E Foot, Headmaster, Doon School, Dehra Dun

Apart from my personal comfort which was attended to in a truly generous way, the experience of seeing the work at Pilani has filled me with enthusiasm.

The atmosphere of social responsibility and service that animates Pilani, and that must spread through a great area around, is one which we are trying to create in the Doon School though perhaps there are greater difficulties in its creation here than there.

Among the many things which filled me with admiration I was especially glad to see the new basic middle school. It is being directed by enthusiasts with faith and the results are likely to be of tremendous encouragement elsewhere is a very healthy symptom; even my short visit to Pilani showed me what a wealth of energy was unleashed there, and what a high standard of public spirit and social service you expected in your boys. I like to feel that here we are managing to cultivate something of the same spirit though we fall far short of the magnitude of the achievements at Pilani.

It has been a most invigorating experience to see the desert blossoming and your wonderful community established so firmly and so happily. I am amazed at the versatility with which you have directed such a variety of activities many of which must have required the acquisition of technical knowledge that was quite outside your previous experience."

Sri P. Basu, M.A., Principal, Holkar College, Indore & Vice-Chancellor,
Agra University.

"I have always admired your institution and watched with interest its rapid but sound development. The brochure only confirms my previous opinion and shows that your good work is being continued and expanded over the whole of Shekhawati with Pilani as its centre. I wish your institution all prosperity and success".

Mr. L.W. Reynolds, C.S.I, C.I.E., A.G.G., Rajputana.

"I was very interested to see how much you are doing in Pilani for the public good and I wish others would follow your example. I was much impressed with the Boy Scouts Movement, and I hope you will be kind enough to convey to the Scoutmaster a message of appreciation from me of the excellent results achieved. I regard the Pilani troops as the pioneer in Jaipur, and I wish the Scouts all success in the future."

Mr. G.R. Clarke, London. E.C.2.

"I have been most interested in the College and its work and you have certainly achieved wonderful success. I cannot imagine any more excellent institution and I only hope that the College will be very shortly promoted to the degree status.

The future of India is assured if she can get her young men trained up in the way which you have laid down, as the educational surroundings will undoubtedly provide the right type of man to carry on the work of the country"

Mr. William Owens, B A , Director of Education, Jaipur State

"It was with great pleasure that I inspected the Vernacular Middle School, Pilani, to day, not only because this type of school meets a real need in rural areas, but also because it is a good example of this kind of institution. Although it was started only this session, it is already firmly established and promises to be a model of its kind. As is necessary, Handwork of various kinds has been given a prominent part in the Curriculum, and self activity on the part of pupils is specially emphasised. In the lower classes, Handwork is employed according to the Basic method, and in all classes it is given a vocational bias suitable to this area. The extensive farm, the hostels, and class-rooms, with their apparatus and equipment, have been provided on an adequate scale. The Birla Education Trust is to be congratulated on what has already been accomplished in so short a time, and it is hoped that this institution is a fore runner of more of its kind"

1933

It is a matter of great satisfaction that most of the members of the staff devote attention, not only to teaching but also to activities outside the class room

The institution is to be congratulated on its broad educational programme. By means of societies games and scouting every effort is being made to help students to grow strong in character and to develop morally and physically, as well as intellectually.

The Principal and his staff are to be congratulated on these satisfactory results. Examination results are not everything, but they are an important factor, because by them the efficiency of an educational institution can to a large extent, be determined,

The discipline of the school and the College is satisfactory. The Principal and his staff have every reason to be satisfied with the work that is being done

1934

They (the teachers) are giving attention, not only to the result sheets of the examinations, but also to the mental, moral and physical development of the students.... A sense of corporate responsibility has been developed at Pilani, partly because adequate provision has been made for the housing of the staff within easy reach of the institution.

The scope of activity of their institution embraces not only the training of the intellect, but also the formation of character and the cultivation of wide interests. Its societies and organisation give scope for the development of character and capacities, which will be found of value in later life. In addition to the college Union, there are the following societies:—

Dramatic Society, Junior and Senior Debating Society, Literary Society, Music Club, Seva Samiti Co-operative Society, Vidyaniki Sabha at Sabharwal the Swavalambi Sangh. Some of these societies foster intellectual and artistic gifts and others inculcate the spirit of service and teach self-help. The college magazine continues as before; it is an interesting publication and has a definite place in the life of the institution.....

The results on the whole are good and do credit to the Principal and his staff.

The Governing Body of the Birla Education Trust is making a definite attempt to give a vocational bias to education at Pilani. The Shilpsala has been established in a separate building, and in it classes have been started in Carpentry, Spinning and Weaving; there is also a tannery section at some distance from the Shilpsala building. It is also proposed to introduce Agriculture as a subject of institution and to use the Birla farm opposite the Rajasthan Hostel for this purpose. This new departure cannot be commended too highly. It is essential that students, who are illfitted for literary education, should be directed to vocational training at the end of the primary middle and Intermediate stages, so that there will be fewer students treading the literary highway that leads to unemployment and unhappiness. The Birla Education Trust has unique opportunity of rendering real service in this direction. Not less education but a more suitable form of education should be provided for many of these students.

1935

Adequate attention is being given in this institution to health-giving and character-giving activities.

1939

This institution is to be congratulated on what it is doing to abolish physical illiteracy and it is hoped the good work will be continued and extended

This institution had the distinction that, in 3 out of the 4 public examinations, its students secured first position

The many sided type of education imparted in this institution is commendable

Extracts from Inspection Reports

1940

It is obvious that this institution is aiming not only at maintaining a high standard of scholarship, but also at developing moral qualities and physical fitness. Physical fitness and good character are developed by practice under proper influences in this institution

Good results were obtained in the last public examination

—————

Speech of Mr Kichlew, Special Officer of Education, Jaipur, as reported in the editorial notes in the Basant number of the College Magazine, 1932.

“Mr Kichlew sprang a wholesome surprise on us by declaring that the Birla College was a unique institution, not only in the Jaipur State or Rajputana, but among all the institutions he had ever come across in his long experience of thirty years as an Inspector of Schools and Colleges in various parts of India. ‘I have no hesitation in declaring’, said he, ‘that this is the only institution where I have seen realised the dream of a residential institution in which teachers and students will live co-operating in and advancing each other’s welfare. What others only dream, this institution has realised. It is always a great pleasure for me to visit this college and I eagerly look forward to these visits without minding the inconvenience of the journey which is more than amply compensated by the pleasure of seeing the amount of real work that is being done here.’”

Times Educational Supplement
Training Indian Craftsmen, Pioneer Work in Villages.

A fascinating story of educational planning from small beginnings is told in a well illustrated brochure on “The Birla College, Pilani”

(New Delhi: The Hindustan Times Press). It contains a criticism of the average young Indian educated at the universities as "lacking in self confidence, enterprise, adaptabilities, modesty, determination, and capacity for hard work". These defects are contrasted with the patience and undaunted determination of the pioneers of the Marwari community. Pilani is in the Jaipur state, and some of the older men there can tell anecdotes of their forebears, who in order to reach Bombay had to travel on camel back 400 miles to Ahmedabad, the nearest Railway station. Despite all the discomforts, difficulties, and dangers they had to face, these men, who had received little or no schooling, went about the business all over India.

It was a pioneer, Seth Shivnarayanji Birla, who mainly for the purpose of educating his two grandsons, Rameshwardas and Gnanwardas, engaged in the ancestral village of Pilani a teacher on a salary of Rs. 5 (7s. 6d.) a month to conduct a pathshala which had 30 boys on the roll. From this small beginning there has grown under the Birla Education Trust a series of institutions, with the Intermediate college and university at the apex, meeting many of the needs of the province of Sindh and attracting students from far afield. The Maharaja of Jaipur, in opening the college building in 1931, spoke of the debt of gratitude which he owed to the Birla family for these educational facilities. Mr. G.D. Birla, the head of the family, plays a great part in the Indian public life as a nationalist, merchant, newspaper proprietor, and supporters of the Congress movement. His enthusiasm for an educational enterprise which took its origin from the need of his brother and himself to be taught in their village home is shown in many ways.

Realities of Life.

Physical education is compulsory, and competitive side of athletics is developed by organizing tournaments, wrestling contests, and annual sports days. Great care is taken to provide a simple and healthy diet. To make up the deficiency of animal protein among boys brought up in vegetarian homes, milk drinking has been made compulsory since 1935. For greater individual contact between teachers and taught, students are divided into batches of 50 boys, each in charge of a group teacher. Vocational training is compulsory. Each student has opportunity to gain practical knowledge of some craft, and there is the definite aim to create a bias toward manual labour. Practical training in commerce is also given "The aim is to produce, a carpenter, a shoemaker, a dyer, a printer, a trader, or a binder, who with all his literary education, will not be cut off from the realities of life."

The Trust pays special attention to female education. It maintains a network of village schools where the bias is towards agricultural pursuits. The Wardha scheme, it will be recalled, aims at imparting education through some craft and making it self supporting and the Trust is putting these ideas to practical test. It has been decided to open a small school to experiment in both features of the scheme and to impart education through agriculture, spinning and weaving, which will also be sources of income.

F S Young, Esq, Inspector General of Police, Jaipur

‘Your College is an amazingly interesting and efficient institution and does your staff and yourself immense credit. The spirit which animates your success is admirable and I was much struck by the note of discipline and smoothness in working which characterises all that I saw.’

Shri Narhari Pareek

‘I must say in the beginning that from my experience of about twenty five years of educational work the conviction is more and more growing in me that modern system of education in India is doing more harm than good and hence as in other things in educational matters also, revolutionary changes are necessary. Thus I was in a somewhat sceptic mood when I went there. But after seeing the things there I found that you have well succeeded in introducing a number of very useful features even in the High school and college institutions of the prevailing modern type. I was specially impressed by the cheapness of education there, when everywhere else it is becoming dearer and dearer. It is really wonderful, though it should be no cause for wonder in a poor country like ours that a fully paying student can take his college education with residential facilities in Rs 15/ or 16/ per month. Elsewhere even a frugal college student staying in a hostel spends Rs 40 to Rs 50/ per month. What is remarkable is that this cheapness is combined with simplicity, health and self respect. Everything beginning from the person of the students to their belongings as also the buildings and surroundings were seen to be quite clean, neat and tidy. Some of the extra curricular activities such as handicrafts, painting, music and outdoor activities such as akhada play, physical drill and scouting have been instrumental to a great extent in removing the defects of our modern classroom education. The situation of Pilani in being fairly in the interior away from the railway lines should also be considered an advantage, as the students have per force to remain aloof from demoralising allurements

of city life. Students are provided with such a vast number of recreative programmes and activities that they do not appear to be feeling any gap in their lives on account of their being away from city amusements and amenities."

Mr. A. E. Foot, formerly Headmaster, Doon School, Dehra Dun.

A Golden Jubilee is a note, worthy occasion and I am much honoured in being invited to write something about my impression of Pilani.

My first visit to Pilani was in the summer of 1939. This visit overwhelmed me with the magical transformation that could be effected in the desert by faith and efficient administration. I was also impressed by the reverse side of the picture—by the limitation that could be imposed on a healthy growth by the power of vested interests. However, this reverse picture is now all past and possibly forgotten history, and Pilani has grown to a stature in which the only danger may lie in the power of her own vested interests.



Memory picks out only a few items at this distance of time. The first two only underline the geographical problems of the establishment of Pilani. The car in which I was met got stuck three times in the desert sand, and I learned that this was a normal routine. Secondly, I had to write for a pillow, carelessly left in the guest house, to be sent on after my return. I still have the pillow, with the stuffing compressed to the hardness of a board by its experience of the journey in the dak bag to Jhunjhunu on camel-back. I imagine that camel-transport for the dak is now a thing of the distant past. The third item is the chicken sandwiches from Davico's in Delhi, that were served to me for tea on my arrival. I have

never had this luxury before or since, but it underlined the efficiency and courtesy of the administration in getting what it was thought that their visitor would appreciate, and also that visitors were a considerable rarity in those days—about three a year.

My more serious memories of that visit are two—of the marvellous effect of water on the farm, and of the effectiveness of the technical training in the Intermediate College. I was most interested also to see the compulsory P.T., and also the uniform for both boys and masters. The uniform for boys covers differences in wealth and home, and for masters ensures that their turn out should not be a subject of comment by boys and removes the embarrassing necessity of the head having ever to speak to a master on the grounds that his clothes were slovenly or ridiculous. I had instituted a school uniform at the Doon School when it started, as I knew the taste of English masters for wearing very untidy sports coats and dirty trousers, and that some men with unsuitable figures would wear shorts. My rule was that clothes must be plain white, grey or black and that English shirts must be accompanied by a necktie. I was interested to find that the staff at Piliani had the same objection to the uniform that had been made at Dehra Dun—that it made them look like ticket collectors. Before I left Dehra Dun most masters wore Indian dress in the summer, a fashion started in 1941 by an English master when he was not allowed to wear shorts.

My only criticism after that visit was of the lack of an Art school, or of any decoration of the school buildings, which were as bare as those of Benaras University.

In January 1947 I went to Piliani for a conference, accompanied by my wife. This time the motor journey was a paltry 12 miles, but it still provided interest as the road at the Loharu end was in the process of construction and in the dark provided reasonable thrills.

By 1947 there had been big developments in all departments at Piliani and there is no need to enumerate them here. We were tremendously impressed by the equipment and atmosphere of the Montessori School which was the best I have ever seen, before or since. I was sorry to find that the Wardha basic training boarding school, which was an impressive memory from 1939 was no longer in existence, but the other new colleges were in very good working order. The senior boys submitted very patiently to a talk from me which was much too long and much too like a sermon.

My only criticism after this visit was based on a conversation with one of the staff, from whom I enquired about the careers of the old boys. He

mentioned one or two boys who had, within year or two of leaving Pilani, made 3 or 4 lakhs on the Bombay stock exchange. I hope that this impression was misleading, and that the old boys of Pilani who are held in greatest honour are those who have devoted their talents and their time to unselfseeking service of their country.

The Doon School have in their calendar of noteworthy events the visit in October 1941 of Shri Pande and about 20 boys from Pilani. I still remember meeting them at the station, emerging from a 3rd. class compartment absolutely spick and span, and immediately carting their own bedding roll to the lorry outside. In those days young men from an ordinary college did not carry their own luggage, nor did they have the self-respect necessary to present a smart appearance after a journey.

In these very important matters—self-help, self-respect, and the development of a sense of personal responsibility—I always hoped that the Doon School could claim some affinity with Pilani, and I always wished that the journey did not make more frequent contact possible.

If I am ever able to visit India again, I hope I will find Shri Pande still at Pilani, and will be able to pay another visit there. In the meantime Pilani will have set out some way on its second 50 years may it remember that ideals are much easier to keep polished when circumstances are rough than when they become smooth.

The Hon'ble Shrimati Rajkumari Amrit Kaur, Health Minister,
Central Government.

“I cannot adequately say how much I enjoyed Pilani yesterday. You and your family have certainly made the desert to blossom as a rose and demonstrated what faith, courage, wisdom, labour and vision can do in this poor land of ours. God has richly blessed your endeavours and I am sure such a labour of love can never go unrewarded.”

Lady Colleen Nye

“Your name has been familiar to me for years but in spite of all I had heard and read of your many activities I had no real conception of the splendid work you are doing. I shall never forget my day with you all at Pilani or the wonderfully happy atmosphere you have brought there. Every man,

women and child seemed to be 'on their toes' to make, a success of this tremendous project and that would not happen without the leadership with which you and your family inspire them. It was very kind of you to let me come and see it all."

Shri S. Pal,

Ex-Principal, Birla College

"The Birla College was a sustaining mother and spiritual refuge to me during a long and decisive period of my life. I am indebted to it in various ways. It is a pleasure for me to learn that you are going to celebrate the Golden Jubilee of the Birla Education Trust on a grand scale. For me the Birla Education Trust meant the Birla College. Though disassociated from it now by circumstances, I consider myself spiritually as a part of the college, and the college as a part of my being, and on this occasion send my most respectful salutation to it and the Trust. I pray that, under God's blessings, they may continue long to render true service to generations of students in the country and stand out as worthy monuments of your tireless efforts and Mr G D Birla's noble idealism and magnificent generosity."

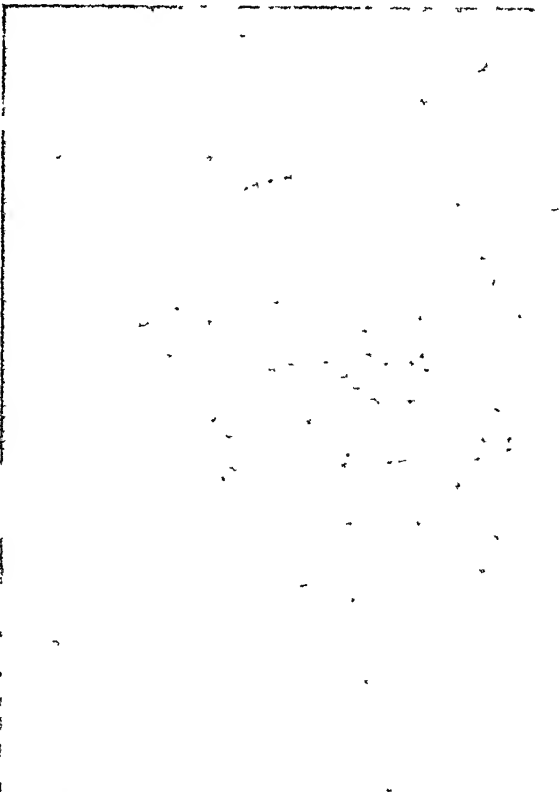
The Hon'ble Shri G.V. Mavalankar's address to the students after March Past on 2-12-50

BRIEF SUMMARY

I had heard a great deal of the activities of the educational institutions in Pilani and was eager to see them. I am happy that I have been able to make this visit. I have seen the Institutions at work, and learnt a number of good points which need emphasis in our educational system. The physical display I have just now seen is really of a high standard. A strong mind can grow only in a strong body. Military training and drill teach discipline and team-spirit which are essential foundations for the training of our young men to take up their responsibilities in a fully democratic country.

Neatness, smartness and tidiness in dress and personal surroundings and good manners are essential and I cannot excuse any one with slovenly dress or habits which exhibit lack of culture. You must get the gait to walk with chest forward and heads erect. I am happy to see that great attention is paid to your nourishment and food. When I see the excellent facilities and equipment in your institutions—from the elementary Montessori school on to the Arts, Commerce and Science faculties and the Engineering College. I wish I could become a student once again, but unfortunately that cannot happen.

Our country has achieved independence, which is only a means to progress. We are making the greatest experiment in Democracy with adult franchise for the largest population in



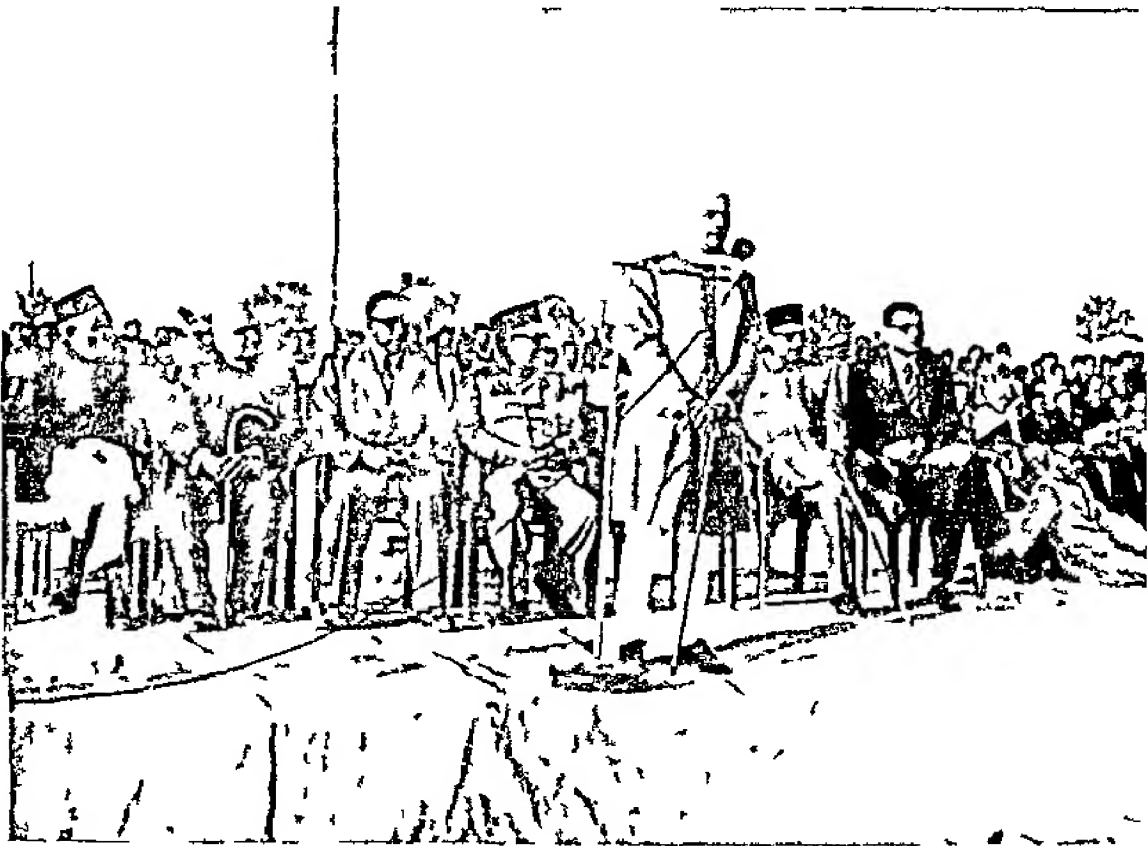
the world. For this experiment to succeed, very hard work on the part of our country's youth is called for. The right type of education shall lay emphasis on those important aspects of education, which have been neglected in the past, namely, physical training, discipline, character, courtesy and culture. It is only such an education, complete in all respects that will train and fit our young men to take up their responsibilities of citizenship

in this great democracy that we are building up in India today

The future of the country is in the hands of the youth of today. We have mountains of work before us to enable us to raise our country to the highest level in the world. But this can be done by applying ourselves to constructive work in the fields of education, industry, etc. We must do our

best to raise up our masses in education and economic conditions. For this noble end, we must have thousands and thousands of young, educated men pledged to devote themselves selflessly to the cause without coveting the glamour of publicity and political power. I only pray that our educational institutions aim at preparing their students for this end and achieve results in that direction.

Mr. C. I. Maudhara addresses the students



TRUSTEES OF THE BIRLA EDUCATION TRUST

In 1941.

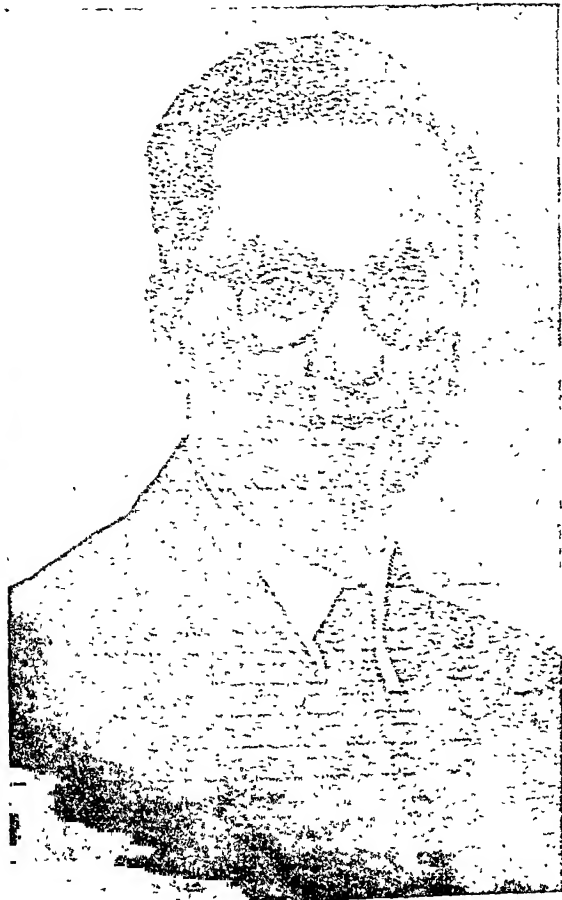
1. Shri G.D. Birla, Chairman.
2. Shri R.D. Birla
3. Shri Mohadevji Desai.
4. Sir S. Radhakrishnan
5. Shri P.D. Himatsingka



Sri Brijmohanji Birla

In 1949.

1. Shri G.D. Birla, Chairman.
2. Shri R.D. Birla.
3. Shri Jammalal Bajaj.
4. Shri Hirdoy Nath Kunzru.
5. Shri P.D. Himatsingka



Sri Basant Kumarji Birla



Sri P. D. Himmat Singh

In 1943

- 1 Shri G. D. Birla, Chairman
- 2 Shri R. D. Birla
- 3 Shri P. D. Himmat Singh
- 4 Sir S. Radhakrishnan
- 5 Shri Paras Nath Sinha

Shri Paras Nath Sinha

In 1942.

- 1 Shri G. D. Birla, Chairman
- 2 Shri R. D. Birla
- 3 Shri P. D. Himmat Singh
- 4 Sir S. Radhakrishnan
- 5 Shri Mahadev Bhat Desai



In 1943.

1. Shri G.D. Birla, Chairman.
2. Shri R.D. Birla.
3. Shri M.P. Birla.
4. Shri P.D. Himatsingka.
5. Sir S. Radhakrishnan
6. Shri K.K. Birla
7. Shri Parasnath Sinha.

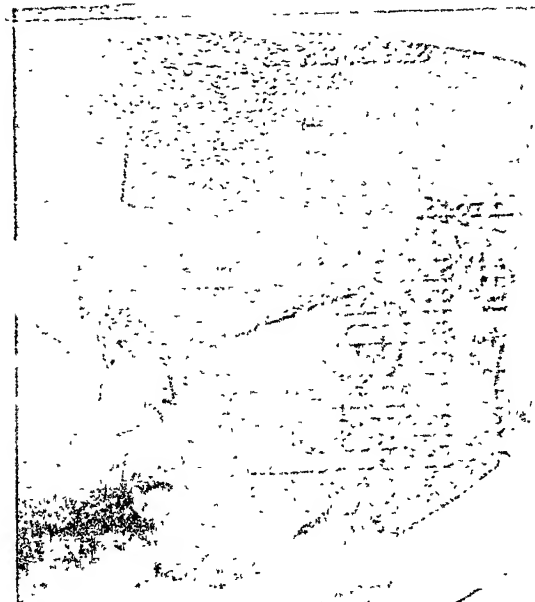


Shri K. M. Munshi

Shri Himansu Nath Kunzru

In 1944.

1. Shri G.D. Birla, Chairman.
2. Shri R.D. Birla.
3. Shri P.D. Himatsingka.
4. Sir S. Radhakrishnan
5. Shri Parasnath Sinha





Sir Sriprakash Jay

In 1947

- 1 Shri G D Birla Chairman
- 2 Shri R D Birla
- 3 Shri M P Birla
- 4 Sir S Radhakrishnan
- 5 Shri P N Sinha
- 6 Shri P D Himatsingka
- 7 Shri K K Birla



Shri S Radhakrishnan

In 1946

- 1 Shri G D Birla Chairman
- 2 Shri M P Birla
- 3 Shri R D Birla
- 4 Sir S Radhakrishnan
- 5 Shri P D Himatsingka
- 6 Shri K K Birla
- 7 Shri P N Sinha



★

Seth Jamnadal ji Bajaj

★

In 1948.

1. Shri G.D. Birla, Chairman.
2. Shri R.D. Birla.
3. Dr. Rajendra Prasad.
4. Shri K.M. Munshi.
5. Shri P.D. Himatsingka
6. Shri P.N. Sinha.

In 1949.

1. Shri G.D. Birla, Chairman.
2. Shri R.D. Birla.
3. Dr. Rajendra Prasad.
4. Shri K.M. Munshi.
5. Shri P.D. Himatsingka.
6. Shri P.N. Sinha.

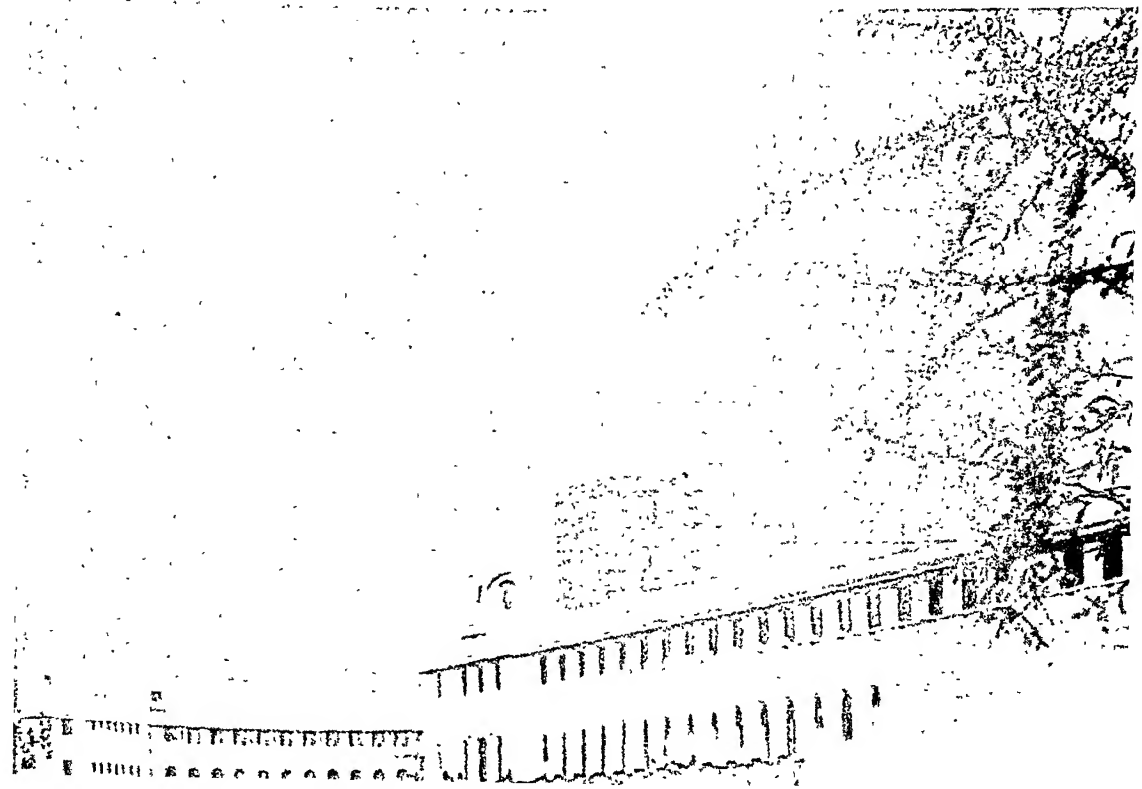
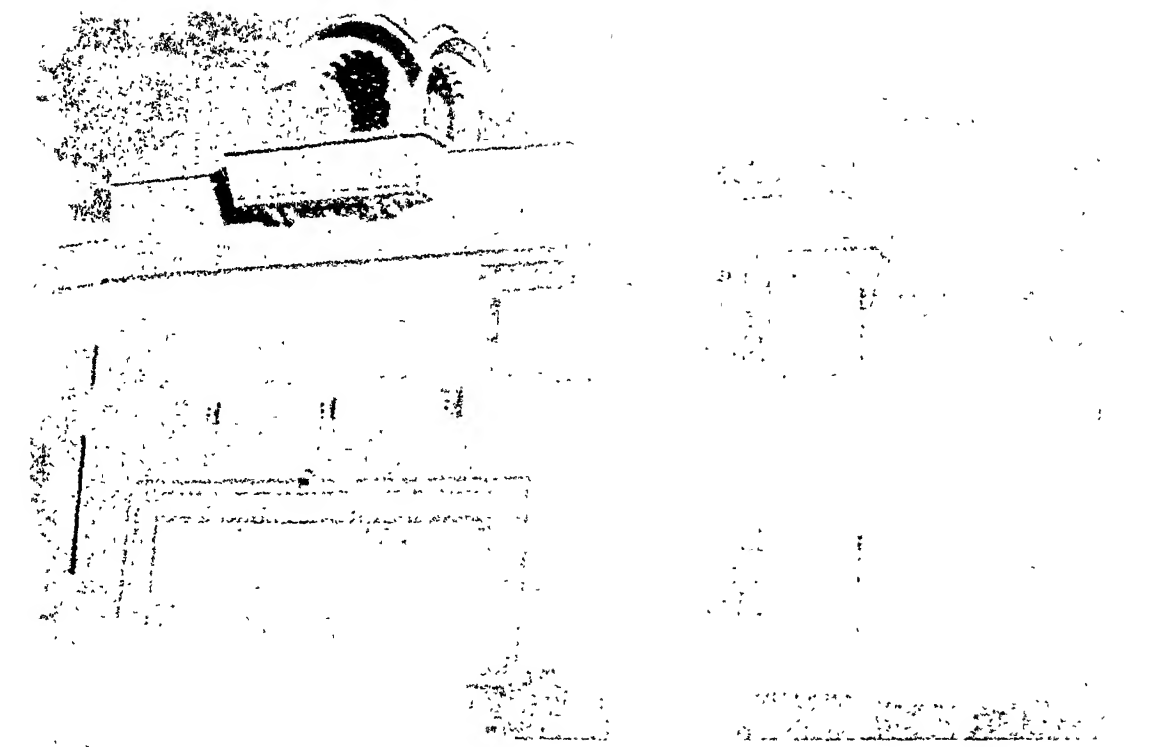


Staff of Sri Bal ka Vidya peeth

See Pullings of Colleg

Top View of Entrance

B. U. S. 1. 1. 1.



“AN OASIS LITERALLY AND METAPHORICALLY IN THE DESERT LANDS.”

Message of Sir Maurice Gwyer, former Chief Justice, Federal Court of India and Vice-Chancellor, University of Delhi —

I have learned with much pleasure of the approaching Golden Jubilee of the Birla Education Trust and of the celebrations which are to take place in connection with it. I hope that I may be permitted to send my warmest congratulations on this auspicious event and all my good wishes for the success and prosperity of the group of institutions which have earned for Pilani so just a title to fame.

It is just ten years since I first visited Pilani and I have the happiest memories of my visit. I saw a number of educational establishments, an oasis literally and metaphorically in the desert lands which surrounded it, pulsing with an active and vigorous life, and directed with wisdom, sympathy and understanding. I took away with me a lasting impression of the inspiring results which can be achieved by the munificence of a generous benefactor on the one hand and the labours of a brilliant and devoted staff on the other. It is not every man of wealth desiring to benefit the place of his ancestors who has the imagination to plan and give shape to an educational scheme on such a scale, nor indeed, it must be added, are there many who possess the courage or the enthusiasm which enables them to do so. And the body of teachers at Pilani testify to the faith that is in them and their belief in a great educational idea by their willingness to live in this distant far off township, and by giving of their best to the great and ever increasing number of students who seek instruction from them.

These, I say, were the impressions which I carried away with me ten years ago. Since that day many developments have taken place which were then only a hope to be realized in the future. The College has become a Degree College, affiliated to the new University of Rajasthan. New schools have been built, and a Technical Institution has been established. I do not suppose that, if I went there today, I should recognize the Pilani that I once knew and I cannot believe that, under its present guidance, the process of expansion is yet at an end. A Golden Jubilee marks not only the end of one epoch, but the beginning of another. It is an opportunity for legitimate congratulation, but it is also a time for reflection and justifies an endeavour to look some way ahead and to gather strength for renewed efforts.

There can be no dispute that an efficient system of education is one

of India's greatest needs. She is not a rich country and her economy has not escaped the strains and stresses which today afflict the whole of the world. A truly national system of education is not therefore in sight and is not likely to be achieved for many years to come. This makes it all the more important that such parts of an educational system as exist, or will in the near future come into existence, should be as efficient as possible and should take for their inspiration the highest standards of instruction or of conduct.

So far as material things are concerned, the liberality which has given you your endowments in the past will doubtless not fail you in the future; but for the rest the responsibility it is of the teachers and students themselves.

An educational system which does not mould character is not worth much; and character is moulded during the impressionable years more by example than by precept. Hence the importance of the teacher's function and of the teacher's personality. I know of no other influence so subtle and so penetrating, whether for good or ill; and the real value of the education given in a College or a School must always, as it seems to me, depend upon the character of those who impart it. Learning is not everything; I have known men of no great academic standing who had nevertheless the gift of inspiring their students with a love of learning and of making good and useful citizens out of the most unpromising material. They were able to do this by the force of their own personality and example, and because they possessed within themselves that rare spiritual element which can illuminate and exalt the human mind. So on a different plane the character of a student may powerfully affect his fellow-students; and what is sometimes called the tone of a college or a school will depend not less upon the standard set by the teaching staff than on those to whom by a natural instinct other students look up to as their leaders.

India must look to her educated classes for her leaders in the years to come, it is for that reason that schools and colleges and other places of Higher Education are destined to play so great a part in their country's future. Some little time ago, when an institution in India with which I was then associated, had been trying to decide upon a new motto for its coat of arms, I ventured to suggest the three words "Courage, Loyalty, Truth", as an indication of the three virtues which, it seemed to me, should distinguish an academic society. There were some who thought that there should be some reference to learning as well, but I thought that learning might be taken for granted as a purpose of every University, whereas without the three virtues which I have named neither learning nor anything else which ought to characterise a University could take

root and flourish. It will always be a satisfaction to me to know that my suggestion was in the end adopted.

This is my message to Pilani and I have only ventured to send it, since I am myself the citizen of another country, because I was concerned for many years with one aspect of Indian education, and learned something of its difficulties and aspirations. I am confident that Pilani will play no small part in India's future, and that it will continue to be an example to the educational world of an academic society conceived in a spirit of high idealism and practising those virtues which a place of learning should desire to respect and reverence.

[*This message was received very late and had to be inserted at the end.*]

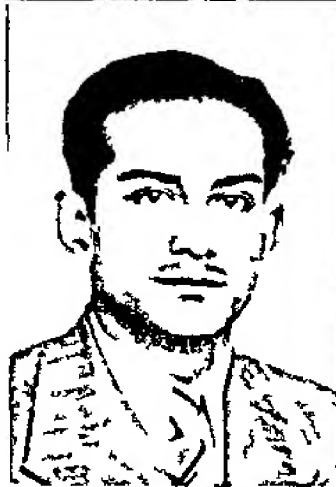
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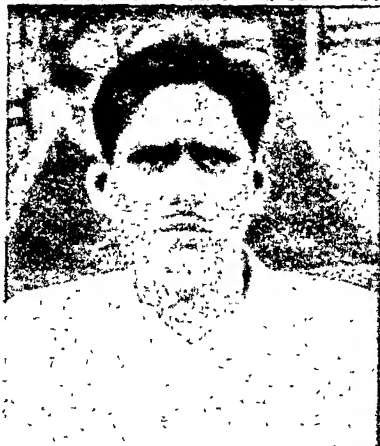
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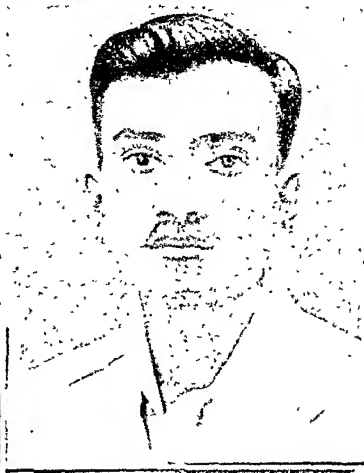
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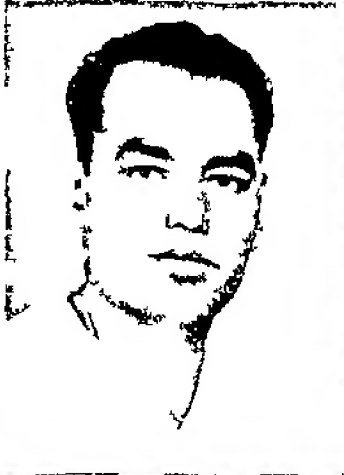
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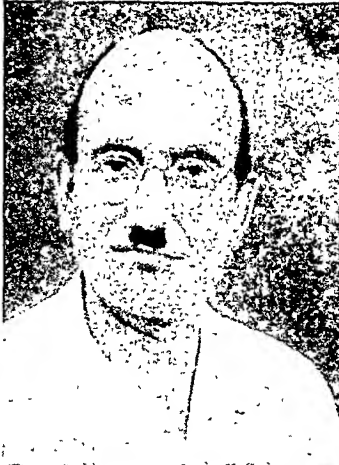
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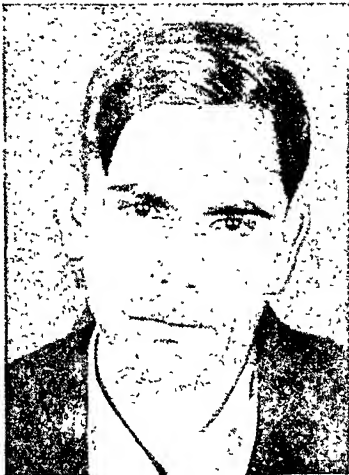
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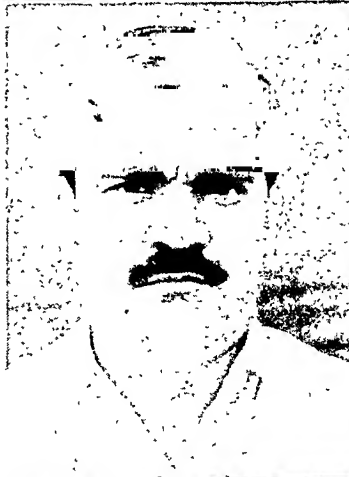
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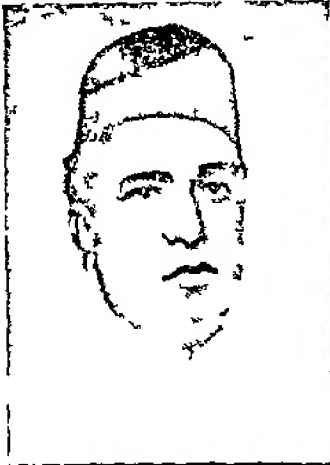


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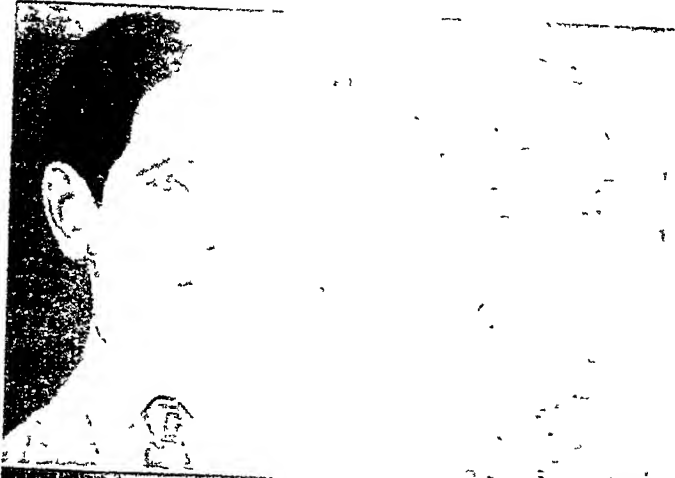
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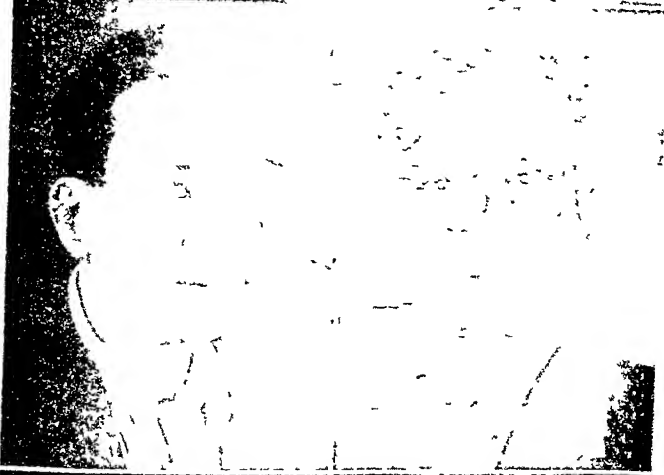


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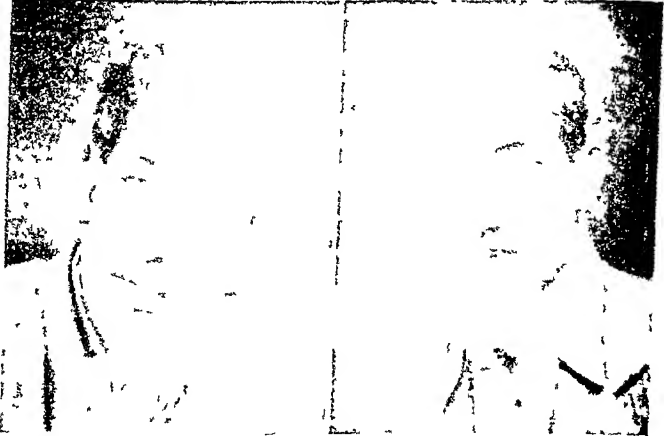
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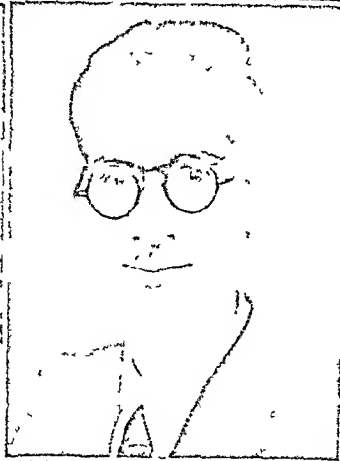
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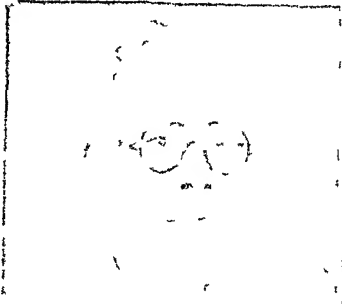
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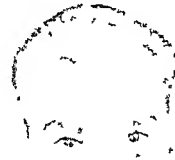
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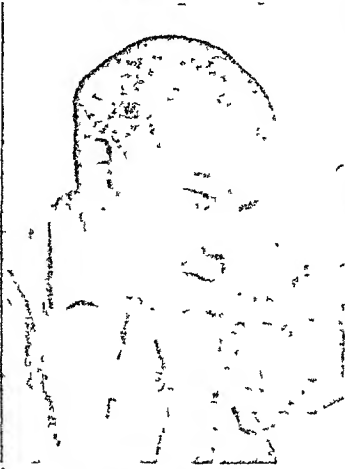
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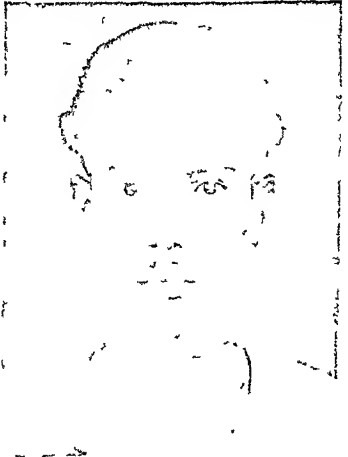
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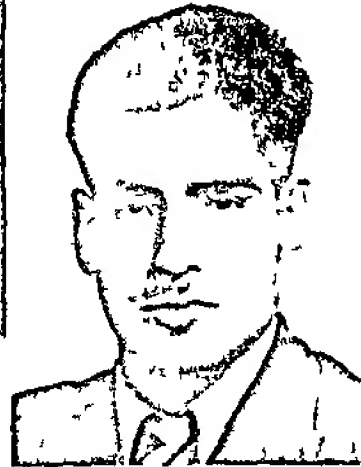


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Hans Raj Bhatia, Editor of the Golden Jubilee Volume of the Birla Education Trust, has been in service for more than 21 years. He is Head of the Philosophy Department in the Birla College and Officer Incharge, Rural Education Department. For

nearly twenty years he was Editor of the Birla College Magazine and in 1945 acted as the General Secretary of the First All-India Montessori Conference held at Pilani.

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