

# THE SOUTH INDIAN TEACHER

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## EDITORIAL

### FREE EDUCATION — MADRAS LEADS

We welcome heartily the decision of the Madras Government to make education free up to and inclusive of the School Final class and legitimately feel gratified that Madras leads all the States in India in introducing and implementing such useful reforms. Madras stands first and foremost in the matter of providing free midday meals for deserving poor children and in the matter of improving the status of the teaching profession, and Madras is going to be the first in wiping out illiteracy completely by introducing this generous measure. While welcoming this enlightened policy with a view to promoting education, some seem to feel anxious that the special character and quality of education is preserved in schools, especially in those managed by private agencies which have been so long helping to hold high the torch of learning. Private managed institutions have played a vital role in spreading education and maintaining high standards and have been preserving an individuality by spending a lot of money on play-fields, equipment, furniture, building, etc. and paying their staff at rates higher than the Government scales and giving such special retiring benefits as gratuity and it is feared that such schools will be forced in the long run to conform to the scales of pay and the rules of accommodation and staffing laid down by the Government. It may be pointed out in this connection that as we are having the same scales of pay for the teaching and non-teaching staff in all schools whether in towns and cities or in villages, it is very difficult for schools in cities

to get teachers and some managements have so far succeeded in attracting teachers by giving them a higher start.

It is therefore the responsibility of the Government to see that, besides maintaining the standards in existence, a higher standard is aimed at, so that we can keep abreast of advancing peoples like the Americans and Russians. In the first place, private managed schools may be allowed to function as they have been so far doing, without any restriction on the staff or salaries paid to them, and the changes that may be necessary may be introduced gradually after experimentation for a year or two. It is presumed that besides meeting the expenses relating to the salaries of the staff, the managements contribution to Provident Fund, etc., as put down in items 1-6 in the Financial Statement, the Government will allow a decent per cent of the expenses for the managements to meet special items of expenditure that may be necessary. The sums that are so payable to the managements, may be paid in easy instalments as advance.

Secondly it is generally feared that the introduction of this reform may result in a deterioration of the discipline among the staff and that the members of the staff may have no more regard for the authority in power. We feel happy that the Department of Education is equally anxious that the discipline is maintained at all costs and that the freedom of the management to manage the staff is not curbed in the least.

To ensure a high standard of education imparted in schools it is absolutely necessary to restrict the strength in each class. Of late there has been

overcrowding in schools in cities and towns and the teachers have been finding it very difficult to manage a class of 50 and 55 children, not to speak of the heavy task of correcting exercise books and valuing monthly tests and participating in co-curricular activities which have become a regular feature of modern education. With the introduction of free education, the rush in schools will become great and there will be the problem of opening new schools — which private agencies may no longer now think of — and increasing the teaching staff. However an attempt may be made and heads of institutions may be requested to think of accommodation and staff long before the reopening of schools in June with a view to restricting the strength of each section to 45 for the time being. Much has been said about elevating the status of the teachers to attract to the teaching profession the best in society. Teachers, like members in other professions, improve by experience and study and as such every facility should be provided for teachers to study a number of modern books on the subjects they teach and on the methods of teaching the subjects, and the first thing they require is enough time to spare for such a study. Teachers in countries like U.S.A., Russia and Japan meet often and study the difficulties of children and think of correct methods of teaching and do research work and to fall in a level with such countries, we too should encourage the bright and the enthusiastic among the teachers to study such books, to think and organise research work and it may not be out of place if we suggest that there is a board of research comprising willing and enthusiastic workers and teachers of long and ripe experience and that the results of such valuable research are made available to all the members in the profession. Special mention has to be made of the rapid changes made in the contents of and methods of teaching Science and Mathematics in advanced countries and it is almost impera-

tive on us to upgrade our syllabi in these subjects so that our children may know all that is necessary to enable them to function as useful citizens.

A word seems to be necessary regarding the provision of adequate libraries and laboratories in schools. Children should be encouraged to cultivate a habit for reading and even elementary schools should have libraries. As Science and Mathematics are learnt only through practical work, provision should be made for laboratory work. All this means additional expenditure, but is absolutely essential if the standard of education is to be enhanced.

#### THE 54TH MADRAS STATE EDUCATIONAL CONFERENCE

The 54th Madras State Educational Conference is to be held at Kumbakonam about the middle of May and arrangements are in progress. As usual, there will be sectional conferences on Secondary, Primary and University education and on women's education and teachers of all grades are expected to participate. This Conference has a special significance as we are meeting at a time when free education is to be implemented in schools and it is hoped that heads of institutions and managements will be present to study the problems that may confront us. It is a matter of pride and pleasure for us that Sri A. Srinivasa Raghavan, Principal, V.O.C. College, Tuticorin, has been unanimously elected to preside over the conference. Much needn't be said about this choice as the teaching world knows well the gentleman who is a gem of the profession and we have no doubt that with the guidance of such a talented, devoted and sympathising gentleman the Conference will be a grand success. We are extremely happy to mention that the Reception Committee at Kumbakonam is devoting its best attention to the Conference. We appeal to all the members of the profession to attend the Conference in large numbers, to participate in the proceedings and thus contribute to the success.

# A PATTERN FOR SECONDARY EDUCATION<sup>1</sup>

M. S. N. SHANMUGASUNDARAM

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Before I begin to talk on my topic, I wish to state that the views expressed here are my own private views, my personal opinion and not in anyway a reflection of the views, or opinions of my Department or of the Government. I have to say this, because I happen to be a Government servant and what I am going to say may appear to be rather unorthodox and in a sense against the present pattern of education.

Everywhere to-day there is the talk of deterioration in the standards of education. In schools, in colleges, and in the field of technical Education, we hear this cry. If we look closely, we will realise that this is not a mere fantasy but that there is some basis for this charge. We cannot complacently refuse to believe every indication of this truth. If we do so, we will be only wilfully closing our eyes and trying to live in a porcelain world of our own creation. But being practical men and women we have to admit that this accusation is in a sense quite true.

If this is so wherein lies the fault? I, for one, refuse to believe or admit that the present generation of children are in anyway — taken by and large — inferior to our own generation or to those of the past. Then the cause must lie elsewhere. If we ask the politician, he lays the blame on the teacher and the schools. The teacher blames the children and the curriculum. The children, in their turn, blame the teacher and their text books. The parents complete the circle by blaming everybody else. Thus it is a merry ring around, with everybody blaming somebody and no one getting anywhere. But I believe that the real crux of the matter

lies elsewhere. For the last 150 years, when the Britishers were ruling over us, education was the privilege of the few, now it is an opportunity for all. In those times the portals of education were kept strictly closed and admittance was only to the select few who belonged to the higher ranks of society — either by birth, or wealth or intellect — what we might term as the cream of society. But that is not the case now. Every child born in this country, irrespective of its caste, community, creed or, most important of all, status, is welcomed into the portals of our education. It is given every opportunity for schooling. In Madras State, I am proud to declare, due to the enterprising policy of our Director of Public Instruction and the Government, the child, if hungry, is fed and educated; the child without proper dress, is clothed and educated. The poor child is helped financially with free education and text books. This of course is extremely laudable. This is democracy in the truest sense, a thing we should all be proud of. It is the birthright of every child to be educated, it is the responsibility of the state to provide that education and it is the duty of the teacher to help in the fulfilment of this task. But what is the result? The son of a scavenger, the daughter of a coolie, the grand-children of a peon and a labourer sit side by side with the children of the clerk, the teacher and the Gazetted Officer. Children from different intellectual backgrounds, different levels of hereditary culture and what is much more important, children with varied capacities and abilities are all huddled together in the same class room. And, naturally, due to quantity, there is a fall in quality. This is the price Democracy has extracted from us. And what do we offer in our system of edu-

<sup>1</sup>A paper read at a Symposium held in Ramakrishna Vidyalyaya, Perianaickenpalayam, Coimbatore on Secondary Education.

cation? We dish out to these pupils a standardised pattern of education. The child from the city and the child from the rural parts — the child from poverty-stricken, illiterate parents and the child from the better ranks of Society — children with every possible variation of capacity, intelligence, and aptitudes, are all treated in the same manner as far as the curriculum and syllabus are concerned. This sameness of treatment we defend in the holy name of democracy and equal opportunity. But equal opportunity does not mean uniformity of treatment without taking into consideration the three A's — age, ability and aptitudes. Men are no doubt born equal and they should be given equal opportunity but that does not mean regimented education — since they are not born with similar mental endowments. Even in America, where it is said that there is a straight path from the log cabin to the White House, the same pattern of education is not followed in all schools. By giving the same education we do not ensure equal opportunity for all. That is the fallacy in our reasoning. We have admitted a most heterogeneous mass of pupils into our schools, but we have made no provision for all these varied types of children in our educational pattern. Instead, we dole out the same type of education to all, shutting our eyes to their dissimilar geniuses. We seem to have bought political democracy at the costly price of lowered standards in education. This is mainly due to the fact that we have not made out a suitable programme of schooling for our present day school children.

I am not criticising the present curriculum as such. Viewed by itself, there is nothing fundamentally wrong with the curriculum of our schools. It has been drawn by us according to the best principles of curriculum planning. Experts in every subject have sat together and have sedulously drawn up a comprehensive syllabus. But let us ask the pertinent question — does this curriculum suit the children studying it? Does it fulfil the needs of our present day school-going children or is it the case of the round peg in a square

hole? However flawless the circle and the square, yet since they do not suit or match each other, they are worse than useless. One or the other has to be changed and, since it is impossible to change our school populace, wedded as we are to the democratic way of life, the only obvious thing to change is the school curriculum.

Here then lies the clue to the whole matter of the fall in standards. To summarise — we find in our school, pupils whose intellectual capacity runs the whole gamut of intelligence from the below average to the highly intelligent and a curriculum which, though good in itself, is rigid in the sense that it does not make any provision for the individual students's capacity, aptitudes, or his intellectual and cultural background, this rigidity is against all commonsense, all logic, all Psychology. Our present system of education lacks flexibility and adaptability. Hence these two — the students and the curriculum — do not co-ordinate perfectly in the vast majority of cases. We have created of our educational system, a bed of Procrustes. If the child, because of its abilities, or capacities or intelligence, falls short of the prescribed standard in all the specified subjects, as exemplified by the bed of Procrustes, it is forced, even to the extent of breaking point, to reach the prescribed standard on pain of being stigmatised for life as a failed S.S.L.C. — in other words, as a failure in life. On the other hand, if a child, by its natural ability, advantages of educated parents and intellectual environment, is found too big for the established pattern, it is ruthlessly cut to size in order to conform to the required standard. Thus our educational pattern makes a fetish of subjects and standards in the sacred name of an all-round education, without taking into consideration the child's abilities and aptitudes. Of course no single school can cater to each individual child's idiosyncrasies as such. That is manifestly impossible. But the school, in order to discharge its functions properly, should, and must, make some provision for at

least the broad types of intellects and capacities.

We, as educationists, talk so much of child-centred education. John, we proudly state, is taught Latin by the teacher. We put the child first, the subject second and the teacher last. This is, as it should be. But how do we translate this concept in our educational pattern? We put the subjects first and we put the children with their varied mental equipments last, as of little account, with the teacher as the intermediary. We have turned our educational pattern into the biblical Lord Moloch with the teacher acting as the officiating priest. In other words, we have put the cart before the horse — the subjects before the child — the attainment of standards within a prescribed period of time, against the capacities of the child. In our present set up, all the subjects needed are there — the standards are there — with the teachers acting as the hand-rails of the educational ladder. But the net result is that nearly half the pupils fall and are disabled for life by the time they cross over the last rung of the High School ladder.

The average of S.S.L.C. passes in recent years is rarely more than 50%. This means that when 8,000 children appear — nearly 4,000 fail — and get ploughed. A small percentage flounder and pass in the second or third attempt — more often than not, through the mercy and grace of the examiner. These unfortunate boys and girls are stigmatized for life as failures. Proper employment is denied to them. Even the doors of technical education are closed to them and they have only the dismal prospect of the very poorly said jobs for life. If we think of the emotional strain on the pupils — the despair at that early adolescent stage attendant on a failure in the first or second attempt — the cost in terms of life (suicides are not uncommon), money, and frustration — our responsibility is staggering.

It is not as if the standard in S.S.L.C. is very high. It is, on the other hand, very low — 25% in some subjects, 35% to 40% in others. In other words, you

pass them, not for what they know, but for what they do not know, (since they do not know 60% to 75%) and still are declared eligible for a college course.

If we analyse these failures, we find that a majority of them fail in English — especially those coming from villages — the rest are more or less equally divided between Science and Social Studies.

All of us are familiar with the tragedy of a boy getting 50's and 60's in his subjects but failing for want of a bare pass in English or again getting high marks in languages, but unable to get 25% in Social Studies or Science as the case may be. These examples can be multiplied.

What is the remedy? That is what I am going to place before your consideration. I have given rather a long preamble because I want my proposition to be viewed against the right background.

In an eleven year schooling pattern, I would maintain the *status quo* for the first nine years, i.e. till the boy reaches the age of fourteen years. I do have a mental reservation, when I say *status quo*, because these years, though meant to give a broad general education to the child, at present at least, are dominated by the bogey of the S.S.L.C. examination. I would prefer a boy who finishes nine years of schooling to be able to read and write his mother tongue or regional language quite well, to possess a fair reading ability in English, (I stress reading ability) to know enough of the history of India and the world so as to be proud of his country and his heritage, to have sufficient knowledge of Geography and the Sciences, in order to intelligently understand his environment, the forces of Nature, and the laws of health.

During the last two years of a boy's schooling, I would suggest that there should be a system of core subjects and the pattern of optionals or electives for all subjects — yes, for all subjects — making the final pass dependent on getting the proper grades in the core subjects, and in three or four optionals as the case may be, the core subjects being

English in its passive aspect, the Regional Language and General Mathematics.

To elaborate—no one would question the inclusion of either the Regional Language or General Mathematics as essential core subjects for a pass in S.S.L.C. because the regional language and arithmetic are essential for life. They provide the hallmarks of an educated person. English is the controversial subject. The avowed aim of the present syllabus in English is to enable the pupils to speak and write correct, simple, idiomatic English—a very laudable aim indeed. But, we all know how far the students fall short of this standard. I, as a Training College Principal, get as my students graduates and I am only stating the bald truth when I say, that more than 50% of these girls can hardly write ten consecutive sentences of correct English and yet many of them had secured I and II classes in their subjects, thus discounting the question of their intelligence. If they had been dullards they would not have got classes in their third part. This weakness in English is due to the fact that we have missed the aim of teaching English in our present day context. We need English now not for culture—we can be highly cultured without knowing one word of English—not for its literature—we have as good, if not a better, literature, in our own language—not because it is a Government language and as such necessary for earning one's living—but simply for its utilitarian value. We need English because of its usefulness in the field of scientific and technical education. All the latest researches and inventions in every field of science and technology are available only in the English language at present. In the international arena of world languages, English now holds the place that French held in the field of culture and German in the field of science. If we in India are to keep abreast of others in the world and not lag behind, our children must know, not English to speak, not English to write, but first and foremost, to understand English, when it is written and spoken. That is our prime need. The active

aspects of English can come far behind and are in fact needed by not more than half a percent of our school-going children. How many of our pupils need to speak English or write English? What is the necessity for a boy in a remote Board High School who is going to spend most of his life in that village or nearby town, to spend hours mastering the structure—"If I had been there, this would not have happened"—"But for me he would not have got through". Why should this boy become a failed S.S.L.C. for life with all its attendant frustrations and indignity, just because he cannot master the intricacies of word order and syntax of a language which he is hardly likely to hear outside his class room and for which he might find no need at all in later life? What is his gain in terms of utility and benefit that he should undergo the travails of learning the conversion of active into passive or again the direct into the indirect? How many of our pupils have the opportunity to go abroad or correspond with foreigners so as to need these sentence patterns and grammatical gymnastics? The very few that do so, will go only at the end of their college course and special provision can be made for this minority. Have not our youngmen now in Germany and Russia picked up those languages after their college course, in order to study their technical subjects in those countries? Then why penalise the entire school-going population for the sake of the handful who might go abroad and in that process turn out students by the thousands who can hardly write a couple of sentences in correct English, let alone speak it, after having undergone 8-9 years of intensive teaching in that subject? It is like the mountain labouring and bringing forth a mouse. It does seem, and is, a colossal waste.

On the other hand, if we pinpoint our aim and pitch it lower and state it as one of good comprehension of English when it is written and spoken, we would not only achieve cent-percent success but also enable the students to really benefit by their study of English, because, as I have stated before, we

need English not for culture nor for literature nor even for a living, but purely for its usefulness in unlocking the doors of scientific and technical knowledge, which would otherwise remain closed to us. Thus this passive aspect will not only enable our children to enter the Polytechnics and Industrial Schools better equipped, but also enable them to display an intelligent interest in world affairs through reading useful books, leading newspapers and magazines in English. Hence, if, by the end of the school course, a boy acquires this passive ability in English he has learnt a very useful skill for his later life which will enable him to be a better citizen, and a better patriot.

I must say that what I have enunciated here is not an original viewpoint or discovery. As far back as the early twenties, even when the English Government was at the height of its power, Dr. Michael West propounded this aim for the teaching of English in India. He backed his statement with statistical data. Anybody who reads his book 'Bilingualism' cannot but be impressed with the painstaking research that he has done on this topic, in order to arrive at the conclusion that the prime need of the Indian student is the comprehension of the printed word in the foreign language, namely English, in the first instance.

The question might be asked — what about that boy or his parents who want something more from English than this? The answer lies in the electives offered in the school.

After the core subjects, all the other subjects *including again English*, the *Regional language* and *Mathematics* are offered as optionals or electives. Of course these three subjects when taken as optionals will be quite differently orientated. As core subjects, the emphasis will naturally be on acquiring skills. As electives the accent will be on getting knowledge, as in Tamil — which comprises of both general and special Tamil (*பொது & சிறப்பு*) English, as an optional, will mean a more intensive study of the language besides its active aspects (reading and

writing). The chances of pupil attaining a fair degree of proficiency in English are greatly enhanced, because only the boy good in that language will choose it as an optional. Mathematics, as an optional, will consist of both algebra and geometry and be, more or less, like our present composite Mathematics. A much higher standard will prevail, of course, in all the electives, because the pupils will study them — not because they are compulsory and hence have to be studied, whether they have the aptitude for it or not — but because they have a particular bent for them. Thus a boy interested in Science, will choose it because he likes it and will attain a good standard in it as the standard prescribed for it is high. Now a comparatively low standard is fixed in each subject because all students — whether they have an aptitude for it or not — have to attain a pass in it. So all are trimmed to the level of the average boy. Hence the standards set forth at present are with the average student in mind and not the intelligent one. The same holds good for History, Geography and other subjects. Thus a boy with a scientific trend will choose higher Maths, Physics and Chemistry (and Biology, if four optionals are required) and get good proficiency in them. Or again another boy, according to his aptitude, will choose History, Geography a language and Civics (fourth optional). Or a boy interested in commerce, will study book-keeping and accountancy along with the Sciences or Social Studies etc., Thus a large number of permutations and commutations is possible. Of course there is a place for craft and the fine arts through-out the school course.

I have not stated something that is new or unknown heretofore. In America and England, especially in the former, this system of electives or optionals is in vogue everywhere, both in schools and colleges. In the Senior Cambridge Examination of England which is equivalent to our S.S.L.C., the core subjects are English, a language (either ancient or modern), and Arithmetic. These three are compulsory. All the other subjects including

again English and Mathematics are optional. In this system a boy has to choose either History and Geography or Algebra and Geometry, with a provision that he can take all the four if he wants to. But one cannot omit all these four completely. A wide range of optionals is also offered—Botany, Biology, Physics, Chemistry, Religious knowledge, the fine arts (like Music and painting) commercial subjects (like book-keeping and accountancy) etc. This is to ensure that every boy, whatever his capacity or aptitude, finds suitable subjects to choose and pass his final examination.

If we analyse the school system in U.S.A., we find again a wide choice of electives allowing full scope for the children's varied bent of mind. In America each school enjoys the precious freedom of drawing up its own curriculum. There is no rigid pattern imposed from above. In India, under the British plan of education, we did have electives, but the scope was very limited. Of course it can be argued that no school can cater to each individual student's need. In that case, the school will become a place for private tuition and the advantages of the school being a training ground for (or a microcosm of) life will be lost. I am not advocating that kind of thing at all. But I am only pleading for a proper recognition of the children's varied needs and aptitudes.

The present system of multipurpose schools and bifurcated courses may seem to cater to the diverse capacities of children but actually it is not so because these schools have a different orientation altogether, being primarily concerned with providing the pupils with a means of earning their livelihood afterwards.

To conclude, the advantages that will accrue from this pattern of core subjects and electives are very patent. First it will provide a suitable curriculum for every child according to his inherent abilities. It will not force any child into any rigid mould nor will it ask more of any pupil than what he is capable of attaining — thus preventing frustration and stifling of one's apti-

tudes. No child will be penalised for failure in a subject not suited to his individual genius or for which no scope for present utilisation or further development exists (eg. the active aspects of English now insisted upon in our schools).

This plan will also have the additional merit of eliminating to a great extent, especially at the S.S.L.C., level, wastage and failures, because we shall be providing every child with the right tools to fashion its individual mind—with the right media for the proper development of his talents and abilities.

A higher standard in the subjects, especially in the Sciences, will be achieved, because, as I have already pointed out, subjects studied by choice and with interest will naturally ensure higher standards — a very pertinent point in the present context, where from the Prime Minister downwards, everyone stresses the dire need for raising standards in the Sciences. This will also help in detecting Scientific talents in schools, another great problem at the present time. A rigid syllabus drawn with the average child in mind offers no challenge to children to show their mettle. Thus this system, with one stroke, banishes "the cult of the average".

Moreover I feel that with this pattern the P.U.C. portion can be covered in the school itself with very little extra cost, thus making the original XI standard or the Higher Secondary School Scheme a reality. At present it is the prohibitive expense of reorganising the school and staff that stands in the way of implementing this scheme. But, with the above pattern of electives, we can achieve the same results by reorganising the subject matter, trimming it of all useless, out-moded and outdated portions and infusing into it new life thus raising it to higher levels. In the Senior Cambridge the syllabi for electives cover the old Intermediate standard adequately. I also feel that such a syllabus for each subject could be taught successfully by experienced graduate teachers and it does not re-

quire ipso facto a post graduate teacher!

This system will also firmly uphold the principle of equality of opportunity to all our children as befits a state pledged to democratic principles. But it will not confuse equal chances with uniformity or regimentation. It will not make education the privilege of the few nor will it be insensible to the varied aptitudes and abilities of our school children—the greatest defect in our present day system. No child will be denied access to any subject. It will be given full freedom to study any subject it wants to. Nor will any child be debarred from any avenue of employment by this pattern of education.

Lastly, as I have already stated, it will confer an immense benefit on all who study English in the schools as a core subject — as it will give them a mastery over the written word — at present a potent force in the world in every branch of human activity.

The only drawback of this pattern, as I see it, is that our schools, as they are equipped at present, cannot individually offer a very wide range of optionals. It will be really impossible for all schools to offer all the subjects and actually it is not necessary either. But freedom can be given to individual schools to choose the subjects they want, as optionals. In areas where there are two or more schools, each can easily supplement the other with regard to the subjects offered as optionals.

A charge likely to be levelled against this pattern is that schooling will then become narrow and not broadbased. This fear is groundless, as this system of optionals will operate only in the last 2 years, and the child will be given every opportunity for full development and no child will be prevented from choosing both the Sciences and Histories if he so desires. True, there is no compulsion in the scheme envisaged—but since when has compulsion achieved the required results?

I have purposely sketched this pattern in rough outline refraining from

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**Dr. A. Lakshmanaswamy Mudaliar.**



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either listing the subjects to be included as optionals or the number of optionals to be prescribed because all that is a matter for experts. But I honestly feel that, if this pattern is adopted, it will successfully solve all our present educational problems and effectively stem the present deterioration and raise the level all round.

It is said that the hour brings forth the man. So too the needs of our children should bring forth a proper educational pattern which would bridge the existing hiatus between the children and the subjects. With apologies to Keats “ Education is a dome of many-coloured glass ” and it is our duty as teachers to help our students to find their own particular coloured glass through which they can view life harmoniously and as a whole. So let us build from the eternal past to the challenging present to a glorious future.

# SPECIALISED *vs* GENERALISED EDUCATION

M. S. V. CHARI

Should education in our country be utilitarian or cultural and liberal ; should it be generalised or specialised ?

These aims apparently appear to be contradictory, though it is not impossible to reconcile these opposing aims in our educational curriculum.

Education in our country has been and continues to be rigid and conservative ; it is intended to strike a balance between generalised and specialised education. But there is no doubt that the generalised course has tended to lower the standards of specialisation compared with those obtaining in the West. While not minimising the importance of general education, it cannot be gain said, that specialisation has suffered in consequence of an over-importance placed on the acquisition of general education. In our anxiety to accommodate General education from the lowest standards to the degree level, we have necessarily to curtail standards in specialisation. This has worked to the prejudice of our vital national interests. The fact of the matter is, Specialisation in Science and Maths has become a matter of life and death in the life and progress of a nation in this atomic age, and for us to be unduly waxing eloquent over generalised education would be totally opposed to the interests and very safety of our country. Again, science and technology have so far advanced today in their content, that unless we introduce an element even of over-specialisation, we would not be able to catch up with the up-to-date currents of knowledge in these subjects. That, therefore, specialisation is the supreme need of the hour, does not admit of controversy.

Cultural, liberal, or generalised education, as it is variously called, is not however, the less important. Indeed it is these that constitute real education in its technical and widely ac-

cepted sense. The question then arises, when are we to give this general education to our young men, before, or after specialisation or sandwiched with specialised education ? One factor which provides a satisfactory answer to the above question is, while general knowledge is more or less static (it being always possible to catch up with its progress at any given time and cultural values being always of a permanent nature) in its content, not so scientific and technical knowledge which is progressing year by year by leaps and bounds. One view is, while generalised education can wait to be studied leisurely, specialisation has to be done here and now ; otherwise, we may be left far behind. Thus it is suggested that general education may cap a specialised education.

But it seems to me that we can steer clear of this never-ending controversy by making our educational system less rigid and more flexible viz., by opening many streams in it. Thus we could copy Britain's major educational system, the G. C. E. and permit our children to study and specialise in subjects of their own choice ; or we can cater to varying degrees of intellects. For the intelligent all-rounder, we could devise a curriculum with rich content, combining generalised course of studies with a *High* standard of specialised studies, for the under-average and the average a job-biassed education would doubtless be the best both from the point of the individual and the state and they could be syphoned off at two levels of technical vocational and professional education, the former at the end of the lower secondary stage and the latter, at the end of the secondary stage. For those with "special talents and aptitudes" in academic subjects or fine arts like music, painting etc., we can start Higher Institutes of Specialised Learning, basic, techni-

cal and professional (like fine arts). At present such brilliant students have no place in our Colleges, which are the seats of higher education. Thus a student getting brilliant marks (say 80 to 100%) in Maths, Science, or for the matter of that, any subject, and who is unable to pass his S.S.L.C. or any other University examination, because he fails in one or other of the compulsory subjects, has no future in our educational system. We allow these

talents to go to waste which we need not and ought not to. These brilliant students can be given an 'intensive' education on these Institutes of Higher Education for a period ranging from 3 to 5 years and grant them Diplomas and Post Diplomas in the subjects in which they have specialised. Thus, much of the Scientific and Maths talents which are now so thoughtlessly wasted may be usefully conserved and pressed into the service of the nation.

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## FREE COMPOSITION

V. VARADAN

*Annamalainagar*

The main purpose of composition lessons is to help the boys to learn what to write. It seeks to increase their ability to express their ideas 'freely' with some degree of clarity and effectiveness. In this way it is different from 'writing lessons' the purpose of which is to teach a boy how to write, how to make good letters, how to make capital letters, etc., and the 'dictation' lesson which again trains a boy in hearing properly and in spelling correctly.

If this is the primary aim of composition lesson, how far are we justified in holding it at present? In general, composition lessons do not necessarily exclude text-book lessons. It does include them but a composition lesson should not be converted into a re-writing exercise lesson. It is the usual practice, without any exception, in schools at present to use this particular period, which comes once in a week, for making the people to write the summary and the notes dictated by the class teacher. This will be no doubt useful, for the former to know the kinds of mistakes committed by the pupils knowingly or unknowingly, and for the pupils it affords an ample opportunity and an incentive to 'mug-up' at least for this, which may bear fruit at the time of examinations. But by continuing the present practice the fundamental purpose for which the lesson is

intended is not at all fulfilled. Some effort, therefore, needs to be done towards realising the purpose for which the composition work is intended.

The main idea of giving a composition work at secondary school level—at least in standards IX, X and XI—is to give them training in 'expressing their ideas clearly'. The pupils at the secondary schools are not in a position to do it at present. This is due to the sole neglect of the purpose for which the work is intended. Pupils are not given ample opportunity and training in that field. Throughout their career, in the high school, they are trained only to rewrite what was dictated by the teacher, from memory. Hence the lack of capacity in the art of writing independently, among the pupils both in mother tongue and in English. This may be if we strive to realise the purpose of providing composition lessons in the regular curriculum. If the pupils should be trained to express their ideas clearly they should be given ample opportunity to speak and write their ideas clearly and freely, without any imposition in that field by their teachers. The skill of expressing with clarity could not be developed in all and sundry. It should be gradual and must be started right from the lower standard. Here are some suggestions on grading 'free-composition' lessons,

viewing in mind, the purpose for which the lesson is intended.

We can make a beginning from standards VI, leaving merely oral drill and copy-writing (transcription) in the standards III, IV and V. In standard VI we can give training in word-completion and sentence-completion exercises. These exercises must be within the limit of their syllabus. By this method we train them to understand the exact word or help them in retaining the words permanently in mind and this should be preceded by oral drill in the class. In sentence-completion exercises we can give the familiar sentences like "The pencil is on the . . . . ." (Here-in the teacher must place the object i.e. the pencil, on the table and then pointing out the pencil and the table he writes the sentence on the board and ask the pupils to write completely on their composition note book.) This kind of exercise may be repeated changing the situation within the class room. In standard VII and VIII the teacher may try to impart negative, interrogative sentences with short responses, and also sentences with present perfect after future, 'when', 'if', 'as soon as', etc. To be clear, the sentence completion exercises may be used, when the action is taking place, as for example :\* The teacher may write on the board

I shall sit here when I . . . . .

He tells me that he may not. . . . .

In all these things the action is the prime need. Similarly, direct and indirect questions may also be given, and the pupils may be asked to write answers of their own in their composition note book within that period.

Short story writing may be practised from standard IX onwards. In all their narration simplicity should be emphasised. Particular attention must be paid to ideas, language, arrangements, and correctness in that order. The story need not be the same for the whole class. Let each boy or girl write

the story they like best, no matter whether the story is short or long.

In standards X and XI, more complex topics like, "My Favourite Book" "My Favourite Dish", "My Favourite Game" and the like may be chosen as the topics for the free-composition exercises. Anyhow the sole object should be to give them training in 'writing by thinking' and a mere repetition. In all free-composition exercises the teacher must be a guide and should never try to dominate the pupil's ideas. He may assist them by giving suggestions by way of putting a number of small questions, which will aid the pupils to complete their exercises successfully well. It is good if the teacher gradually develops the habit of giving the topic to be written on the day in which it must be written, so that the pupil will have no time to have it prepared by others and reproduce them in their note books.

This kind of exercises give the pupils the 'freedom' to write and also afford scope for thinking. Sufficient instructions must be given before hand so as to drive away the fear from the pupils mind. The teacher also will have variety in writing, hence it will not be wearisome for the teacher to go through them during the time of correction. Composition is the language practice and hence revising the written work must be emphasised. This kind of revision will help a lot in avoiding simple mistakes like letter omission word omission, additions, reversals, substitution, and the like.

It is true that it is not possible to employ free-compositions always. But it is not an impossibility to use this kind of composition exercises at least once in a term, so that each class can write three compositions per year. It is always good to write this kind of exercises, towards the end of each term. Free-composition gives scope for thinking clearly and to arrange the idea properly in mind. The teacher should point out the mistakes committed by the pupils seperately, for 'it is the pupil's mental habit that needs correction, and not the writing on the paper'. The

\* F. L. Billóws — 'Guide Book', p. 27.

main points to be noted in any free-composition exercise are:\*

- (a) Is it clear and easy to understand?
- (b) Is it simple and easy to read?
- (c) Is the description true, and does it help us to picture in our minds the things he is describing?
- (d) Has he said anything in a strange or in a wrong way?
- (e) Are there any mistakes in grammar?
- (f) Are there words which should be changed in order to make the description, more accurate and truer?
- (g) Is it interesting or is it dull?
- (h) Is it vivid or is it like a thing that is dead or empty?
- (i) Or are the different things arranged in their proper order or is it muddled?

These points should be considered with some special attention before we give or allot some marks or grading to any written free-composition. The teacher should instruct the pupils properly in the aim of the lesson, so that they may realise the importance of writing free-compositions and the pupils must be encouraged towards this end. They should be encouraged to use the library as fully and as frequently as possible. It is not necessary that they should be encouraged to read only English novels and short stories but must be allowed to read Tamil stories also so that their innate taste will remain unaltered and unaffected. Similar exercises may be given in Tamil or other language composition works. In all this the teacher

\* *op. cit.* — 'What Shall I say' G. F. Earl.

## THE JUNIOR SCIENTIST

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MADRAS-28.

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must remember the fundamental aim of teaching composition lesson, as Dorothy Dunkin says:

"No self-respecting carpenter would try to build a house without his blueprint. Why should you attempt a much more delicate task without having a clear idea of what you are trying to do and how you hope to do it?"

Hence let us see that the topic given for such exercises are real and interesting. Let us not set the pupils to flounder through impossible tasks, with subjects that are unreal uninteresting, quite unimportant to them and unrelated to their personal interests. Let us do something that will help the pupils to realise and attain the aim for which the work is really intended.

# SUGGESTIONS FOR REFORM IN EXAMINATIONS SYSTEM

SHAMSUDDIN  
(Raipur, M. P.)

Education and the problems associated with it are the main topics of deep thinking today. Both the Government and the people are busy devoting all their time towards making it flawless and beneficent to humanity. With this end in view, the Central Ministry of Education directed the State Governments to make necessary reforms in their system of examinations. If this is not done at the present stage, there is every likelihood that it may not only be useless but might even prove harmful to the future society.

## CHINESE ORIGIN

The system of examination was started first in China and then gradually it went on spreading in every nook and corner of the world. It was very popular in the western countries in the 19th century though towards the end of the same century great reaction also started against it. In the year 1888 an article was published there, in which hundreds of well known people signed expressing their views against examination system.

They even said that it is nothing but the sacrifice of real education. The early years of the 20th century were marked with great schemes of reforms propounded by the educators. United States of America took a lead in this direction and made a number of reforms in their examination system of secondary as well as higher stages of education. They started a system of practical examinations for recruitment in different services. On the lines of America, England too started reforms in the schools. These were brought about by the Butler Act of 1944.

## EDUCATIONAL REPORTS

Though the urgency of reforms was badly felt from the time of Lord Curzon only but nothing concrete was done till the advent of the 19th century. The Calcutta University Commission raised a strong voice in the direction and very recently Radhakrishnan Commission as well as Mudaliar Commission also stressed the same question and suggested many reforms. The need for educational reforms in India is greater, because it has remained under foreign rule for a longer time and owing to their step-motherly treatment, its educational policy was adversely affected.

First, the whole system of education was defective. In the words of Lord Macaulay, in the year 1835, the aim of imparting education was to prepare armies of clerks and officials who could be helpful in offices of the British administration in India. How could a system of education, which had such narrow aim behind it, prove to be useful? Certainly, it is the root cause of all the defects in our present system of education. Today, we have to remember the verdict of Radhakrishnan Commission of eight years ago. "If we have to make any reform in the higher education, it is in the examination system". The Commission also warned that if we do not take early steps the whole edifice of our education would collapse.

## EXAMINATION DEFECTS

Our present system of examination is full of defects and it is adversely affecting the society. The greatest defect is that our whole education is becoming examination centred. In schools there are weekly, quarterly, half yearly, yearly, and so many other type of exami-

nations. Thus considerable portion of the academic session of schools and colleges is spent in examinations. A student is examined in one subject so many times till he does not obtain his final certificate in that particular subject.

Besides this, another defect is that too much unnecessary importance is being attached to the external examination for acquiring jobs, admission in higher education and securing scholarship etc. The final decision as regards the ability of the student is made on the basis of these external examinations only. This also in a way indicates lack of confidence in those teachers who work hard with their pupils throughout the year. Also it leads to believe that the students are not honest. The external examiners are being employed who do not know the students nor the students know them.

The third defect is that too much importance is attached to the result of examinations. Deplorable part of the thing is that even the efficiency of the teachers is being determined on the results of these examinations. This practice was started from the time of Hunter Commission of 1882, which recommended that the teachers should be paid according to the results they produce. Even today the Inspectorate and the Managing bodies of the educational institutions demand examination results to determine the efficiency of the teachers.

The guardians and the society in general also lay too much importance on the examination results.

The fourth great defect of examination system is that it only tests the intellectual development of the pupils. It does not at all examine his all-round development which goes to make his real personality. Of course, in modern times such types of tests have been introduced which besides intellectual ability would judge the whole personality of children. They measure the attitudes and aptitudes, social development and physical and mental health, human adjustments and other aspects of the lives of children.

The fifth defect is that the present system of examination is most unreliable and inadequate. After great research and investigation by the renowned educationists like Starch, Elic and Hartog in U.S.A. and England and A. K. Dutta and D. N. Mukerjee in India, we have reached this conclusion. It is observed that there is a lot of difference in the evaluation done by two different examiners on the same question. Not only that but if the same examiner values a particular question after an interval of some time, the difference is clearly marked.

### METHOD OF EVALUATION

Besides all the points mentioned above, the method of evaluation is also defective. The students who are declared successful in first, second, or third division, are even declared unsuccessful on the basis of marks scored by them when there is no surety of the justice done to them. At times the irritated mental condition of the examiners may severely affect the future prospects of the students.

To put the whole thing in a nutshell we can say that our present system of examination is a great national waste. The estimated percentage of failures range from 38 p.c. to 60 p.c. upto Intermediate classes and 20 to 62 p.c. in Degree examinations. It is due to the fact that the students are not very earnest about their study for considerable time of the session and centre all their energy over it just a few days before the examination.

### PUPILS DEMORALIZED

In the end the examination system also demoralises pupils resulting in the loss of national character and ideals. So far as the question of selection and appointment of examiners is concerned, it becomes a means of gaining power and position and popularity in Universities. There are even such opportunities and vested interests in this field, who do not like to have any reform in the present system of examination.

Today things have gone to such an extent that even books are written with

the sole aim of examination in view. This also leads to the loss of national income. Even the student mass of today prefers to have such books which can be crammed easily, instead of the standard books or original works written by the standard writers. The result is that the best work of arts and science are getting discouragement day by day in India.

### ART OF TEACHING

Due to defective system of examination the art of teaching is also deteriorating both in matter and the method. The Calcutta University Commission made a reference to it and pointed out, "All instructions are imparted within the narrow limits of the syllabus all other education does not come under the purview of the examination and which cannot be asked in question papers is badly neglected. Both the teachers and the taught pay more attention and centre all their energies to the probable questions expected in examinations, rather than to the real teaching and studies".

The main aim of the student is, anyhow to get through the examination. If any intelligent and enthusiastic teacher who has deeper knowledge of education, tries to tell something more beyond the limits of courses, the students at once ask, "Sir, can it be asked in the examination?" In other words the students have no quest for learning anything more than what can be actually asked in the examination. Under the circumstances the teachers have to mould themselves according to the demands of the students and they become merely cram-book, losing all their intelligence and originality.

### REFORMS NEEDED

Looking to the above short-comings it is very essential to make profitable reforms. The basic reform which is of paramount importance is to elevate the status of the teachers who are the fountain head of inspiration and knowledge in all reformatory schemes. First of all we have to create a sense of satisfaction

among the teachers and raise their status in society. Generally it is said that the reforms in the system of examination greatly depend on the moral improvement of the teachers but it is also equally true to say that the moral improvement of the teachers depends on the type of reforms in the system of examination.

Thus a vicious circle has been created which is to be ended at all costs. Means should be provided so as to make them conscious of their inherent greatness which will naturally result in the efficient discharge of their responsibility and accordingly they will doubtless give fair and impartial judgment as regards the abilities of children.

### 'RECORD FORMS'

In modern times so many new types of reforms are being suggested to root out the evils of present examination system. Introduction of 'Record Forms' is one of them. The forms are meant to keep a record of an all-round information of the pupils in school. These will not only indicate the intellectual attainment of the children but will also give correct estimate of the attitude and aptitudes; interests, special qualities and other marks of their personality.

There can be one more suggestion in connection with the reforms in examination. While giving admission to students in colleges, attention should be paid not only to the percentage of marks obtained in the annual examination, but his full records maintained in the form of cumulative records in schools should be taken into consideration so that the real judgment of their whole personality may be done. Also the Government should not attach too much importance to the Degrees and Certificates but should keep special State Examinations as also suggested by the Radhakrishnan Commission.

In America teachers themselves conduct the examinations. They set the question papers and value the answer books. They are allowed to frame their own methods of teaching according to the needs and situations and deter-

mine the progress of the students. They test the students twice in a year—first in the middle of the year and second and final decision of the ability of the students is done on the combined credit of these two tests. As the general strength of the class is sufficiently big, tutorial method is not emphasised. Even

then at times the teachers do give tutorial work to the students and thus personal attention is paid.

In India we can achieve the desired result by combining all the three systems i.e. record of tutorial work, terminal work, terminal examinations and final examinations at the end.

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## WHAT IS WRONG WITH OUR HIGHER EDUCATION ?

BHEEMASEN RATH, B.A., D.Ed.,

*Teacher, N. D. High School, Purushottampur, (Ganjam-Orissa),*

Despite some progress in our university education since independence the standards are not up to the mark. My experience, as a student and as a teacher in various schools is that many students doing pretty badly in Secondary Education, struggle hard and get through the Matriculation Examination in the third division, at the third or fourth chance and join colleges. More than fifty percent of the college students seem to belong to this category. My view is that such of the students who pass the Matriculation Examination at least in second division, should be admitted to college, if the standard of university education is to be saved from a miserable state of deterioration.

Parents seem not to bother how their children study once they join college. Hence most of the students in first year of their college education pay very little attention to their studies. Colleges should have their extensive hostels for accommodating them and keep them under the strict supervision of hostel wardens. When, I was a student of the I.A. class, one of my friends who happened to be a student of the same class, had passed the Matriculation Examination with considerable success. A lawyer's son, could get a lot of money from his father, went astray, spent much money and lastly could not pass the first year I.A. examination, simply because there was nobody to check his

negligence in study. Parents should keep co-operation with college teachers and try to get information from them about their wards as to how they do with their studies.

A student after completing his Secondary Education, when he joins a College, finds it difficult to follow lectures not only for a day or two but for months together. Those college teachers who take up the responsibility of imparting education to the students of the first year class ought to do their duties with utmost circumspection. In my opinion the senior professors should take up this responsibility.

Why not ban bazar notes? Every educationist knows that bazar notes at the first instance make the students lazy. The aim of our higher education is to produce scholars in different branches of learning. It is a matter of regret that students instead of reading prescribed texts depend on abridged notes. The result is that the importance of lecturers and professors is reduced to utter negligence and students do not treat them with due regard.

Another short-coming of our college education is that lecturers do not try to know anything about their students. It seems this sort of apathy which had developed during the time of the British Rule is still continuing even to-day. My request to them is that they ought to bear in mind that they discharge the

sacred duty of building up the nation. This sort of indifference towards students raises some sort of suspicion in their minds and so they treat their lecturers as a set of commercial people but not as revered gurus; and as such students lose confidence in them and for a slight negligible mistake of the teaching staff or the management raise protests and organise strikes. Hence cordiality and thorough understanding between students and the teaching staff is essential.

We cannot ignore the bad influence of the cinema and the cheap novel on College students, when we are going to talk about them. Once I had the opportunity of going through the Library Issue Register of a certain College. Strange to relate that most of the students read novels, not books of literary or scientific importance. Unless a college student reads as many good books as possible how can he be a scholar? What can novels afford to strengthen his knowledge? Some filthy thoughts of love and romance would be my answer. Whenever I visit the Cinema, I find that most of the cinema goers sitting in the second class cabin are college students who would be talking about, this star or that, this song or that. Visit a college hostel. You will find that the main discussion among the inmates is about cinema stars. What better do you expect from a student if love songs haunt and linger in his mind at every moment? Visiting the cinema is not bad, but over-indulgence is ruinous. Similarly novel reading is not bad, but constant reading of it at the cost of regular studies is fatal. Instead of wasting time in reading novels and visiting the cinema, college students must cultivate the habit of reading high class literature and periodicals which would help them to widen knowledge and extend the habit of making research. They must prove worthy of the degrees they get and they can do so simply by reading a number of good books. They must prepare themselves to lead millions of illiterate, ignorant and poverty stricken Indians.

One of the worst drawbacks of college students is their aversion to manual

labour. Sometimes they are found to be engaging coolies to carry their bags or beddings from bus-stands or railway stations to their lodges. Can't they sweep their own rooms? Why should a boy be engaged to sweep rooms in a hostel? I would appeal to them to think of the hardships our Jawans underwent in dense forests, at the unacquainted heights of the Himalayas to drive out the Chinese. If you are not accustomed to hardship, how do you expect and cherish hope to face hardships in times of emergency? A graduate who gets a degree in agriculture shirks work on the field. He just asks his subordinates to do things which require physical labour. This is the reason why we are not able to reach the target, whenever we make a scheme for the development of our country. This sort of apathy, indifference and abhorrence to dignity of labour is highly injurious to the cause of the upliftment of our nation. I think this is also one of the reasons why our villagers have little faith in the educated because the educated talk much but do very little. It is a pity that in colleges physical education is not yet compulsory. It is found that very few students play games or join sports after college hours. If sound mind in a sound body be the aim of education, I am afraid, our aim of educating the young men and women is at stake due to lack of provision for physical education.

Strikes and walk-outs from examination halls organised by a few discontented and misguided students, for getting grievances redressed not only tell upon the prestige of institutions but create indiscipline. The very term 'strike' is contemptible. A college student who is expected to possess lofty thoughts and benevolent ideals ought not resort to such indecent means to get his demands fulfilled. Can't demands be amicably decided, if professors and students sit together to find out ways and means for the same? Such of the students before inflaming the spirit of strike and setting it ablaze, should think what great harm they are

going to do to the sacred cause of education.

When a student enters college he does not think of his relation to society. The result is he is not able to adjust himself to the social environment, when he enters public life. He fights shy of working along with the common people. Every College student should remember that he too would be a worker of society like any other common man. Yet a College student, after completing his education finds it uncomfortable to live in a village. Most of our graduates speak much of village life and write about its advantages while answering questions for getting degrees, but if they are asked to serve in villages, they accept the offer with reluctance, grudge and grumbling and discharge their duties with much disinterestedness. Who would show way

to our villagers, if our graduates are unwilling to serve in villages ?

Most of the women who read in College, treat household duties with contempt and depend on servants. They should bear in mind the fact, that dependence restricts freedom and makes life unhappy. They also do not mix freely with other women. And they become misfit housewives.

Better pay for teachers, well furnished and strictly supervised hostels, better facilities in laboratories and more play fields to accelerate physical well-being of students will undoubtedly raise the standard of university education. Unless these basic disrupting forces in the sphere of the said education are overcome, our efforts to improve the standards of university education would fail to serve the purpose.

## **Sri C. M. FAZALUR RAHMON**

Vice-President of the S. I. T. U.

and a disinterested worker for the cause of Education and of the Teaching Profession stands as a candidate for election to the

**MADRAS LEGISLATIVE COUNCIL**

from the

**NORTH ARCOT, SOUTH ARCOT TEACHERS' CONSTITUENCY**

His candidature has been sponsored by the  
North Arcot District Teachers' Guild

**The Election comes off on 11 — 4 — 1964.**

*All Voters are requested to record their Votes in his favour.*

(Sd.) **A. N. LAKSHMANA RAO,**  
President, North Arcot District Teachers' Guild.

# NATURAL SCIENCES IN SOVIET SECONDARY SCHOOLS

A. YANTSOV,

*Assistant Director of the Institute of General and Polytechnical Education,  
Academy of Pedagogical Sciences, Russian Federation*

Soviet secondary schools attach paramount importance to natural-scientific education. We consider the study of natural sciences one of the fundamentals of a poly-technical education and a basic requirement for preparing the student to work in the production. The teaching of natural sciences at school serves another important purpose to develop the student's ability to comprehend the world around him. It raises the cultural level of the young person since he studies the history of sciences and the life and work of outstanding scientists.

The first stage of teaching natural sciences in elementary schools in many countries of the world begins with an integrated natural science course covering individual questions in biology, physics and chemistry. Such schools do not teach these sciences separately but in one gamut. While imparting natural-scientific education in Soviet secondary schools we believe it is better to break it into separate subjects at an early stage. This idea is fully implemented in the eight-year school.

Children are first acquainted with nature in the first classes (1-4) in the eight-year school. Children learn the basic principles about the simplest and most common natural phenomena in comprehensible form at special lessons and on excursions.

In the subsequent classes (5-8) of the eight-year school they cover elementary, individual courses on biology, physics and chemistry. The elementary course on biology is studied in four years from class 5 to class 8. This course offers systematic information

about the animal and plant world, about the anatomy and physiology of man.

The elementary physics course in the eight-year school begins from class 6 and covers the next two classes. This course includes basic information about the most important properties of solids, liquids and gases, as well as simple questions pertaining to mechanics, heat, acoustics, optics and electricity, which, however, encompass all the basic divisions of physics. In this course, students are shown structures of simple mechanisms, machines and other technical devices and are taught how they are made and how they work.

Chemistry begins from class 7 and continues into the next class. This course embraces the basic concepts about chemical elements, about the structure of simple and complex elements, about the main types and regularities of chemical reactions, about the properties and practical use of oxygen, hydrogen, carbon and such substances as alkalis, salts and acids. Experiments on obtaining certain salts and acids give the student his first idea of chemical production. They are taught the use of chemicals in industry, agriculture and at home.

## THE SECOND STAGE

On the second stage of his secondary education (classes 9, 10 and 11) the student continues his systematic study of all the natural sciences he began in the eight-year school. His study is closely linked with life and practice. Besides, he begins studying astronomy.

From the biology course in these classes the student learns about the

basic properties common to all organisms, about the main regularities concerning the individual and historical development of the organic world, about the origin of life on the Earth and the origin of Man. This course also gives much information about the physiology of plants and animals, which helps to understand fundamentals of agriculture.

We attach special attention to physics and chemistry in the second stage of the secondary education. The physics course embraces all the basic divisions of this science—mechanics, molecular physics, heat, electricity, optics and the structure of the atom. A large part of the student's timetable is set aside for studying scientific theories: the molecular-kinetic theory of the structure of matter, the electronic theory and questions on the nature of light and the structure of the atom.

The students acquire knowledge about the physical and mechanical properties of the most common materials, about different types of energy and the scientific bases for applying it in industry, about the working principle of various motors. Finally, they study certain phenomena and instruments which are widely used in industrial electronics, automatics and communications.

In covering this course the student acquires skill in measuring various physical values, assembling and installing simple physico-technical units and in using common laboratory and technical equipment.

The chemistry course in senior classes includes the fundamentals of non-organic and organic chemistry. The non-organic programme covers the study of metals, metalloids and their compounds; chemical facts are studied in the light of Mendeleev's Periodic Table of Elements and from the point of view of the structure of the atom.

The curriculum on organic chemistry comprises the studies of classes of organic compounds, the properties and structure of high-molecular compounds, their classification and the primary methods of synthesis. The chemistry course places a special emphasis on

questions related to the scientific basis of the chemical industry and the application of chemistry in different non-chemical fields and at home. In this way students get first-hand knowledge about plastics, synthetic fibres, synthetic rubber and the most typical processes for manufacturing them.

The course on astronomy, built on the basis of physics, studies the Solar System, the simplest celestial phenomena, stellar systems, the origin and development of celestial bodies, celestial and terrestrial co-ordinates and the most important modern methods of studying the Universe. This course also throws light on the importance of man-made satellites for studying the Earth as a celestial body.

The Soviet school has evolved a definite system for teaching these subjects. In physics this system consists of film demonstrations, laboratory work, and experimental home assignments. The experimental laboratory work for studying problems of automatics, electronics and semi-conductors within the framework of the school's physics course includes research connected with new achievements in this field.

Chemistry and biology are taught in the same way.

Each individual subject of natural sciences includes a large number of instructive films which are regularly shown during lessons as well as during extra-curricular hours.

After conducting various practical operations with the students, teachers strive to inculcate into them elements of research, designing and creative endeavours. The student may not discover anything new, but it is important that he learns to acquire knowledge not only from his teacher and from his books, but independently from the process of his creative endeavours, on the basis of his own observations and experience.

#### PRACTICAL APPLICATION

An important question linked directly with teaching is the student's ability to apply his knowledge in practical work. As soon as the student acquires theo-

retical knowledge he is taught how to apply it in practice.

To broaden the scope of students we print in mass circulation popular science literature covering various problems of natural sciences. We highly recommend this literature to students. The students use the material they have read by making regular reviews in class or at various hobby centres.

The Soviet Union has printed an encyclopaedia for children in 10 vol-

umes, six of which are devoted to natural sciences and engineering. All ten volumes have come off the press and are a great boon to schoolchildren.

The stupendous development of natural sciences, their ever-growing role in advancing engineering and production demand further perfection of teaching at secondary schools on two accounts — content and methods of teaching. Soviet teachers are working in this direction today.

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## CONDITIONS FOR QUALITY TEACHING

Under the auspices of the Madras Educational Forum a meeting was held at 5-30 p.m. on Saturday the 14th March 1964 at the office of the South India Teachers' Union to discuss on quality teaching. Sri K. Balasubramania Iyer, M.L.C., President of the Forum, presided.

Sri S. Natarajan introduced the subject, analysing the essentials of quality teaching and describing the project undertaken by the S.I.T.U. Council of Educational Research.

Sri K. Balasubramania Iyer emphasised the point of view that there is no antithesis between quantitative expansion and quality teaching. He said that although it is difficult to measure the quality of teaching, it should be possible to describe the factors contributing to it and strive to maintain them.

Sri N. Vedamani Manuel, opening the discussion said :

A pilot study on conditions for quality teaching was conducted by the S.I.T.U. Council of Educational Research from September 1963 to March 1964. It was proposed through this study to identify certain criteria for quality teaching, to survey the extent to which some conditions for quality education were prevalent in a sample of schools, to locate the areas in which improvement is urgently needed and to record cases of very effective use of available resources for the benefit of others. The main findings were based on a long

questionnaire answered by 35 headmasters and visits to 25 schools in Madras and Chingleput districts. Concepts of quality education were also studied by slip questionnaires of preference administered to 50 parents, 65 teachers and 100 pupils.

Character training and discipline, co-curricular activities, standard of teaching and results, inculcation of social and spiritual values and material conditions and facilities were some of the criteria which ranked high in determining whether a school imparted quality education.

Continuity of administration and established traditions were found to be important for quality teaching. Schools under private managements were found to maintain better standards of efficiency than schools under public managements. The study brought out the importance of the teacher, his adequate training, time and facilities for effective preparation, small classes for ensuring individual attention to each pupil and for adopting dynamic methods of teaching and provision for supervised study. The need for making more extended provision for gifted pupils and wider use of group methods in teaching were also brought out.

The teachers' associations in most of the schools of the sample discussed a comprehensive range of problems such as helping backward and gifted children, improving discipline, professional

ethics and teachers' rights. The importance of freedom for the teacher in academic and professional matters is recognised. It is felt that there should be adequate economic and material provision for the teacher so that he would be able to discharge his duties still more effectively. Provision has been made in many schools for in-service training and self-improvement of the teacher, but there is scope for extension of these facilities.

About two-thirds of the schools have adequate buildings, but many of the other schools make good use of what they have. Film projectors and film-strip projectors are available in two-thirds of the sample and a wide variety of other audio-visual equipment is also available in some schools. But only a handful of schools appear to use projection equipment systematically for classwork. The class library system adopted by a majority of schools is the most effective means by which the pupils are encouraged to read library books. A wide variety of games and other extra-curricular activities is provided in schools. About half the schools do not have adequate playground space, yet many of them make the best use of available space. Co-curricular activities rank first among pupils' preferred

school experiences, and along with various arts and crafts they have a high place in pupils' utility rankings also. Effective parent-school relations are considered important, not only in facing transitional problems during the period of expansion, but also for positively fostering co-operation between the school and the community for achieving educational ends.

In the light of the results of the pilot study and the discussions at the Educational Forum, it is proposed to follow this up by detailed studies.

Sri S. Narasimhan, speaking about the personality of the headmaster as an important factor in ensuring quality teaching, observed that the headmaster's influence as a model of many good things played a great part. If headmasters were less tradition bound and more humane, he said, a great deal more could be achieved than was possible hitherto. Much depended on the professional leadership of headmasters for the effective functioning of secondary schools.

It was agreed that in view of the importance of the subject, the discussion should be continued at the next session of the Forum.

Sri M. P. Rajagopal proposed a vote of thanks.

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## REGIONAL COLLEGE OF EDUCATION, MYSORE

The Regional College of Education at Mysore is one of the four Colleges established by the National Council of Educational Research and Training. The other three colleges are located at Ajmer, Bhopal and Bhubaneshwar. They are financed and administered by the Ministry of Educational Research and Training. The Regional College at Mysore is affiliated to the University of Mysore and the other colleges are affiliated to the respective Universities in the region.

The Regional College of Education at Mysore has been established to serve the four states—Andhra Pradesh, Kerala, Madras, Mysore—and the Union Territories in the region.

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## FROM OUR ASSOCIATIONS

### THE RAMANATHAPURAM DISTRICT TEACHERS' GUILD

#### *Proceedings of the Annual Conference*

The 40th Annual conference of the Guild was held on Saturday, 9th November 1963 in Dr. Alagappa Chettiar Training College, Karaikudi, under the presidentship of Prof. K. S. G. Doss, M.Sc., D.Sc., Director, Central Electro-chemical Research Institute, Karaikudi and was attended by many delegates from all parts of the district.

The conference began with prayer. Sri P. Doraikannoo Mudaliar, M.A., M.A.L.T., Dip. Econ., Principal, Dr. A. C. Training College, Karaikudi and President of the Guild welcomed all and appealed to all teachers to join the Guild and strengthen it and thus to forge an effective solidarity among all the members of the profession irrespective of grade or sex. He then referred to the so-called deterioration in educational standards and said that the Government must concentrate on increasing the efficiency and effectiveness of the existing schools, by reducing the teacher-pupil ratio, to do away with unwieldy classes and by proper provision for some reasonable level of sufficiency in equipment. He then pleaded for a proper status for History and Geography, the two subjects essential to promote proper human values and to produce balanced personalities. Its relegation to a position of insignificance from the point of view of examinations must be regretted.

In his inspiring presidential address, Prof. K. S. G. Doss, M.Sc., D.Sc., stressed on teachers' special responsibility in education. Students often copy their teachers' virtues as well as their vices. The teacher therefore should be more careful in his conduct than his friends in other walks of life. The curricula should be properly framed and greatest care should be devoted in writing and prescribing text books. Prof. Doss laid stress on the study of English and said that no son of India should be denied

the privilege of knowing English to the standard necessary to speak well and write well so as to enable him to get knowledge straight from the original sources and not from the second-hand imperfect translations of the same. The idolatry with reference to language is irrational and dangerous. At the same time the regional language should not be neglected and would not be neglected. Prof. Doss said that examinations were necessary. But their irrational aspects must be removed. The unfortunate situation of the whole future of a boy being decided by a single examination must be rectified. A large number of examinations necessarily internal, instead of a single examination would no doubt be desirable. But if assessment was too frequent, it would be done mechanically and the marks would have little significance. So examinations should all be under the strictest control and new techniques must be tried for avoiding the human effects in examinations.

Prof. Doss then distributed the prizes for the S.S.L.C. Public examination, March 1963. The Raja Annamalai Medal was awarded to Master V. Ramasami of Saliar Mahajana High School, Aruppukottai for getting 485/600 marks, the highest total in the district. Master V. Ramasami was also the recipient of the B. G. Paul & Co. Language Prize (of the value of Rs. 50/- kindly donated by Sri K. Nilakantan, Proprietor, B. G. Paul & Co.), he having secured a total of 241/300 in English (79/100) and Tamil (162/200), put together. With the reading of messages received from Messrs. G. R. Damodaran, M.L.C., M. Rajah Iyer, M.L.C. and others and a vote of thanks proposed by Sri S. S. Narayanaswami, Secretary of the Guild, the morning session came to a close.

In the afternoon, at the General Body meeting of the Guild, presided over by Sri P. Doraikannoo Mudaliar, the president, after the adoption of the Annual Report and the Statement of Accounts

presented by Sri S. S. Narayanaswami, the Secretary, the following were unanimously elected office-bearers of the Guild for the year 1963-64 :—

*President :*

Sri P. Doraikannoo Mudaliar, M.A., M.A.L.T., Dip. Econ., Principal, Dr. A. C. Training College, Karai-kudi.

*Secretary and Treasurer :*

Sri S. S. Narayanaswami, B.A., L.T., Devakottai.

*Representatives on the S.I.T.U.*

*Executive Board :*

Sri S. S. Narayanaswami, B.A., L.T., Devakottai.

Sri M. K. Ramamurthy, B.A., M.Ed., Headmaster, S. R.M. High School, Nattarasankottai.

The following resolutions were then passed :—

The Guild resolves

1. to request the Government, in view of the Emergency Provident Fund Scheme, to stop collecting enhanced Provident Fund at 3 to 5 per cent from teachers forthwith, and to refund at an early date the amounts already collected.

2. to request the Government to treat the teaching and the non-teaching staff employed in all non-Government institutions on a par with their counterparts in Government institutions in all matters relating to service conditions, pay, leave rules, house-rent allowance, medical concessions etc.

3. to request that Secondary Grade Teachers working in aided secondary schools be given due weightage for their past service in elementary schools for the fixation of their salaries in the new scales as has been given to their counterparts in aided elementary schools and local board schools.

4. to reiterate its request to the Government to pass orders declaring the Physical Education Teachers' Certificate of the Lower Grade as the minimum qualification for Physical Education teachers in secondary schools, so that Lower Grade Physical Education teachers now in service, who are denied

the privileges of increment, completion of probation etc. may get relief.

5. to request the Government to accord the subjects of History and Geography the same status as has been given to the other core subjects like General Science and Mathematics in the new educational pattern and to fix a minimum for eligibility in the S.S.L.C. Public Examination.

6. to request the Government of India and the State Government to grant merit scholarships to students who pass creditably in Sanskrit in the S.S.L.C. as is done in the case of students passing creditably in Hindi.

7. to request the authorities to liberalise the pension scheme so as

(a) to make the new pension rules applicable also to those teachers (Graduate Assistants, Headmasters, 1st Grade Pandits) who were actually in service on and actually retired after the crucial date 1-7-60 when the new pension formula came into force, even though they had completed 55 years of age before that date.

(b) to extend it to the non-teaching staff also.

(c) to remove the existing ceiling in pension, in the case of Headmasters Graduate Assistants and similar categories of teachers.

(d) to make it adequate to meet the increasing difficulties of living conditions.

8. Whereas there are various causes for the poor performance of pupils in examinations many of them far beyond the control of the teachers, the Guild regrets the tendency to hold the teachers solely responsible for such poor performance and desires to express its firm view that nothing will accelerate the process of the deterioration of educational standards so much as anything that tends to undermine the status and prestige of teachers in the eyes of the pupils and the public.

9. to request the authorities to lighten the present overloaded and over-heavy syllabuses, in all subjects, for all standards, so as to allow students scope and time, for thinking and assimilating the matter, without resorting to mere memorization of undigest-

ed matter, for a minimum number of expected questions.

10. Whereas in the existing conditions there is no suitable alternative to examinations for providing incentives to greater efforts to improve educational standards and for testing educational attainments, it is resolved to request the authorities to arrange for holding common Public Examinations at the end of the 5th standard, at the District level and at the end of the 8th standard at the level of the Educational Division, if it is not possible to hold such examinations at State Level.

11. to request the Government to raise the age of retirement of teachers to 60 years, so that the services of good teachers of experience may be available to arrest the deteriorating standards in education.

12. to request the Government to fix a uniform scale of pay for all headmasters of secondary schools under all agencies, with graded special pay or duty allowance, depending upon the strength of the school concerned as on the 15th July.

13. to request the Government to revise the scales of pay of Secondary Grade Assistants, II Grade Pandits and others on grade 90—4—110—3—140 as 100—4—120—8—160 with retrospective effect from 1—6—60.

14. (a) to request the Government to sanction a maximum advance of an amount equal to six months' pay of the subscriber, provided he has to his credit in his T.P.F. Account, a sum equal to his twelve months' pay.

(b) to request the Government to sanction P. F. Advances for all legitimate reasons, such as education of children, house construction or repair illness of dependants etc.

(c) Whereas it is recognised by all, that Teachers' Provident Fund accounts should be closed with the least possible delay on the retirement of a teacher, it is resolved to request the Government to arrange for the crediting of the Government contribution to the accounts of the subscribers then and there, by including the Government contribution to the accounts of the sub-

scribers then and there, by including the Government contribution in the final grant payable to the school concerned, after verifying the relevant accounts and records at the time of the annual audit of the school.

15. to request the department to fix a minimum for Hindi, Sanskrit and other languages under part II, for eligibility in the S. S. L. C. Public Examination and to start the study of languages under part II from the 6th standard, and to assign four periods per week for their study.

16. to request the Department to reconsider its latest order relating to the teacher-pupil ratio in elementary schools and to so modify or revise it as to arrest deterioration in educational standards and unemployment among teachers.

On 10-11-1963, under the joint auspices of the Guild and the Department of Extension Services Dr. A. C. Training College, Karaikudi, there was a symposium on "The place of History and Geography as core subjects in Elementary and Secondary Schools." Sri P. Doraikannoo Mudaliar, Hony. Director Department of Extension services and President of the Guild presided. Prof. S. Thiruvengkatachari, coordinator, Department of Extension Services, initiated the discussion. Messrs. M. J. Rangasamy, S. S. Narayanaswami and a few other delegates took part. It was pointed out how men and women of today are required to be actively interested in the promotion of the welfare of their own countrymen and at the same time to contribute to the good feeling and co-operation between nations. Exaggerated nationalism or provincial communalism has led to misery and begun the disintegration of civilisation. History and Geography are the two subjects of the school curriculum which can make an indispensable and characteristic contribution to the needs of the educated citizen of today. So it was urged by all that the Government should take immediate steps for the proper study of these two most humane subjects, by making them examination subjects with a minimum

for eligibility, in the S.S.L.C. Public examination, along with the other core subjects like General Science and Mathematics.

#### RAMNAD DIST. TAMIL ASSISTANTS' ASSOCIATION

The inaugural function of the above Association was held in the premises of the S.R.M.S. High School, Shanmuganathapuram on 8-2-1964. Sri A. R. Somasundaram, M.A., B.T., the organiser of the Association welcomed the representatives who had come from all the parts of the district. All the representatives came to the stage and introduced themselves. Sri S. M. O. Uthaman Chettiar delivered his presidential address. He congratulated the organiser and the representatives for their successful efforts. Sri P. Duraikannoo Mudaliar, Principal, Alagappa Training College, Karaikudi inaugurated the Association. Sri Sethuraman, Rajendran, Konraiandi, Shanmugasundaram and Pandian spoke on the occasion.

Then the General Body meeting was held with Sri AR. Somasundaram in the chair. Then the rules and by-laws of the Association were framed and approved unanimously by the house. The following were elected as office bearers for the year 1964.

Sri A. R. Somasundaram, M.A., B.T.—President. Sri Arangakrishnan—General Secretary and Treasurer. Sri .S Narayanasamy—Representative to the State Association.

The following resolutions were passed unanimously.

1. To request the Government not to abolish the Teachers' constituency (M.L.C.)

2. To request the D.P.I. and the Education Minister to cancel the new G.O. Rc. No. 2401. G. 2/63. dated 21-11-63, which has brought harm and difficulties to the untrained Tamil Pandits working in schools.

3. To request the Education Minister and the Vice-Chancellor of the Madras University to allow Tamil Pandits to vote for the Senate of the University.

#### SACRED HEART HIGH SCHOOL, PONMALAIPATTI, TRICHY-4.

A meeting of the Staff Association was held on 31-1-1964 at 5-00 p.m. in the Rosario Hall. Sri A. Sambandamoorthy presided.

#### *Resolutions*

1. This meeting requests the Government to stop the additional Provident Fund contribution and to refund the amount as early as possible.

2. This meeting requests the Government not to oust from service the untrained Tamil Pandits who were entertained before June 1963; that the increment due to them be paid as usual.

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## 54th MADRAS STATE EDUCATIONAL CONFERENCE

54TH MADRAS STATE EDUCATIONAL CONFERENCE will be held at Kumbakonam in May 1964 under the Presidentship of Sri A. Srinivasa Raghavan, M.A., Principal, V. O. C. College, Tuticorin. Please send your delegation fee to the Secretary, South India Teachers' Union, Raja Annamalaipuram, Madras-28. The delegation fee is Re. 1/- for each delegate. Please make it a point to attend.

*Secretary, S.I.T.U.*

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## OUR LETTER BOX

Shri Chagla has begun his regime as the Union Education Minister with speechifying which will win the hearts of the populace. He castigates the Presidents and the Secretaries of the Secondary Education Boards with low percentage of passes. Better if he calls for the scripts from these examining bodies and goes through them. He will find that these examining bodies are dumping unfit on the nation and digging the very foundations of the national edifice built up by the generation which is passing away. It had to blunt the edge of the British days' 'massacring of the innocents'. Shri Chagla wants coddling of the unfit.

He inveighs against the examination system. He will find that on account of being unscientific it lets in a good number who would have been ploughed down but for the leniency of the examiners and fortunate hits. A good many scrape through because they have spilt some ink. A more rational examination will not increase the percentage of passes.

Educational planning was started under the accursed (?) British regime. The Sargent Report talked of weeding at every stage after the Primary. What is spoiling the education is allowing of the class-rooms to be crowded by the unfit. This cluttering is responsible for much of the inanity of schooling. Every year there should be keeping back of the unfit. This will improve the quality of teaching as the level of the educated will rise. The leaders may retort back 'who is not allowing the schools to do this.' The little fry amongst the leaders are inciting the students against any strictness, while the bigger ones are busy condoning the actions of their acolytes. The student indiscipline is the creation of the political leaders. Unless there is 'shraddha' (faith) no teaching can sink.

Can anybody calculate how much of the money spent on education is being wasted on the unfit, unwilling, refractory, and misguided. The universities

are being swamped by the unfit. How much of the national resources is being thrown into the drain?

Laws of natural selection will not spare any body of men howsoever full of human kindness they are. Our resources are scarce, and the competition in the world is severe. We have got to come up. No watery sentimentality will help. The high falutin speeches from idealists (or who talk idealism for their own personal gains) will not take the nation a step further.

Shri Chagla talked elsewhere of the wastage in technological and professional education. Does he know that Mudaliar Commission, so fond of sweet seventeen, recommended the admission of Higher Secondary pass students to Engineering Colleges? Does he know that even the best from Higher Secondary schools fail in the First Year at the Engineering college? Even with those who enter the 2nd year class after having passed the Pre-professional or the First Examination for the B.Sc. degree have to be retaught what they have done in Higher Secondary Schools or the First Year of the three-year degree course or even the I.Sc., because the Boards belch out not very efficient. Why not raise the admission qualifications? Lower educational qualifications allow the political leaders to influence admissions.

The work by teachers requires better standards. They have their apologia and grievances. Let them be looked into. Lack of equipment is the most potent handicap. There are Middle Schools where Science is taught without even Ten rupee worth of equipment. Sometimes even chalk sticks are not available to teachers if there are black-boards. Even in High Schools there is nominal equipment, and there are difficulties even in 'chalk and talk' method of teaching.

There is a shortage of Science graduates, because there is less production. About post-graduates as teachers the less said the better. For the latter the

University grants Commission is also responsible, because it presses the universities to concentrate such teaching. It is a pity that our educational planners could not plan for the production of school-masters. There was slovenly thinking. Much of the educated unemployment would have been solved.

The quality of college teachers also leaves much to be desired. Even the second best do not come or stick to teaching. Unfortunately even the best from the universities are not quite good. The Union Public Service Commission has a grouse against the universities, because the candidates even for the I.A.S. are not quite upto the mark.

Further the young college teachers are coming from a lower strata than before. They must be cured of the sourness they had developed and harnessed to put forth their best, though it will not be to the ideal standard. They need training, if the probationers for all-India need it.

Unless the quality of education is improved, the nation cannot make up

the lee-way, much less to say of marching abreast of other nations. Education must be freed from the incubus of egalitarian pressure, which is working havoc with standards.

A part of the money going to be spent on Primary Education (which under the present conditions cannot produce literacy and more so when under the thumb of Panchayats) must be diverted to improving the quality of education. It is easier to sweeten a pitcher than a well. The position would be different if the nation-wide compulsory schooling had been upto the Senior Basic stage. Then it would have produced working literacy and some knowledge needed by a citizen of this century. But throwing money on schooling for 5 years in cases who finish there is throwing sugar into the sea. Let planners be not bound by what the Constitution had laid down. It was then bubbling with enthusiasm and idealism. Many changes have been made in the Constitution. Hence let this remain a dead letter.

RAGHUVIR SAHAY NIGAM.

## The S. I. T. U. Council of Educational Research

### READING HABIT COMPETITION

With a view to encouraging secondary schools to put forth conscious effort to induce in pupils a zest for the habit of reading and thinking, the S.I.T.U. Council of Educational Research in co-operation with the Madras Library Association is conducting the Reading Habit Competition. For the year 1963, nine high schools were selected for competition and forty scripts were received and adjudged.

On the 14th March 1964 at the office of the South India Teachers' Union, Madras, Sri M. Bhakthavatsalam, Chief Minister of Madras, presided and gave away the prizes to winning competitors. The overall First, Second and Third Prizes were awarded respectively to Miss C. Kanthimathi, Miss R. Baby Kamalam and Miss P. Thilakavathy of

the Kalaimagal Kalvi Nilayam Girls' High School, Erode. Miss R. Nagalakshmi and Miss Mary Dhanam of the O.C.P.M. Girls' High School, Madurai, were bracketed for the overall Second and Third Prizes respectively.

Sri M. Bhakthavatsalam, in his concluding speech praised the work of the South India Teachers' Union and its peripheral organisation the Council of Educational Research. He appreciated the effort of the Council to promote research attitude among teachers.

In this connection it may be mentioned that the Government of Madras was pleased to sanction a grant of Rs. 3,000 to the S.I.T.U. Council of Educational Research for the year 1962-63.

G. SRINIVASACHARI,  
Coordinator.

## NEWS AND NOTES

### WCOTP XIII ASSEMBLY PLANS

The Tentative Programme of the WCOTP XIII Assembly of Delegates, which will be held from July 31 to August 6 at Unesco House in Paris, has just been released by WCOTP Secretary-General William G. Carr.

The Assembly will officially open Friday, July 31, with addresses of welcome and the presidential address by Sir Ronald Gould. Plenary sessions will be held that afternoon; Saturday, August 1; and Wednesday and Thursday, August 5 and 6.

The 1964 theme, "Increasing International Understanding Through Teaching About the United Nations," will be introduced by Olman Soto González WCOTP Executive Committee member from Costa Rica, at the second plenary session. A full day of group discussions on the Assembly theme has been scheduled for Monday, August 3. Participants will be divided into four groups

to discuss the theme from the points of view of the needs of primary and secondary schools, adult education and teacher preparation.

The Assembly theme for 1965, "Equal Opportunity Through Education," will be introduced by Dr. Carr at the fifth plenary session on Aug. 5.

The tentative schedule also lists meetings of WCOTP constituent federations, international members and specialized committees which will be held in conjunction with the Delegate Assembly. On Monday, July 27, there will be a joint session of the International Federation of Teachers' Associations (IFTA) and the International Federation of Secondary Teachers (FIPESCO). The IFTA 33rd Congress will be held in Paris July 28-30, while the 34th Congress of FIPESCO will be held concurrently at the Centre International d'Etudes Pédagogiques in Sèvres.

## **Dr. A. CHIDAMBARANATHAN**

requests the Voters in the

**SOUTH ARCOT-NORTH ARCOT TEACHERS' CONSTITUENCY**

to give him the

**1st VOTE**

in the election to be conducted

for the

**MADRAS LEGISLATIVE COUNCIL**

*on the 11th April '64*

The 4th International Conference on Adult Education and the 7th Conference on Education for Teaching (ICET) are scheduled to meet Monday and Tuesday, August 3-4. On Monday they will meet jointly with the WCOTP theme discussion groups on adult education and teacher preparation respectively.

The specialized committees on Audio-Visual Instruction, Science Teaching, and Technical and Vocational Education will meet Tuesday, August 4.

After the Assembly, an Audio-Visual Workshop will be held from August 7 to 9. The 7th Congress of the International Council on Health, Physical Education and Recreation (ICHPER) will meet from August 7-10, incorporating the Seminar on Health Education the afternoon of August 7 and the morning of the 8th.

The WCOTP Executive Committee will meet prior to the Assembly on Sunday and Monday, July 26-27, and following the Assembly on Friday.

#### MADURAI DIST. TEACHERS' GUILD

##### *An Appeal*

The Madurai District Teacher's Guild jointly with the Teachers' Association, Madurai (City), has put up a building at Somasundaram Colony Madurai-10, at a cost of Rs. 15,000 to serve as a rest house for teachers of other places coming down to the city for a short

stay and to locate the offices of the two Associations named above as well as a Library.

It became necessary to borrow Rs. 5,000 to complete the work of the construction and the loan has to be paid off as early as possible to fulfil the objects for which the building is put up. We, therefore, appeal to you to donate liberally towards the building Fund for early repayment of the loan. It has been decided to put up a marble slab at a prominent place in the building premises containing the names of individuals and institutions that donate Rs. 100 and above. We earnestly wish your name or your institution may find a place in the tablet as a reminder of your interest in the Teaching profession and in Education and appeal to you to contribute as liberally as you can.

S. KRISHNA IYENGAR,  
*President*

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#### Late T. P. Srinivasa Varadan

The following Associations have passed resolutions of condolence regarding the demise of Sri T. P. Srinivasa Varadan :—

1. Teachers' Association, Board High School, Peravuruni, Tanjore Dt.
  2. Sacred Heart High School, Ponnalaipatti, Trichy Dt.
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## OUR BOOKSHELF

*Children of the Sun* : AKI THE LITTLE ISLANDER ; YING THE LITTLE CHINESE ; JUMA THE LITTLE AFRICAN : By John Mansfield. 2s 0d each. (Nelson).

These excellently got up children's books are attractive in their appearance that children (V Standard age) in their third year of English study will be tempted to read the stories in the books and thus improve their power of comprehension.

SOME PROBLEMS IN EDUCATION : Published for the Society for the Promotion of Education in India by the S.I.T.U. Publications Ltd., Rajah Annamalaipuram, Madras-28. Price Rs. 1.50.

This Bulletin No. 2 (Pp. 44) deals with problems in education discussed at the Delhi Forum. Such problems are :

1. Role of Teachers' Organisations in improving Educational plans, policies and programmes ;

2. Some thoughts on Secondary Education ;
3. Some problems of Teacher Education in India ;
4. Teaching of English in the last three classes of High and Higher Secondary schools.

Teachers and educationists will find the reading of the discussions of the problems useful and interesting.

**EDUCATION IN CITIZENSHIP :** By T. V. Neelakantam. Price Rs. 3 (Limp). (Oxford University Press).

This is No. 31 of 'Teaching in India Series', designed to be used in Training Colleges and in teachers' Libraries in Schools. It seeks to present the subject clearly to the teacher and help him to undertake his task with confidence.

### CONDITIONS REQUIRED FOR QUALITY TEACHING :

This is Bulletin No. 10 of the S.I.T.U. Council of Educational Research published by S.I.T.U. Publications Ltd., Madras-28. The subject matter was discussed by some prominent educationists of Madras at a meeting of the Madras Forum on 14-3-64.

Receipt of the following publications is thankfully acknowledged :—

1. Education in Northumberland (1959-62)—A report of the Northumberland Education Committee for the four years 1959-1962.
2. Maharashtra Educational Journal—Vol. XII, No. 5.
3. The Shading of School Buildings in the South-East Asia. (Unesco).

## *ENGLISH TEXTS & A SELECTION OF SUPPLEMENTARY READERS*

### *New Standards VIII—X*

VIII	Forrester & Chester : <b>DEEPAK READERS Book III</b>	Re 1.10
	Deepak Supplementary Readers : <b>FOUR FAIRY STORIES</b>	50 nP
	Dodd : <b>THE MAGIC RICKSHAW</b>	50 nP
IX	Forrester : <b>DAWN READERS Book IV</b>	Re 1.50
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